



AGENDA

STATE BOARD OF EDUCATION

December 10, 2015

Arkansas Department of Education

ADE Auditorium

10:00 AM

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Work Session

W-1 Arkansas School Boards Association Luncheon

Annually, the Arkansas School Boards Association invites the State Board to attend the ASBA luncheon. The Board will attend the luncheon from 11:45-1:30 at the Marriott. There are no topics for discussion.

Presenter: Arkansas School Boards Association

W-2 Professional Licensure Standards Board

On November 12, 2015, State Board Members requested a work session with the Professional Licensure Standards Board to better understand the PLSB Ethics Complaint Process.

Presenter: Kathy Howell, Chair, Professional Licensure Standards Board, Library Media Specialist, Clarksville School District; Dr. Suzanne Bailey, Member PLSB, Superintendent, Lonoke School District; Dr. Brad Baine, Member PLSB, Chair Dept of Education, Williams Baptist College; Cheryl Reinhart; and Ivy Pfeffer

Consent Agenda

C-1 Minutes - November 12, 2015

Presenter: Deborah Coffman

C-2 Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are requested to review the following: Commercial Bond Application – 2 Second Lien Bonds and 2 Voted Bonds.

With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package:

**Pursuant to Arkansas Code Annotated § 6-20-1205 concerning school district bonds, a school district shall not sell bonds until the issue is approved by the State Board of Education. Therefore, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee*

recommendation, may approve a school district bond application for the full amount of the proposed bond issue, approve the application for a lesser amount than requested, or disapprove the application.

Presenter: Cindy Hollowell and Amy Woody

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process. The information is needed to measure the effectiveness of the agency's recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require the agency to compile statistical information about applicants for employment.

Presenter: Greg Rogers and Clemetta Hood

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

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 99 school districts covering a total of 370 waivers. There were also requests for long-term substitutes from school districts requesting a total of waivers for long-term substitutes. These requests have been reviewed, and have either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: Ivy Pfeffer

C-5 Annual Report on Programs for Gifted and Talented Students

Pursuant to Ark. Code Ann. § 6-42-104(h)(4), the Advisory Council for the Education of Gifted and Talented Children must make an annual report to the Governor, the General Assembly, the State Board of Education, and the Commissioner, regarding educational programs for gifted and talented students. The 2015 report is provided for State Board of Education review.

Presenter: Dr. Mary Kathryn Stein

C-6 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-153 – Lee Jameson Black

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board issue a written reprimand, assess a \$50.00 fine, and require completion of six (6) hours of training on building a positive rapport and relationship with students through AETN. The training is to be completed prior to the issuance of a regular five-year license. Mr. Black was notified of the Ethics Subcommittee's recommendation of October 7, 2015. Mr. Black's October 10, 2015, letter neither accepted nor rejected the recommendation.

Presenter: Wayne Ruthven

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-184 – David Paul Smith

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board issue a written reprimand, assess a \$50.00 fine, and require completion of six (6) hours

of social media training through AETN. The training is to be completed within sixty (60) days of the date of the State Board's final order. Mr. Smith was notified of the Ethics Subcommittee's recommendation of October 7, 2015. Mr. Smith accepted the recommendation on October 11, 2015.

Presenter: Wayne Ruthven

Action Agenda

A-1 Consideration of Resolution for Arkansas School Board Member Recognition

The Arkansas School Boards Association requests approval of the resolution recognizing January as Arkansas School Board Member Recognition Month.

Presenter: Johnny Key

A-2 Consideration of the Arkansas Better Chance Enhancement Grant

In June 2015, the State Board approved one time funding to enhance the services for 21 ABC programs serving infants and toddlers in their community. When processing the payments for the final payment in June, two programs were inadvertently left off the list for payment. The two programs were Cedar Ridge School District for \$61,656 and Earle School District for \$26,424. Approval is being sought to allow funding out of the current fiscal year as approved.

Presenter: Mary K. McKinney

A-3 Consideration of Arkansas Better Chance Funding Request for the Paris School District

The Paris School District was approved in August 2015 to provide services for 63 children with \$306,180.00 annual budget. The recommendation is to increase the Paris School District's number of ABC children to 65 and allow for one retroactive payment of \$972.00 for these two slots back to October 1. These services will accommodate two children in extenuating circumstances who are now in the custody of a family within the Paris community and in need of quality child care services. The Board is being requested to approve the increase to the Paris School District by \$972.00 per month and will now make their total budget for the remaining part of the year at \$312,012.00.

Presenter: Mary K. McKinney

A-4 Adoption of State Board of Education Meeting Dates for Calendar Year 2016

Arkansas statute requires that each constitutional board and commission set proposed dates for the next calendar year. The State Board of Education has previously set the second Thursday and Friday of each month as its regular meeting dates. On October 8, 2015, the State Board approved the attached meeting dates so that future dates may be planned. Arkansas statute requires that dates be approved in December, therefore, the ADE requests that the attached meeting dates be approved for 2016.

Presenter: Kendra Clay

A-5 Little Rock School District Report of Progress

Little Rock School District Superintendent Mr. Baker Kurrus and staff will provide a monthly report of the progress of the six schools identified in academic distress.

Presenter: Baker Kurrus, Little Rock School District Superintendent

A-6 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment Requests: Quest Middle School of Pine Bluff

On November 18, 2015, representatives from Quest Middle School of Pine Bluff appeared before the Panel requesting amendments to the charter. By a unanimous vote, the Panel denied the requests. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2016 meeting.

Presenter: Alexandra Boyd

A-7 Charter Authorizing Panel Action on District Conversion Public Charter School Amendment Request: Washington Academy (Texarkana)

On November 17, 2015, representatives from Washington Academy appeared before the Charter Authorizing Panel requesting an amendment to the charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2016 meeting.

Presenter: Alexandra Boyd

A-8 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment Request: Academics Plus Charter School, Inc.

On November 17, 2015, representatives from Academics Plus Charter School appeared before the Charter Authorizing Panel requesting an amendment to the charter. By a four-to-two vote, with one abstention, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2016 meeting.

Presenter: Alexandra Boyd

A-9 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Cave City High School Career and Collegiate Preparatory School

On November 18, 2015, the Charter Authorizing Panel held a hearing on the district conversion charter application for Cave City High School Career and Collegiate Preparatory School. By a unanimous vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2016 meeting.

Presenter: Alexandra Boyd

A-10 Charter Authorizing Panel Action on Public Charter School Application: Arkansas Connections Academy, Bentonville, Arkansas

On November 17, 2015, the Charter Authorizing Panel continued the hearing from October 14, 2015, for the open-enrollment charter application for Arkansas Connections Academy. By a five-to-two vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2016 meeting.

Presenter: Alexandra Boyd

A-11 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Fayetteville Virtual Academy

On November 18, 2015, the Charter Authorizing Panel held a hearing on the district conversion charter application for Fayetteville Virtual Academy. By a unanimous vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2016 meeting.

Presenter: Alexandra Boyd

A-12 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Gentry High School Conversion Charter

On November 19, 2015, the Charter Authorizing Panel held a hearing on the district conversion charter application for Gentry High School Conversion Charter. By a unanimous vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2016 meeting.

Presenter: Alexandra Boyd

A-13 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Hot Springs World Class High School

On November 19, 2015, the Charter Authorizing Panel held a hearing on the district conversion charter application for Hot Springs World Class High School. By a unanimous vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2016 meeting.

Presenter: Alexandra Boyd

A-14 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Springdale School of Innovation

On November 19, 2015, the Charter Authorizing Panel held a hearing on the district conversion charter application for Springdale School of Innovation. By a unanimous vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and

conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2016 meeting.

Presenter: Alexandra Boyd

A-15 Consideration of Dermott School District Academic Distress Progress Report

Given concerns identified by the State Board Subcommittee for Academic Distress, Dermott School District has been asked to provide quarterly reports to the State Board of Education.

Presenter: Mr. Elbert Harvey, Dr. Richard Wilde, Ms. Kristi Ridgell, Dermott School District Superintendent, and Mr. Tommie Robinson, Dermott School Board President

A-16 Consideration of Possible Action Pursuant to Ark. Code Ann. § 6-15-430-Dermott School District

On February 12, 2015, the State Board of Education classified Dermott High School in academic distress. Ark. Code Ann. § 6-15-430(b) authorizes the State Board to take action if a school is classified in academic distress.

Presenter: Kendra Clay and Annette Barnes

A-17 Consideration of Dollarway School District Academic Distress Progress Report

Given concerns identified by the State Board Subcommittee for Academic Distress, Dollarway School District has been asked to provide quarterly reports to the State Board of Education.

Presenter: Mr. Elbert Harvey, Dr. Richard Wilde, Ms. Tammi Dockett-Wilson, Dollarway School District Superintendent, Ms. Billie Sanders-Lankford, Dollarway School Board President

A-18 Consideration of Possible Action Pursuant to Ark. Code Ann. § 6-15-430-Dollarway School District

On February 12, 2015, the State Board of Education classified Dollarway High School in academic distress. Ark. Code Ann. § 6-15-430(b) authorizes the State Board to take action if a school is classified in academic distress.

Presenter: Kendra Clay and Annette Barnes

A-19 Consideration of Waiver Request for Teaching License – Ann K. Morocco

Ann K. Morocco is seeking the renewal of her teaching license and has applied for a lifetime license. The Department received notification that Ms. Morocco's name appears on the Child Maltreatment Central Registry. On September 30, 2015, the Department notified Ms. Morocco that she is disqualified from holding a teaching license under Ark. Code Ann. § 6-17-410. Ms. Morocco requested a waiver of the disqualification from the State Board. Ms. Morocco is represented by attorney, John Greenhaw.

Presenter: Jennifer Liwo

A-20 Consideration of Waiver Request for Teaching License – Clarence D. Mumford

Clarence Donald Mumford is a licensed educator, receiving his license by reciprocity. The Department received information that Tennessee and Mississippi have revoked his teaching licenses in those states.

Further, Mr. Mumford has been convicted of an offense that under Ark. Code Ann. § 6-17-410 disqualifies him for licensure. On September 16, 2015, and on September 29, 2015, the Department notified Mr. Mumford that he is disqualified from holding a teaching license. Mr. Mumford requested a waiver of the disqualification from the State Board.

Presenter: Cheryl Reinhart

A-21 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 15-088; Angela Lynn Phifer (Melton)

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Recommendation: Following an evidentiary hearing on July 10, 2015, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board suspend Ms. Melton's license for one (1) year, assess a \$100.00 fine, and require Ms. Melton to complete Tier 2 financial training prior to the reinstatement of her license. Ms. Melton made a timely request for State Board review. Ms. Melton has filed her written objection and brief. The PLSB has filed its response. Ms. Melton represents herself.

Presenter: Jennifer Liwo

A-22 Consideration of Revocation of Teaching License – Kristi Dawn Brinkman-Lee

Kristi Dawn Brinkman-Lee is a licensed educator. The Department received information that Ms. Brinkman-Lee pleaded guilty to an offense that under Ark. Code Ann. § 6-17-410 disqualifies her for licensure. On September 9, 2015, the Department notified Ms. Brinkman-Lee that she is disqualified from holding a teaching license. Ms. Brinkman-Lee did not respond or request a waiver of the disqualification from the State Board.

Presenter: Cheryl Reinhart

A-23 Consideration of Revocation of Teaching License – Deborah K. Freeman

Deborah K. Freeman is a licensed educator. The Department received notification that Ms. Freeman's name appears on the Child Maltreatment Central Registry. On September 10, 2015, the Department notified Ms. Freeman that she is disqualified from holding a teaching license under Ark. Code Ann. § 6-17-410. Ms. Freeman did not respond or request a waiver of the disqualification from the State Board.

Presenter: Cheryl Reinhart

A-24 Consideration for Final Approval: Arkansas Department of Education Rules Governing Schools of Innovation

The State Board, on October 8, 2015, approved for public comment proposed Rules Governing Schools of Innovation. A public hearing was held on October 20, 2015. The public comment period expired on November 10, 2015. Public comments were received; no substantive changes were made. The proposed rules have been approved by the Governor's Office. Department staff respectfully requests that the State Board give final approval to these rules pending Legislative Council review.

Presenter: Cory Biggs

A-25 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Succeed Scholarship Program

The State Board, on October 8, 2015, approved for public comment proposed Rules Governing the Succeed Scholarship Program. A public hearing was held on October 20, 2015. The public comment period expired on November 10, 2015. Public comments were received; no substantive changes were made. The proposed rules have been approved by the Governor's Office. Department staff respectfully requests that the State Board give final approval to these rules pending Legislative Council review.

Presenter: Cory Biggs

A-26 Consideration for Final Approval: Arkansas Department of Education Rules Governing Local Education Agency Numbers

Ark. Code Ann. § 25-6-107 addresses local education numbers and allows the State Board of Education to adopt rules necessary to fully implement the issuance of LEA numbers. On October 8, 2015, the Board approved these rules for public comment. A public comment hearing was held on October 20, 2015. Public comments were received, but no substantive changes were made. The Governor's approval was received on November 10, 2015. Arkansas Department of Education staff respectfully requests that the State Board of Education give final approval for these rules.

Presenter: Jennifer Davis

A-27 Consideration for Public Comment: Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds

Acts 841, 846, 994, and 1115 of 2015 revised Arkansas laws pertaining to Student Special Needs Funding. Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: Cory Biggs

A-28 Consideration for Public Comment: ADE Rules Governing School District Requirements For Personnel Policies, Salary Schedules, Minimum Salaries, And Documents Posted To District Websites

The ADE proposes revisions to these rules to bring them in compliance with Acts 44, 1087, and 1177 of 2015 (i.e., revises number of days of professional development to be included in a basic contract from 10 days to no less than 6 days; adds to definition of "basic contract" language addressing teachers employed in a C-Step Program or the Arkansas National Guard Youth Challenge; clarifies that minimum teacher compensation schedule at Ark. Code Ann. § 6-17-2403 does not apply to part-time teachers or paraprofessionals employed by a school district to work in an adult education program). The Department respectfully requests the State Board release these rules for public comment.

Presenter: Lori Freno

A-29 Consideration for Public Comment: Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Acts 846 and 1079 of 2015 revised Arkansas laws pertaining to Nutrition and Physical Activity Standards. Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: Cory Biggs

A-30 Consideration for Public Comment: Proposed Arkansas Department of Education Rules Governing Ethical Guidelines

Act 846 of 2015 revised Arkansas laws pertaining to the ethical guidelines and prohibitions for educational administrators, employers, and board members, changing the requirements for contracting with interested party of board members and employers from \$5,000 to \$10,000. Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: Jennifer Davis

A-31 Consideration for Public Comment: Proposed Arkansas Department of Education Rules Governing Education Service Cooperatives

Act 846 of 2015 revised Arkansas laws pertaining to education service cooperative distribution of assets of a dissolved education service cooperative. Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: Jennifer Davis

Minutes
State Board of Education Meeting
Thursday, November 12, 2015

The State Board of Education met Thursday, November 12, 2015, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 10:01 a.m.

Present: Toyce Newton, Chair; Mireya Reith, Vice-Chair; Vicki Saviers; Joe Black; Diane Zook; Dr. Jay Barth; Susan Chambers; Brett Williamson; Charisse Dean; Ouida Newton, Teacher of the Year; and Johnny Key, Commissioner.

Absent: none

Reports

Report-1 Recognition of the 2016 Superintendent of the Year - Dale Query

Commissioner Key recognized the leadership of Mr. Dale Query, Superintendent of the Flippin School District. He said the district has been a leader in the dyslexia work. Mr. Key also introduced Mrs. Kay Query, Mr. Query's wife.

Arkansas Association of Educational Administrators (AAEA) Executive Director Dr. Richard Abernathy said the AAEA's Superintendent of the Year program pays tribute to the talent and vision of the men and women who lead Arkansas's public schools. He said candidates are judged on the following criteria: leadership for learning, communication, professionalism, and community involvement. Mr. Query is in the running for National Superintendent of the Year and will be recognized and honored at the American Association of School Administrators National Conference on Education in February 2016 in Phoenix, Arizona.

Mr. Query said it was an honor to represent his profession and the state. He said he was humbled to be recognized by his peers. He said the administrators appreciated the support from the Commissioner and the State Board of Education.

Report-2 ForwARd Report

Winthrop Rockefeller Foundation Vice President Mr. Cory S. Anderson said ForwARd Arkansas is a strategic partnership of the Winthrop Rockefeller Foundation, Walton Family Foundation and Arkansas Board of Education that

aims to prepare all Arkansas students for success in college and the workplace. To accomplish its vision, ForwARd has created a holistic guide for P-16 education in Arkansas, with specific recommendations for academically distressed schools and school districts.

Mr. Anderson said ForwARd Arkansas is making progress. He said the vision is for every student to graduate ready for college and career. He said the vision would not be realized unless communities believe in and work toward the vision. He said they are working on the details to announce opportunities for ForwARd Communities. He outlined short-term and long-term objectives for this approach. He said the ForwARd group wanted communities to get excited about the changes and become engaged.

Mr. Anderson said successful applicants would engage their community to develop a three-year strategic plan to execute a locally selected subset of ForwARd's recommendations. The recommendations are available at <http://www.forwardarkansas.org>.

Mr. Anderson said the ForwARd team has selected 4 of the 93 recommendations to focus on during the next nine months. The four quick wins are:

O4. Encourage all eligible schools to sign-up for Community Eligibility Program, which provides free breakfast and lunch in school.

C6. Introduce more flexibility at state and district levels for what can count toward professional development hours.

T12. Recognize, celebrate, and systematically learn from excellent teaching and excellent teachers (e.g., Arkansas-wide teaching and learning summit, public marketing campaign showcasing excellent teachers and their impact).

SP11: Identify and streamline regulations controlled entirely by ADE.

Mr. Anderson said ForwARd Arkansas has three goals for strategic outreach and communication that will build statewide *awareness*, *aspiration* and *action* in support of the ForwARd Arkansas vision.

Goal 1: Build awareness of the ForwARd vision by engaging, educating and exciting Arkansas residents.

Goal 2: Increase aspiration for the state's public education system by building a statewide network of local ambassadors to carry the ForwARd message.

Goal 3: Strengthen the internal capacity of ForwARd to manage contacts and campaign activities through community organizing tools that will drive future strategies.

Dr. Barth, State Board representative on the ForwARd internal working group, said as progress is made, there would be an opportunity to have a Board work

session regarding the changes that can be made by the ADE and the State Board.

Board members expressed support for communities establishing grass root efforts at the local level.

Consent Agenda

Dr. Barth moved, seconded by Mr. Williamson, to approve the consent agenda less C-5: Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309 and C-12: Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-127 – Emory Lee Atkins. Ms. Zook voted no. The final vote was 7-1. The motion carried.

Dr. Barth moved, seconded by Ms. Dean, to approve the consent item C-5: Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309. The motion carried unanimously.

The Board recommended a future work session with the PLSB Ethics Committee.

Ms. Zook moved, seconded by Dr. Barth, to assign probation of the teaching license, \$75 fine, and appropriate professional development for Emory Lee Atkins.

Dr. Barth made a substitute motion, seconded by Ms. Saviers, to table consent item C-12: Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-127 – Emory Lee Atkins. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - October 8, 2015
- Minutes - October 9, 2015
- Progress Report on the Status of Districts Classified in Fiscal Distress
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-159 – Toya Marie Graves
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-154 – Lindsey Marie Box
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-144 – Debra Kim Helm

- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-140 – Terri Deniese Hatfield
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-135 – James Wesley Mode
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-132 – James Gregory Presley
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-121 – Nancy Ann Stillman
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-125 – Sherry Sue Barefield
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-118 – Dale Christopher Horine
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-069 – Denan Elaine Cagle
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-026 – Mary Ellen Sneed
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-119 – Joy A. Holt

Action Agenda

A-1 Consideration of Arkansas Better Chance One Time Cost of Living Increase

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said \$1.5 million was appropriated to provide a one-time cost of living increase. This increase will be equally distributed across all ABC programs according to the number of children each program serves. The Board is requested to approve the payments for a total of \$1,491,906.00.

Ms. Reith moved, seconded by Ms. Saviers, to approve the Arkansas Better Chance one-time cost of living increase for a total of \$1,491,906.00. The motion carried unanimously.

A-2 Consideration of Arkansas Better Chance Funding Request for the Mulberry School District

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said the Mulberry School District was approved in August 2015 to provide services for 15 children. The Mulberry School District was also serving five additional children via another funding source provided by the Division of Human Services Preschool Development Funds through a private entity. The private entity moved the funding and the Mulberry School District was not clear at the time regarding this change. She said these five children have

been receiving services with the Mulberry School District since their approval for the 15 children in August. Ms. McKinney recommended the Board increase the Mulberry School District total number of ABC children to 20 and allow for retroactive payment for these five children back to the beginning of the school year. She said the previous approved payment of \$72,900.00 (for 15 students) plus \$24,300.00 (for 5 additional students) would give a total payment of \$97,200.00 for the Mulberry School District.

Ms. Zook moved, seconded by Ms. Reith, to approve the Arkansas Better Chance Funding Request of a total payment of \$97,200.00 for the Mulberry School District. The motion carried unanimously.

A-3 Consideration of the Little Rock School District Report of Progress

Little Rock School District Civic Advisory Committee Co-Chair Mr. Greg Adams said the subcommittees have met, and he provided a brief report of progress from each subcommittee. He said the committee was responsible for providing feedback to the superintendent.

Ms. Zook recommended the Community Advisory Committee invite the ForwARd Arkansas team to speak to the group.

Commissioner Key said one of the charges to the committee was to identify the reasons that schools were in academic distress.

Mr. Adams said the committee and subcommittees have spent more time looking forward and maximizing the current efforts.

Little Rock School District Superintendent Mr. Baker Kurrus said the teacher contract had been finalized. He said the first nine weeks interim data have been analyzed using a systematic method.

Little Rock School District Chief Academic Officer Dr. Veronica Perkins said her department was responsible for aligning curriculum, instruction and assessment systems. She said the team was reflecting on the assessment results to create an intentional teaching model.

Little Rock School District Associate Superintendent Dr. Sadie Mitchell shared data and explained the improvements being made in the district. She said the schools are working beside the ADE to focus the work on the items that would make changes that can be measured.

Ms. Zook moved, seconded by Mr. Williamson, to approve the Little Rock School District Report of Progress. The motion carried unanimously.

A-4 Consider Removal of Hector School District from Fiscal Distress Classification effective November 12, 2015

Assistant Commissioner for Fiscal and Administrative Services Mr. Greg Rogers said the Hector School District was classified in Fiscal Distress on May 8, 2014. He said the Department has conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the Hector School District. He said the Hector School District has currently corrected all criteria for being removed from Fiscal Distress and recommended that the Hector School District be removed from Fiscal Distress effective November 12, 2015.

Hector School District Superintendent Mr. Walt Davis expressed his appreciation for the support of ADE, Mr. Norman Hill, and the district staff.

Ms. Dean moved, seconded by Dr. Barth, to approve the removal of Hector School District from Fiscal Distress classification effective November 12, 2015. The motion carried unanimously.

A-5 Consideration of Pine Bluff School District Academic Distress Progress Report

Public School Accountability Coordinator Mr. Elbert Harvey said given concerns identified by the State Board Subcommittee for Academic Distress, Pine Bluff School District was asked to provide quarterly reports to the State Board of Education.

Pine Bluff School Board President Mr. Henry Dabner said the school board received training from the Arkansas School Boards Association. He said the board decided to have two meetings monthly, with one as a work session. He said the district would advertise for a superintendent in January. He said the district had discontinued the contract with *From the Heart*. He said the superintendent has completed requirements for licensure.

Pine Bluff School District Superintendent Dr. T.C. Wallace said the district conducted a successful community forum and the communication was very helpful in determining the next steps. He said a second forum would be held in January. Dr. Wallace said he now has a five-year license in Arkansas. He said the district has applied and been accepted in the Community Eligibility Program. The band has been invited to participate in a London celebration. He said progress was being made. He said the challenges have been prioritized. He said the systems need to be restructured – finance, human resources, and exceptional education.

Chief School Reform Officer Ms. Alesia Smith said the fall site visit from the

University of Virginia included positive comments on the restructuring of the master schedule, involvement of community regarding the reconfiguration of schools, being fully staffed for the school year, principals having autonomy for site based management, the culture shifting to data-driven conversations about students, a school improvement specialist will begin December 1, and weekly professional learning communities better aligned for response to intervention. She said the next steps include becoming more systematic in the approach for each child.

School Improvement Director Dr. Richard Wilde said the local school board actions are not distracting the administrative actions in the district. He said the district was not distracting the building efforts to improve. He was also encouraged about the change in the culture of the schools. He said there is still much work to be done. He said the directors needed to continue to examine the impact of decisions. He said the UVA work is funded through the school year.

Dr. Wallace said the district has resolved several of the issues by working together as a leader cabinet.

Dr. Wilde recommended the State Board continue to monitor the district's progress on a quarterly basis during this school year. He recommended the Special Committee on Academic Distress hear the report.

Ms. Chambers moved, seconded by Dr. Barth, to approve the Pine Bluff School District Academic Distress Progress Report and to require the Pine Bluff School District to provide a quarterly progress report to the Special Committee on Academic Distress. The motion carried unanimously.

A-6 Consideration to approve an agreement for a Teacher Residency nontraditional pathway to licensure

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said the University of Arkansas at Monticello approached the ADE with a proposal to implement a UAM Teacher Residency Program, a post-baccalaureate, non-traditional teacher licensure route for public school paraprofessionals. This non-traditional route to teacher licensure will provide an additional pathway for K-6, Middle Childhood, and 7-12 teacher licensure in high poverty schools and high minority schools, increase the Arkansas teacher pipeline through a "grow your own" program, provide an additional pathway to attract a diverse population of teachers, and address the need for highly qualified teachers in critical shortage areas. She said the approval for the degree program is pending; however, the ADE asked the Board for approval to pursue the concept and to develop an agreement with UAM once approval is received and the rules for Educator Preparation Programs receive full approval for pending revisions. She said the agreement would allow the ADE to provide a one-year

provisional license for the degreed candidate to complete a residency program while serving as a teacher of record in a public school, receiving support from university and school district personnel. She said if approved, the University hopes to begin the program in the Fall of 2016, and it is anticipated that the first candidates could begin a residency within two years.

Dr. Barth moved, seconded by Mr. Williamson, to approve an agreement for a Teacher Residency nontraditional pathway to licensure. The motion carried unanimously.

A-7 Consideration of 3-8 Partnership for Assessment of Readiness for College and Careers (PARCC) Cut Scores

Assessment Director Ms. Hope Allen requested approval from the State Board of Education of the 3-8 PARCC cut scores for Arkansas as presented.

Dr. Barth moved, seconded by Ms. Saviers, to approve the 3-8 Partnership for Assessment of Readiness for College and Careers (PARCC) cut scores. The motion carried unanimously.

A-8 Consideration of Requisite Scale Score of Student Performance

Assessment Director Ms. Hope Allen said pursuant to A.C.A. §§ 6-15-433 and 6-15-2009, the Arkansas Department of Education requested approval of the requisite scale score of student performance on the PARCC exams.

Dr. Barth moved, seconded by Ms. Zook, to approve the requisite scale score of student performance at 749 on the PARCC assessment for which a student would be assigned an Academic Improvement Plan. The motion carried unanimously.

A-9 Consideration of Waiver Request for Teaching License – Melanie J. Williams

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Melanie J. Williams is a licensed educator. She said on August 17, 2015, the Department was informed that Ms. Williams' name appeared on the Child Maltreatment Central Registry. She said on August 19, 2015, the Department notified Ms. Williams that she is disqualified from holding a teaching license under Ark. Code Ann. § 6-17-410. Ms. Liwo said Ms. Williams requested a waiver from the State Board but did not attend the Board meeting.

The Board agreed to move forward with the hearing. Ms. Liwo recommended a

three-year suspension of teaching license.

Ms. Reith moved, seconded by Mr. Williamson, to approve a three-year suspension of license for Melanie J. Williams. The motion carried unanimously.

A-10 Consideration of Waiver Request for Teaching License – Danna M. Strozyk

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Danna M. Strozyk was seeking the renewal of her teaching license. She said on August 26, 2015, the Department notified Ms. Strozyk that she was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. She said Ms. Strozyk initially requested a waiver of the disqualifying offense, but later declined the waiver hearing. Ms. Liwo further stated that the ADE Rules Governing Background Checks and Licensure Revocation required that the matter be treated as if Ms. Strozyk declined the notice.

Ms. Saviers moved, seconded by Ms. Reith, to deny the Waiver Request for Teaching License for Danna M. Strozyk. The motion carried unanimously.

A-11 Consideration of Waiver Request for Teaching License - Sharon Davis-Williams

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Sharon Davis-Williams is a licensed educator. She said on July 14, 2015, the Department notified Ms. Davis-Williams that she was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. She said Ms. Davis-Williams requested a waiver of the disqualifying offense. Ms. Davis-Williams was represented by Attorney Ms. Valerie Bailey.

The Department recommended suspension of Ms. Davis-Williams' license pending appeal of her conviction.

Ms. Bailey said the Board lacked the authority to take action against Ms. Davis-Williams.

Ms. Liwo said the disqualifying offense is within the authority of the Board pursuant to A.C. A. § 6-17-410.

Ms. Bailey said Ms. Davis-Williams was acquitted of the counts listed in Section C of A.C. A. § 6-17-410. She said at this time, Ms. Davis-Williams has not been fully adjudicated.

Ms. Saviers moved, seconded by Mr. Williamson, to suspend the teaching license pending the outcome of the appeal of conviction for Sharon Davis-Williams. Dr. Barth voted no. The final vote was 7-1. The motion carried .

A-12 Consideration of Waiver Request for Teaching License - Kerri Williams

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said Ms. Kerri Eugenia (Hendrix) Williams is a licensed educator. She said on August 28, 2015, the Department notified Ms. Williams that she was ineligible for licensure for failing to establish or maintain the necessary requirements and standards set forth in Arkansas law or State Board rules and regulations for teacher licensure under Ark. Code Ann. § 6-17-410. She said Ms. Williams requested a waiver of the disqualification for licensure.

Ms. Reinhart recommended probation of license until Georgia has reinstated the license.

Ms. Williams said she left Georgia in 2012. She said the incident occurred in 2008. She was licensed in 2014 by reciprocity.

Watson-Chapel School District Superintendent Dr. Connie Hathorn said he needed Ms. Williams' expertise in his district.

Watson-Chapel School District Assistant Superintendent Ms. Julie Sheppard said Ms. Williams was an asset to the district.

Ms. Dean moved, seconded by Ms. Saviers , to approve the waiver request for teaching license for Kerri Williams with probation until the Georgia license is reinstated. The motion carried unanimously.

A-13 Consideration of Waiver Request for Teaching License – Bruce A. Maddox

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Mr. Bruce A. Maddox is a licensed educator seeking the renewal of his teaching license. She said on August 26, 2015, the Department notified Mr. Maddox that he was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. She said Mr. Maddox requested a waiver of the disqualifying offense.

Ms. Liwo recommended approval of the waiver.

Attorney Mr. Greg Alagood said the North Little Rock School District wanted Mr. Maddox back in the classroom tomorrow.

Ms. Saviers moved, seconded by Ms. Zook, to approve the waiver request for teaching license for Bruce A. Maddox. The motion carried unanimously.

A-14 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Future School of Fort Smith, Fort Smith, Arkansas

Division of Learning Services Coordinator Ms. Mary Perry said on October 14, 2015, the Charter Authorizing Panel conducted open-enrollment charter applicant hearings. She said representatives of Future School of Fort Smith appeared before the Panel and requested that Future School, the sponsoring entity, be allowed to open a charter school in Fort Smith to serve students in grades 10-12 with a maximum enrollment of 450. She said by a unanimous vote, the Panel approved the request. She said no request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Dean moved, seconded by Ms. Saviers, to not review the Charter Authorizing Panel Action on Open-Enrollment Public Charter School application for the Future School of Fort Smith, Fort Smith, Arkansas. The motion carried unanimously.

A-15 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Redfield Tri-County Charter School, Redfield, Arkansas

Division of Learning Services Coordinator Ms. Mary Perry said on October 14, 2015, the Charter Authorizing Panel conducted open-enrollment charter applicant hearings. She said representatives of Redfield Tri-County Charter School appeared before the Panel and requested that Redfield Tri-County Charter School, the sponsoring entity, be allowed to open a charter school in Redfield to serve students in grades 5-12 with a maximum enrollment of 400. She said by a unanimous vote, the Panel denied the request. She said no request for the State Board of Education to review the decision made by the Panel was submitted.

Dr. Barth moved, seconded by Ms. Zook, to not review the Charter Authorizing Panel Action on Open-Enrollment Public Charter School application for the Redfield Tri-County Charter School, Redfield, Arkansas. The motion carried unanimously.

A-16 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment Request: Northwest Arkansas Classical Academy

Division of Learning Services Coordinator Ms. Mary Perry said the State Board of Education approved the application for Northwest Arkansas Classical Academy on November 1, 2012. She said the charter is approved to serve students in grades K-12 with a maximum enrollment of 685. She said on October 15, 2015, representatives of Northwest Arkansas Classical Academy appeared before the Charter Authorizing Panel to request an amendment to the current charter. She said by a unanimous vote, the Panel denied the request. She said no request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Zook moved, seconded by Ms. Chambers, to not review the Charter Authorizing Panel Action on Open-Enrollment Public Charter School amendment request for the Northwest Arkansas Classical Academy. The motion carried unanimously.

A-17 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment Request: Quest Middle School of West Little Rock

Division of Learning Services Coordinator Ms. Mary Perry said the State Board of Education approved the application for Quest Middle School of West Little Rock on January 10, 2014. She said the charter is approved to serve students in grades 6-12 with a maximum enrollment of 490. She said on October 15, 2015, representatives of Quest Middle School of West Little Rock appeared before the Charter Authorizing Panel to request an amendment to the current charter. She said by a unanimous vote, the Panel approved the request. She said no request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Dean moved, seconded by Ms. Chambers, to not review the Charter Authorizing Panel Action on Open-Enrollment Public Charter School amendment request for the Quest Middle School of West Little Rock. The motion carried unanimously.

A-18 Charter Authorizing Panel Action on District Conversion Public Charter School Amendment Request: Bauxite Miner Academy

Division of Learning Services Coordinator Ms. Mary Perry said the State Board of Education approved the application for the Bauxite School District to operate Bauxite Miner Academy on March 11, 2013. She said the charter is approved to serve students in grades 6-12 with a maximum enrollment of 200. She said on October 15, 2015, representatives of the Bauxite School District appeared before the Charter Authorizing Panel to request an amendment to the current charter. She said by a unanimous vote, the Panel approved the request. She said no request for the State Board of Education to review the decision made by the

Panel was submitted.

Mr. Williamson moved, seconded by Ms. Dean, to not review the Charter Authorizing Panel Action on District Conversion Public Charter School amendment request for the Bauxite Miner Academy. The motion carried unanimously.

A-19 Charter Authorizing Panel Action on District Conversion Public Charter School Amendment Request: Rogers New Technology High School

Division of Learning Services Coordinator Ms. Mary Perry said the State Board of Education approved the application for the Rogers School District to operate Rogers New Technology High School on January 14, 2013. She said the charter is approved to serve students in grades 9-12 with a maximum enrollment of 600. She said on October 15, 2015, representatives of the Rogers School District appeared before the Charter Authorizing Panel to request an amendment to the current charter. She said by a unanimous vote, the Panel approved the request. She said no request for the State Board of Education to review the decision made by the Panel was submitted.

Dr. Barth moved, seconded by Ms. Saviers, to not review the Charter Authorizing Panel Action on District Conversion Public Charter School amendment request for the Rogers New Technology High School. The motion carried unanimously.

A-20 Consideration of Final Rule – Arkansas Department of Education Rules Governing Background Checks

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said on August 13, 2015, the State Board authorized the Department to publish for public comment the proposed Rules Governing Background Checks that contained changes to the rules based on recent legislation and for other updates. She said public comment was received on the proposed rules, but no changes were made.

Ms. Zook moved, seconded by Ms. Chambers, to approve the Arkansas Department of Education Rules Governing Background Checks. The motion carried unanimously.

A-21 Consideration of Final Rule – Arkansas Department of Education Rules Governing the Teacher Excellence and Support Program

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said on August 13, 2015, the State Board authorized the Department to publish

for public comment the proposed Rules Governing the Teacher Excellence and Support System that contained changes to the rules based on recent legislation and for other updates. She said public comment was received on the proposed rules, but no changes were made.

Dr. Barth moved, seconded by Mr. Williamson, to approve the Arkansas Department of Education Rules Governing the Teacher Excellence and Support Program. The motion carried unanimously.

A-22 Consideration of Final Rule – Arkansas Department of Education Rules Governing the Leader Excellence and Development System

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said on August 13, 2015, the State Board authorized the Department to publish for public comment the proposed Rules Governing the Leader Excellence and Development System that contained changes to the rules based on recent legislation and for other updates. She said public comment was received on the proposed rules, but no changes were made.

Ms. Chambers moved, seconded by Ms. Dean, to approve the Arkansas Department of Education Rules Governing the Leader Excellence and Development System. The motion carried unanimously.

A-23 Consideration of Resolution for Arkansas Computer Science Week

Computer Science Director Mr. Anthony Owen said Arkansas Computer Science week would be observed December 7-13, 2015. He asked the Board to adopt an Arkansas Computer Science Week resolution.

Ms. Zook moved, seconded by Ms. Chambers, to adopt the resolution for Arkansas Computer Science Week. The motion carried unanimously.

Reports

Report-1 Chair's Report

Chair Newton said Dr. Jay Barth, a member of the Arkansas State Board of Education, was elected president-elect of the National Association of State Boards of Education (NASBE) at the organization's annual conference in Baltimore. His term starts in January, and he will serve as president in 2017.

Ms. Newton said Ms. Reith, vice chair of the Arkansas State Board of Education, was appointed southern area director of the National Association of State Boards

of Education.

Dr. Barth said Ms. Reith chaired a NASBE study group “The Second C: Ensuring All Students Graduate College and Career Ready,” and she did a great job of facilitating the team. More information is available at <http://www.nasbe.org/study-group/the-second-c-ensuring-all-students-graduate-college-and-career-ready-2015/>.

Ms. Zook gave a brief summary of recent education announcements and educator recognition. She said she visited Martin Luther King Elementary to see the Breakfast in the Classroom program. She attended the task force meeting for Special Education and commended Ms. Lisa Haley for her report.

Ms. Reith said she would be accompanying a group from Northwest Arkansas on a World Class Tour for Career Education with the first stop in Oklahoma City, Oklahoma. She said a group of Northwest Arkansas superintendents recently published a white paper and convened a meeting to discuss agencies collaborating to resolve barriers in order to move education forward with college and careers.

Report-2 Commissioner's Report

Commissioner Key said he has been participating in regional Career Technical Education meetings.

He shared the Warren School District video from the Innovation Collection available on the ADE website at <http://www.arkansased.gov/divisions/learning-services/schools-of-innovation>.

Commissioner Key recognized the great work by the Communications Team.

Report-3 Arkansas Teacher of the Year (ATOY) Report

Ms. Ouida Newton, the 2015 Arkansas Teacher of the Year, presented a component of her professional development project. Ms. Newton is writing a monthly educator's blog. Her post on dyslexia is available on the ADE website at <http://arkansased.edublogs.org/2015/10/27/dyslexia/>.

Ms. Newton is participating in the Arkansas Leadership Academy and is required to develop an action plan. She said her ATOY platform is teacher recruitment and retention. She has been working with Mr. Jeff Dyer and has attended multiple teacher fairs. In her efforts to recognize educators, she is continuing the Profile of Teacher Leadership video series, started by 2014 Teacher of the Year

Mr. Jonathan Crossley. Ms. Newton recently visited a Teacher Cadets Program in the Marion School District. Marion School District Teacher Cadets/Instructional Facilitator Ms. Shannon Ginn is featured in the profile series. The video is available on the ADE website at <http://www.arkansased.gov/divisions/communications/teacher-of-the-year>.

Report-4 EdTPA Pilot Summary Report

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said this report was an update on the state's pilot of EdTPA, a performance based teaching assessment. The pilot began in March 2014 and will conclude in the spring of 2016. She said cut scores are now available. She said all Arkansas Professional Pathway to Educator Licensure (APPEL) candidates are using EdTPA.

Report-5 Update on Equitable Access Strategies

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said this report was provided to update the State Board on the implementation of strategies identified in Arkansas' Equitable Access Plan. She highlighted three strategies from the plan.

Report-6 Computer Science Report

Computer Science Director Mr. Anthony Owen said a monthly report was provided to update the State Board on the progress of Governor Asa Hutchinson's Computer Science Initiative. He said 1,104 students were enrolled in computer science courses in 2014-2015. He said 3,973 students enrolled in 2015-2016.

Report-7 Priority School First Quarter Progress Reports

School Improvement Director Dr. Richard Wilde said the ESEA Flexibility Waiver established that the State Board would receive quarterly progress reports related to schools in Priority Status. He said the intent was to put all priority school reports into a similar format. He said this reporting structure assists the schools in moving toward a system of data analysis. He said this report is the baseline by which progress will be measured.

Public School Accountability Coordinator Mr. Elbert Harvey said the ADE and district staffs are looking carefully at how these schools are progressing.

Public Comment: Ms. Dorothy Singleton said she would be back next month to speak regarding the Dollarway School District.

Public Comment: Ms. Annie Bryant said there should be a sense of urgency for the schools in academic distress. She said in her district there is a reluctance to seek clarification for accuracy.

Report-8 2015 NAEP Scores Update

State National Assessment of Education Progress (NAEP) Coordinator Dr. Pamela A. Byrd updated the Board on the release of the 2015 NAEP scores. The report included data from 50 states, the District of Columbia, and the Department of Defense school system. More information about the NAEP report is available at <https://nces.ed.gov/nationsreportcard/about/naeptools.aspx>.

Assistant Commissioner for Learning Services Dr. Debbie Jones said the state has been making progress on NAEP over time, however; the 2015 NAEP did report a drop in scores overall. She said NAEP was conducting a study to examine this drop in scores.

Report-9 Assessment Update

Assessment Director Ms. Hope Allen said the ACT and ACT Aspire contracts are finalized and approved. She said interim assessments would be available December 1, 2015.

Report-10 Learning Services Report

Assistant Commissioner of Learning Services Dr. Debbie Jones said the public comments regarding the Standards Review were included in the State Board packet. She said the standards review committees are back at work this month.

Dr. Jones shared an innovation video to represent how district's can consider innovative ways to meet the needs of their students. The West Memphis Academies video is available on the ADE website at <http://www.arkansased.gov/divisions/learning-services/schools-of-innovation>.

Adjournment

Mr. Black moved, seconded by Mr. Williamson, to adjourn. The motion carried unanimously.

The meeting adjourned at 5:33 p.m.

Minutes recorded by Deborah Coffman.

Section 1
Second Lien Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING
DECEMBER 10, 2015
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

2 2nd Lien	\$	4,620,000.00
<hr/>		<hr/>
2	\$	4,620,000.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Brookland	Craighead	2,096.71	\$2,175,000	18.99%	\$24,392,540	Constructing, renovating and equipping school facilities to include the gymnasium complex (\$2,100,000), cost of issuance, and underwriter's discount allowance (\$75,000). Any remaining funds will be used for other construction, renovations, and equipment purchases.
Harrison	Boone	2,701.82	\$2,445,000	14.66%	\$47,835,000	A comprehensive upgrade to LED lighting throughout the district; replacement and/or tune-up of existing HVAC units in select schools throughout the District; and any remaining funds will be used for constructing, refurbishing, remodeling, and equipping school facilities (\$2,367,698); and cost of issuance, underwriter's discount allowance and rounding (\$77,302).

Section 2 Voted Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1201 states the following:

A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for:

- (1) Building and equipping school buildings;
- (2) Making additions and repairs to school buildings;
- (3) Purchasing sites for school buildings;
- (4) Purchasing new or used school buses;
- (5) Refurbishing school buses;
- (6) Providing professional development and training of teachers or other programs authorized under the federally recognized qualified zone academy bond program, 26 U.S.C. § 1397E;
- (7) Paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided by law.

**STATE BOARD OF EDUCATION MEETING
DECEMBER 10, 2015
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

2 Voted	\$	16,000,000.00
<hr/>		<hr/>
2	\$	16,000,000.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Buffalo Island Central	Craighead	811.37	\$11,420,000	19.20%	\$12,177,127	Refunding the outstanding bond issue dated August 1, 2010 (\$2,269,856); constructing and equipping a new K-6 school in Leachville and a new 7-12 school in Monett; and constructing refurbishing, remodeling and equipping school facilities (\$8,846,914); and cost of issuance and underwriter's discount allowance (\$303,230).
Harmony Grove	Ouachita	948.09	\$4,580,000	21.81%	\$10,694,439	Constructing and equipping a multi-purpose building/gym with classrooms and digital learning center at Harmony Grove High School; making electrical upgrades in the digital learning center; improving parking lot and improving gym ceiling at Sparkman campus; and constructing, refurbishing, remodeling, and equipping other school facilities (\$4,453,660); and cost of issuance and underwriter's discount allowance (\$126,340).



NEWLY EMPLOYED FOR THE PERIOD OF October 17, 2015 – November 13, 2015

Terri Bollinger– APSCN Field Analyst, Grade C121, Division of Research and Technology, APSCN, effective 11/02/15.

Dara DeLony – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 11/02/15.

Judy Foot – Public School Program Advisor, Grade C122, Division of Public School Accountability, School Improvement, effective 11/02/15.

Hana Hunter – Administrative Specialist II, Grade C109, Division of Learning Services, Special Education, effective 10/26/15.

Misty Pitman– Public School Program Advisor, Grade C122, Division of Public School Accountability, School Improvement, effective 10/19/15.

PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF October 17, 2015 – November 13, 2015

Traci Boyd from a Fiscal Support Manager, Grade C123 , Division of Fiscal and Administrative Services, Finance, to an ADE Finance Program Coordinator, Grade C124 , Division of Fiscal and Administrative Services, Finance, effective 11/02/15.

Lynda Burt from a APSCN Field Analyst, Grade C121 , Division of Research and Technology, APSCN, to an Information Systems Business Analyst, Grade C122, Division of Research and Technology, APSCN, effective 10/19/15.

Sarah Cox from a Public School Program Advisor, Grade C122, Division of Research and Technology, Data Quality & Management, to an ADE APSCN Division Manager, Grade C126, Division of Research and Technology, Data Quality & Management, effective 11/02/15.

Joan Luneau from a Public School Program Advisor, Grade C122, Division of Educator Effectiveness and Licensure, Educator Licensure, to a Public School Program Coordinator, Grade C123, Division of Educator Effectiveness and Licensure, Educator Licensure, effective 10/26/15.

Vernon Robertson from an ADE Academic Facilities Senior Project Analyst, Grade C126, Division of Public School Academic Facilities and Transportation (DPSAFT), to an ADE Area Project Manager, Grade C123, DPSAFT, effective 10/07/15. Demotion

SEPARATIONS FOR THE PERIOD OF October 17, 2015 – November 13, 2015

*Janella Barnett – Administrative Specialist II, Central Administration, Communications Office, Grade C109, effective 11/12/15. 19 Years, 11 months, 10 days. Retirement

*Roxie Browning- Public School Program Advisor, Public School Accountability, School Improvement, Grade C122, effective 10/23/15. 2 Years, 3 months, 1 day. 01

Coey Bellinger – ADE State Systems Administrator, Division of Research and Technology, Data Reporting & Systems Grade C126 effective 11/13/15. 2 Years, 10 months, 6 days. 01

Tracii Laettner – Accounting Coordinator, Division of Educator Effectiveness and Licensure, Grade C121, effective 11/6/15. 5 Years, 11 months, 13 days. 01

*Minority

AASIS Codes:

01 – Voluntary
Retirement

Additional Licensure Waiver Requests
2015 - 2016 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
	AR School for the Deaf	2	PORTER, FREDERICK	317-Spch Lang Path PK-12	320	320-Curr/Prog Admin (Spec Ed) PK-12	12-13 13-14 14-15 15-16	Denied
			REED, KATHERINE	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16	Granted
	ARKANSAS VIRTUAL ACADEMY	2	SACHENBACHER JACKSON, LORELEI	167-Social Studies 7-12	255, 256	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	15-16 15-16	Granted Granted
7401000	AUGUSTA SCHOOL DISTRICT	1	LADD, LAURA	001-Early Childhood Education PK-4	215	215-Family & Con Sci 7-12	15-16	Granted
5401000	BARTON-LEXA SCHOOL DISTRICT	2	PALMER, FRANCES ANN	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	296, 295	296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	13-14 14-15 15-16 13-14 14-15 15-16	Granted Granted
6301000	BAUXITE SCHOOL DISTRICT	3	BAXLEY, MATTHEW	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	200	200-Mathematics 7-12	15-16	Granted
			CULVER, KEELEY	002-Middle Childhood Lang Arts/SS 4-8	258	258-Special Education K-12	15-16	Granted
			HARRINGTON, DEBORAH	183-Elementary K-6 K-6, 306-Gift & Talented 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8	288	288-Guid & Counseling K-12	14-15 15-16	Granted
1601000	BAY SCHOOL DISTRICT	1	WIGGINTON, SANDRA	166-Eng Lang Arts 7-12, 208-Drama/Speech 7-12, 4040-Journalism 7-12, 4050-Oral Communications 7-12	710	710-Spanish K-12	15-16	Granted
7302000	BEEBE SCHOOL DISTRICT	5	DODGE, DAVID	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	15-16	Granted
			EMBREY, ALISON	001-Early Childhood Education PK-4	500	500-P. E. & HEALTH K-12	14-15 15-16	Granted
			JONES, AMBER	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			MCAFEE, JAYMIE	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15 15-16	Granted
			TREADWAY, JULIA	300-Guid & Counseling 7-12, 001-Early Childhood Education PK-4, 299-Guid & Counseling PK-8	276	276-Build Level Admin P-12	15-16	Denied
			BALLARD, VERONICA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			BAUMANN, FELICIA	006-French 7-12, 056-Middle School English 5-8, 166-Eng Lang Arts 7-12, 4040-Journalism 7-12	256	256-Middle School Social Studies 4-8	14-15 15-16	Granted
			BRADLEY, DAVID	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 257-Middle School Science 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			CYNOVA, ANGELA	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	255	255-Middle School English 4-8	15-16	Granted
			DAVIS, CAROL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	286	286-Library Media Spec K-12	15-16	Granted
			DUTTON, BRIAN	200-Mathematics 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted

0401000	BENTONVILLE SCHOOL DISTRICT	21	EICHLER, MICHELLE	302-Building Level Administrator 5-12, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8, 312-Build Administrator PK-8	288	288-Guid & Counseling K-12	14-15 15-16	Granted
			GIBBONS, JAMES	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			HARPER, BEVIN	200-Mathematics 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			HAYNES, TAMERA	183-Elementary K-6 K-6, 522-Guidance Elementary K-9, 523-Guidance Secondary 5-12, 001-Early Childhood Education PK-4	247	247-ESL K-12	15-16	Granted
			HOWARD, CASSIE	167-Social Studies 7-12, 230-Special Ed Inst Specialist 4-12	255	255-Middle School English 4-8	15-16	Granted
			IMEL, JESSICA	224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
			JUMPS, SARAH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			KRAMER, JULIE	228-PE/Wellness/Leisure 7-12, 411-Career Orientation Endorsement 7-12, 227-PE/Wellness/Leisure PK-8	288	288-Guid & Counseling K-12	15-16	Granted
			NIDA, RICHARD	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 411-Career Orientation Endorsement 7-12, 418-Career Development 4-8, 500-P. E. & HEALTH K-12	258	258-Special Education K-12	15-16	Granted
			PECK, AMBER	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			POWELL, ALEXANDRA	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	15-16	Granted
			SCOTT, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 214-Family & Con Sci 4-8, 215-Family & Con Sci 7-12	418	418-Career Development 4-8	15-16	Granted
			STRAHAN, CODY	108-Journalism 7-12, 114-Speech 7-12, 166-Eng Lang Arts 7-12, 4040-Journalism 7-12, 247-ESL K-12	258	258-Special Education K-12	15-16	Granted
			WELSHER, DAVID	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 308-ESL 7-12, 307-ESL PK-8, 276-Build Level Admin P-12	276	276-Build Level Admin P-12	15-16	Granted
WRIGHT, RACHEL	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted			
0502000	BERGMAN SCHOOL DISTRICT	2	JOHNSON, MORGAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 253-Elementary K-6	289	289-Gifted & Talented K-12	15-16	Granted
			SLAY, KELSEY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
4201000	BOONEVILLE SCHOOL DISTRICT	2	SCHMIDT, LAURA	296-Lib Media Sci 7-12, 001-Early Childhood Education PK-4, 295-Lib Media Sci PK-8	253	253-Elementary K-6	14-15 15-16	Granted
			STRINGER, HEATHER	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	253	253-Elementary K-6	15-16	Granted
4801000	BRINKLEY SCHOOL DISTRICT	1	BUTLER, ETHEL	167-Social Studies 7-12, 410-Career Academy Endorsement 7-12	286	286-Library Media Spec K-12	15-16	Granted

4304000	CABOT SCHOOL DISTRICT	8	HANKINS, CHRISTI	166-Eng Lang Arts 7-12	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16 13-14 14-15 15-16	Granted
			LYNN, SARA	114-Speech 7-12, 166-Eng Lang Arts 7-12	108	108-Journalism 7-12	15-16	Granted
			MADAR, EMILY	200-Mathematics 7-12, 4546-Transitional Math 9-12	258	258-Special Education K-12	15-16	Granted
			MENDOZA, ANDREA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			PICKARD, WENDI	184-Elementary 1-6, 302-Building Level Administrator 5-12, 312-Build Administrator PK-8	166	166-Eng Lang Arts 7-12	15-16	Granted
			REED, LEEANN	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15 15-16	Granted
			TAYLOR, TIFFINIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	14-15 15-16	Granted
4901000	CADDO HILLS SCHOOL DISTRICT	1	WARREN, MARILYN	184-Elementary 1-6, 298-Reading Specialist 7-12, 297-Reading Specialist PK-8	258	258-Special Education K-12	15-16	Granted
5204000	CAMDEN FAIRVIEW SCHOOL DISTRICT	1	WELCH, TYLER	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
6802000	CAVE CITY SCHOOL DISTRICT	1	FOWLER, JONATHAN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
1702000	CEDARVILLE SCHOOL DISTRICT	1	BURCHFIELD, SARAH	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16	Granted
2402000	CHARLESTON SCHOOL DISTRICT	2	HOBBS, BRETT	228-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	13-14 14-15 15-16	Denied
			WOMACK, AMY	159-Middle School Social Studies 5-8, 184-Elementary 1-6	286	286-Library Media Spec K-12	14-15 15-16	Granted
4802000	CLARENDON SCHOOL DISTRICT	1	KING, CASSANDRA	001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	418	418-Career Development 4-8	15-16	Granted
	CONWAY HUMAN DEVELOPMENT CENTER	2	HANCOCK, DANIELLE	167-Social Studies 7-12	258	258-Special Education K-12	15-16	Granted
			TURNER, JENNIFER	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
0302000	COTTER SCHOOL DISTRICT	1	EDDINGS, TIMOTHY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	269	269-Physical Science 7-12	15-16	Granted
2601000	CUTTER-MORNING STAR SCHOOL DISTRICT	1	BRUCE, MELISSA	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
6701000	DEQUEEN SCHOOL DISTRICT	1	VEGA, JESSICA	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
0901000	DERMOTT SCHOOL DISTRICT	1	GUSTAFSON, STEPHANIE	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
3502000	DOLLARWAY SCHOOL DISTRICT	2	HELTON, SENTWALI	254-Middle School Math 4-8, 289-Gifted & Talented K-12	200	200-Mathematics 7-12	15-16	Denied
			QUEEN, KEVAN	222-Marketing Tech 7-12, 250-Business Technology 4-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
2104000	DUMAS SCHOOL DISTRICT	1	MCGILL, WHITLEE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8, 271-Coaching K-12	253	253-Elementary K-6	15-16	Denied

7001000	EL DORADO SCHOOL DISTRICT	1	IRVIN, JONATHON	167-Social Studies 7-12	410	410-Career Academy Endorsement 7-12	15-16	Granted
1408000	EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT	5	FRENCH, CHARLI	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			GRIFFIN, ASHLEY	215-Family & Con Sci 7-12	418	418-Career Development 4-8	15-16	Granted
			SKELTON, KAYLA	218-Agri Sci & Tech 7-12	418	418-Career Development 4-8	15-16	Granted
			WATSON, AMANDA	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12, 218-Agri Sci & Tech 7-12	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16	Granted
7202000	FARMINGTON SCHOOL DISTRICT	1	MATHIS, MICHELLE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
7203000	FAYETTEVILLE SCHOOL DISTRICT	23	BALLOWE, EVAN	206-Instrumental Music 7-12, 205-Instrumental Music PK-8, 250-Business Technology 4-12	250	250-Business Technology 4-12	15-16	Granted
			BARRETT, SOPHIA	230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted
			BEEKS, KRISSI	166-Eng Lang Arts 7-12	255, 256	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	15-16 15-16	Granted Granted
			GALLAGHER, RICHARD	167-Social Studies 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	500	500-P. E. & HEALTH K-12	15-16	Granted
			HAPGOOD, ADRIANE	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 230-Special Ed Inst Specialist 4-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8, 231-Special Ed Ech Inst Specialist PK-4	247	247-ESL K-12	15-16	Granted
			HAUSER, MARIANNE	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 085-Elementary Physical Education K-6, 170-Life/Earth Science 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 637-Career-Flight and Space 7-12, 639-Career-Magic of Electrons 7-12	418	418-Career Development 4-8	15-16	Granted
			JOHNSON-FIELDS, MARTHA	208-Drama/Speech 7-12	229	229-Adult Educ PK-PS	15-16	Granted
			KILLHAM, ALAN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	256	256-Middle School Social Studies 4-8	15-16	Granted
			LIGHT, STACEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 287-Reading K-12	253	253-Elementary K-6	15-16	Granted
			LOFTON, MISSY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			MCSPADDEN, DONA	200-Mathematics 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12	254	254-Middle School Math 4-8	15-16	Granted
			MURPHY, CASSIE	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			SEIFRITZ, KATY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	15-16	Granted
			SMITH, BRENT	104-Grade 5-6 Endorsement Science 5-6, 170-Life/Earth Science 7-12	256	256-Middle School Social Studies 4-8	15-16	Granted
STRANGE, DIANA	159-Middle School Social Studies 5-8, 224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	229	229-Adult Educ PK-PS	14-15 15-16	Granted			

			THOMA, JOSEPH	167-Social Studies 7-12	500	500-P. E. & HEALTH K-12	15-16	Granted
			THOMAS, ELIZABETH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	166	166-Eng Lang Arts 7-12	15-16	Granted
			TREMAIN, RYAN	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			WHITE, MARK	082-Secondary Physical Education 7-12, 086-Middle School Physical Edu 5-8, 410-Career Academy Endorsement 7-12, 412-Career Preparation Endorsement 7-12	276	276-Build Level Admin P-12	15-16	Granted
			WILLIS, CYNTHIA	167-Social Studies 7-12, 308-ESL 7-12, 307-ESL PK-8	259	259-Art K-12	15-16	Granted
			WOODWARD, KAREN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 500.P.E. &	167, 410	167-Social Studies 7-12, 410-Career Academy Endorsement 7-12	15-16 15-16	Granted Granted
	FIRST STEP, INC.	1	RUSSELL, MALARIE	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16	Granted
4501000	FLIPPIN SCHOOL DISTRICT	1	METTS, JENNIFER	008-German 7-12, 166-Eng Lang Arts 7-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
			JONES, KAREN	111-Middle School Mathematics 5-8, 183-Elementary K-6 K-6, 413-Career Ser Special Population 7-12, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
2002000	FORDYCE SCHOOL DISTRICT	3	PRICE, MARK	167-Social Studies 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 277-District	262, 265	262-Instrumental Music K-12, 265-Vocal Music K-12	15-16 15-16	Granted Granted
			CHESTNUT, LESLI	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	166	166-Eng Lang Arts 7-12	15-16	Granted
6201000	FORREST CITY SCHOOL DISTRICT	2	SEXTON, STEVEN	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 254-Middle School Math 4-8, 255-Middle School English 4-8, 271-Coaching K-12	200	200-Mathematics 7-12	14-15 15-16	Granted
			OWENS, KIMBERLY	111-Middle School Mathematics 5-8, 139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 300-Guid & Counseling 7-12, 001-Early Childhood Education PK-4, 299-Guid & Counseling PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Denied
	FRIENDSHIP COMMUNITY CARE	3	PATTERSON, KIMBERLY	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Denied
			TIBBITTS, SARAH	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
			DEZURIK, DORIE	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	288	288-Guid & Counseling K-12	15-16	Granted
0403000	GENTRY SCHOOL DISTRICT	2	LEDBETTER, JUSTIN	114-Speech 7-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
0404000	GRAVETTE SCHOOL DISTRICT	1	SHORTT, KAYLA	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	257	257-Middle School Science 4-8	14-15 15-16	Granted
			BARNARD, REBECCA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
			DUNLAP, MANDI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	276	276-Build Level Admin P-12	15-16	Granted

2303000	GREENBRIER SCHOOL DISTRICT	6	GOLDEN, PHILIP	082-Secondary Physical Education 7-12, 086-Middle School Physical Edu 5-8, 159-Middle School Social Studies 5-8	500	500-P. E. & HEALTH K-12	15-16	Granted
			HOGG, SHERRY	159-Middle School Social Studies 5-8, 184-Elementary 1-6	300, 299	300-Guid & Counseling 7-12, 299-Guid & Counseling PK-8	13-14 14-15 15-16	Granted
			HOPE, NATHAN	001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	15-16	Granted
			LAMB, LINDSEY	254-Middle School Math 4-8, 257-Middle School Science 4-8	255, 256	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	15-16 15-16	Granted Granted
2807000	GREENE COUNTY TECH SCHOOL DISTRICT	2	THOMAS, MARJORIE	184-Elementary 1-6	258	258-Special Education K-12	15-16	Granted
0203000	HAMBURG SCHOOL DISTRICT	1	CARTER, SHERRY	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 312-Build	254, 255	254-Middle School Math 4-8, 255-Middle School English 4-8	15-16 15-16	Granted Granted
5205000	HARMONY GROVE SCHOOL DISTRICT (OUACHITA)	2	MENDEZ, RACHAEL	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8	253	253-Elementary K-6	15-16	Denied
0503000	HARRISON SCHOOL DISTRICT	1	BLY, LISA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	15-16	Granted
1202000	HEBER SPRINGS SCHOOL DISTRICT	4	SKELTON, CRISTIE	225-Business Tech 7-12, 250-Business Technology 4-12, 255-Middle School English 4-8, 419-Grade 5/6 Business Tech Endors 5-6	254, 256, 257	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	14-15 15-16 14-15 15-16 14-15 15-16	Granted Granted Granted
			HOGUE, TARA	004-Spanish 7-12, 308-ESL 7-12, 307-ESL PK-8	276	276-Build Level Admin P-12	15-16	Granted
			BANISTER, JEREMY	087-Coaching 7-12, 167-Social Studies 7-12, 228-PE/Wellness/Leisure 7-12, 271-Coaching K-12	255	255-Middle School English 4-8	15-16	Granted
2903000	HOPE SCHOOL DISTRICT	4	BASILIO, ALEJANDRA	254-Middle School Math 4-8	200	200-Mathematics 7-12	15-16	Granted
6703000	HORATIO SCHOOL DISTRICT	1	CREEL, JOSHUA		253	253-Elementary K-6	15-16	Denied
			MHOON, MALLORY	215-Family & Con Sci 7-12	253	253-Elementary K-6	15-16	Granted
			VAUGHT, LORI	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	14-15 15-16	Granted
4401000	HUNTSVILLE SCHOOL DISTRICT	3	DAVIS, TAMMI	166-Eng Lang Arts 7-12, 302-Building Level Administrator 5-12, 308-ESL 7-12, 4050-Oral Communications 7-12, 307-ESL PK-8, 312-Build Administrator PK-8	311	311-District Administrator PK-12	15-16	Granted
			KIMBALL, AUDRA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	15-16	Granted
			MCCONE, TONJA	184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4, 312-Build Administrator PK-8	282	282-Curr/Prog Admin (Spec Ed) P-12	15-16	Granted
3306000	IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT	2	HATMAN, EVE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 312-Build Administrator PK-8, 280-Curriculum Prog Adm/Curriculum P-12	200	200-Mathematics 7-12	14-15 15-16	Granted
			WALKER, STEVEN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	528	528-Computer Science 4-12	15-16	Granted
			ENGLE, KELSEY	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted

5102000	JASPER SCHOOL DISTRICT	2	MORELAN, WILLIAM	166-Eng Lang Arts 7-12, 4040-Journalism 7-12, 4050-Oral Communications 7-12	280	280-Curriculum Prog Adm/Curriculum P-12	15-16	Granted
1608000	JONESBORO SCHOOL DISTRICT	1	BRINKLEY, JADE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
5503000	KIRBY SCHOOL DISTRICT	3	FLOWERS, KAYTIE	001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			HILL, SHERYL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	166	166-Eng Lang Arts 7-12	15-16	Granted
			MINTON, AMANDA	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12, 500-P. E. & HEALTH K-12	218	218-Agri Sci & Tech 7-12	15-16	Granted
3704000	LAFAYETTE COUNTY SCHOOL DISTRICT	1	COFFEE JR, STEVEN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
2605000	LAKE HAMILTON SCHOOL DISTRICT	1	MESSERSMITH, KATHERINE	218-Agri Sci & Tech 7-12, 230-Special Ed Inst Specialist 4-12	258	258-Special Education K-12	15-16	Granted
0506000	LEAD HILL SCHOOL DISTRICT	1	CURTIS, AMY	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 413-Career Ser Special Population 7-12	286	286-Library Media Spec K-12	15-16	Granted
7205000	LINCOLN SCHOOL DISTRICT	2	JONES, JACKSON	262-Instrumental Music K-12	259	259-Art K-12	15-16	Granted
			POURMEHDI, MEENA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			ADAMS, SHANNON	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15 15-16	Granted
			ALLEN, GLENNIS	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15 15-16	Granted
			BAILEY, JACK	082-Secondary Physical Education 7-12, 236-PE/Wellness/Leisure 7-12	254	254-Middle School Math 4-8	15-16	Granted
			BAKER, LISA	202-Art 7-12, 302-Building Level Administrator 5-12, 402-Elementary Principal K-9, 441-Curriculum Specialist K-12, 201-Art PK-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			BOSWELL, MEGAN	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			BRAZLE, WILLIAM	166-Eng Lang Arts 7-12	276	276-Build Level Admin P-12	15-16	Granted

BROWN, NOLAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	14-15 15-16	Granted
BULLOCH, JENNIFER	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Denied
CHAPIN, AMANDA	418-Career Development 4-8, 250- Business Technology 4-12	253	253-Elementary K-6	15-16	Granted
CHOAT, BRITTNEY	167-Social Studies 7-12	286	286-Library Media Spec K-12	14-15 15-16	Granted
CLARK, DAVID	236-PE/Wellness/Leisure 7-12, 235- PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	15-16	Granted
DAVIS, MONICA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
DETTMANN, ANDREA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	15-16	Granted
FELTY, KAYLIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 288-Guid & Counseling K-12, 518-Adult Edu P-S	253	253-Elementary K-6	15-16	Granted
FORD, WANDA	006-French 7-12, 166-Eng Lang Arts 7- 12, 302-Building Level Administrator 5- 12, 308-ESL 7-12, 313-Build Administrator 7-12, 307-ESL PK-8	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16	Granted
				13-14 14-15 15-16	Granted
FREEMAN, ANN	184-Elementary 1-6	276	276-Build Level Admin P-12	15-16	Granted
GENT, PAMELA	001-Early Childhood Education PK-4	305	305-Gift & Talented PK-8	13-14 14-15 15-16	Granted
GRIFFIN, KELLI	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
HANSON, EMILY	236-PE/Wellness/Leisure 7-12, 235- PE/Wellness/Leisure PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
HIGGINS, MELISSA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Denied
HODGES, HEATHER	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	253	253-Elementary K-6	15-16	Granted
HOWARD, LLOYD	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16	Granted
				13-14 14-15 15-16	Granted
HUNTER, BRODERICK	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16	Granted
				13-14 14-15 15-16	Granted
JACKSON, JESSICA	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
KRIZ, SHELBY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	15-16	Granted
MCGILL, KRYSTAL	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
MILLER, ERMA	184-Elementary 1-6, 312-Build Administrator PK-8	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16	Denied
				13-14 14-15 15-16	Denied

			MOLINA, LADY	001-Early Childhood Education PK-4	004	004-Spanish 7-12	14-15 15-16	Granted
			NORWOOD, MARSHA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 209-Algebra 1 Endorsement 8-8	289	289-Gifted & Talented K-12	15-16	Granted
			PENTICOFF, JOSHUA	255-Middle School English 4-8, 256- Middle School Social Studies 4-8	289	289-Gifted & Talented K-12	15-16	Granted
			PINKARD, TAWANNA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	254	254-Middle School Math 4-8	14-15 15-16	Granted
			PORTER, DONTERIO	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	15-16	Granted
			ROGERS, KELSEY	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8	289	289-Gifted & Talented K-12	15-16	Granted
			SHEPHERD, ALISON	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			SHORT, JOHN	236-PE/Wellness/Leisure 7-12, 235- PE/Wellness/Leisure PK-8, 500-P. E. & HEALTH K-12	253	253-Elementary K-6	15-16	Granted
			SIMPSON, REBECCA	167-Social Studies 7-12, 170-Life/Earth Science 7-12, 308-ESL 7-12	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16	Denied
							13-14 14-15 15-16	Denied
			SPRIGGS, JOCELYN	114-Speech 7-12	710	710-Spanish K-12	15-16	Granted
			THOMPSON, KATHERINE	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
			VICKERS, APRIL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			VICKERS, TARA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			WATSON, TINA	300-Guid & Counseling 7-12, 299-Guid & Counseling PK-8, 250-Business Technology 4-12	258	258-Special Education K-12	15-16	Granted
			WILKINS, ALYCEA	159-Middle School Social Studies 5-8, 184-Elementary 1-6	289	289-Gifted & Talented K-12	15-16	Granted
			WILLIAMS-DAVIS, CHANDRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			WILSON, AMBER	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8, 312- Build Administrator PK-8	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			WRIGHT, JILL	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16	Granted
							13-14 14-15 15-16	Granted
4202000	MAGAZINE SCHOOL DISTRICT	2	DAVIS, CHERYL	031-Business Ed/Sect Endors 7-12, 035- Business Ed/Comp Tech Endors 7-12, 036-Business Ed/Voc Endors 7-12, 296- Lib Media Sci 7-12, 9042-Work Place Readiness 7-12, 295-Lib Media Sci PK- 8, 250-Business Technology 4-12	215	215-Family & Con Sci 7-12	15-16	Granted
			DEWITT, ANDREA	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	108	108-Journalism 7-12	15-16	Granted

1402000	MAGNOLIA SCHOOL DISTRICT	1	COWLING, SAMUEL	500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	14-15 15-16	Granted
6102000	MAYNARD SCHOOL DISTRICT	1	CLINE, ALICIA	001-Early Childhood Education PK-4, 255-Middle School English 4-8	255	255-Middle School English 4-8	15-16	Denied
3211000	MIDLAND SCHOOL DISTRICT	2	BELL, TAMARA	215-Family & Con Sci 7-12, 224- Business Tech 4-8, 225-Business Tech 7- 12, 418-Career Development 4-8, 250- Business Technology 4-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
			MEHARG, JACQUELINE	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 9041-Career Ser For Special Popul 7-12, 001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	15-16	Granted
2203000	MONTICELLO SCHOOL DISTRICT	1	SKINNER, ANITA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
0303000	MOUNTAIN HOME SCHOOL DISTRICT	5	CARAWAY, STEPHANIE	166-Eng Lang Arts 7-12, 4040- Journalism 7-12	300, 299	300-Guid & Counseling 7-12, 299- Guid & Counseling PK-8	13-14 14-15 15-16 13-14 14-15 15-16	Granted Granted
			GRABOWSKI, JOSEPH	230-Special Ed Inst Specialist 4-12, 231- Special Ed Ech Inst Specialist PK-4	200	200-Mathematics 7-12	15-16	Granted
			THOMAS, JERI	183-Elementary K-6 K-6, 298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	286	286-Library Media Spec K-12	15-16	Granted
			WELIVER, REBECCA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
2607000	MOUNTAIN PINE SCHOOL DISTRICT	1	WILSON, MELISSA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
1703000	MOUNTAINBURG SCHOOL DISTRICT	1	JONES, TANDI	184-Elementary 1-6, 298-Reading Specialist 7-12, 297-Reading Specialist PK-8	276	276-Build Level Admin P-12	15-16	Denied
1704000	MULBERRY SCHOOL DISTRICT	7	FISHER, DENNIS	167-Social Studies 7-12, 236- PE/Wellness/Leisure 7-12	276	276-Build Level Admin P-12	14-15 15-16	Granted
			MCHAFFIE, MARIE	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	15-16	Granted
			SMOTHERS, DAVID	417-Driver Education Endorsement 7-12, 271-Coaching K-12, 500-P. E. & HEALTH K-12	418, 268, 269	418-Career Development 4-8, 268- Life Science 7-12, 269-Physical Science 7-12	15-16 15-16 15-16	Granted Granted Granted
			TAFF, YURY	236-PE/Wellness/Leisure 7-12, 235- PE/Wellness/Leisure PK-8, 271- Coaching K-12	259	259-Art K-12	14-15 15-16	Denied
			YOUNGBLOOD, NATASHA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
6002000	N. LITTLE ROCK SCHOOL DISTRICT	9	BARNETT, EMILY	215-Family & Con Sci 7-12	418	418-Career Development 4-8	15-16	Granted
			CARRICO, PAM	292-Special Ed Hearing Specialist 4-12, 291-Special Ed Hearing Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			KING, HAILEY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			RASBURRY, JONATHON	262-Instrumental Music K-12	200	200-Mathematics 7-12	15-16	Granted
			REED, CLINT	228-PE/Wellness/Leisure 7-12, 293- Coaching 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	258	258-Special Education K-12	15-16	Granted
			REYNOLDS, LAUREN	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
			STOVER, ANTHONY	236-PE/Wellness/Leisure 7-12, 293- Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4- 8	14-15 15-16	Granted

			WHITFIELD, SHEILA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			WILKINS, KATINA	114-Speech 7-12	258	258-Special Education K-12	15-16	Granted
3105000	NASHVILLE SCHOOL DISTRICT	3	BARFIELD, ANGELIQUE	166-Eng Lang Arts 7-12, 308-ESL 7-12, 307-ESL PK-8, 419-Grade 5/6 Business Tech Endors 5-6	254, 256, 257	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	13-14	Granted
							14-15	
							15-16	
							13-14	
							14-15	Granted
							15-16	
3403000	NEWPORT SCHOOL DISTRICT	1	STEELE, JAMES	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	169	169-Phys/Earth Science 7-12	15-16	Granted
0304000	NORFORK SCHOOL DISTRICT	1	COULTER, KATIE	215-Family & Con Sci 7-12	418	418-Career Development 4-8	15-16	Granted
	Northwest Arkansas Classical Academy Public Charter School	1	SASSMAN, MELANIE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
4713000	OSCEOLA SCHOOL DISTRICT	1	HILL, EMILY	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	15-16	Granted
	OUR Coop	1	MATTOX, ALICIA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
	OZARK GUIDANCE	1	HUNT, STEFANIE	253-Elementary K-6	258	258-Special Education K-12	15-16	Granted
6505000	OZARK MOUNTAIN SCHOOL DISTRICT	1	RICHARDSON, BILLY	254-Middle School Math 4-8, 255-Middle School English 4-8	200	200-Mathematics 7-12	13-14 14-15 15-16	Granted
6205000	PALESTINE-WHEATLEY SCH. DIST.	2	GALLOWAY, KERSTIN	258-Special Education K-12	208	208-Drama/Speech 7-12	15-16	Granted
			MEDFORD, EMILY	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Granted
2808000	PARAGOULD SCHOOL DISTRICT	1	BLEVENS, KATRINA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
0407000	PEA RIDGE SCHOOL DISTRICT	3	CLARK, CHARLES	108-Journalism 7-12, 166-Eng Lang Arts 7-12, 293-Coaching 7-12, 413-Career Ser Special Population 7-12, 7015-American History 5-8, 7020-Contemp Am History 7-8, 7030-World Cult/History 5-8, 271-Coaching K-12	276	276-Build Level Admin P-12	14-15 15-16	Granted
			HANNA, MINDY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			WHALEY, ALEXIS	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	15-16	Granted
7206000	PRAIRIE GROVE SCHOOL DISTRICT	2	SNYDER, BROOKE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 253-Elementary K-6	253	253-Elementary K-6	13-14 14-15 15-16	Granted
			WALKER, KRISTEN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	500	500-P. E. & HEALTH K-12	15-16	Granted
			AUSTIN, MARIA	200-Mathematics 7-12	167	167-Social Studies 7-12	15-16	Granted
			AYCOCK, MARY	208-Drama/Speech 7-12, 207-Drama/Speech PK-8	258	258-Special Education K-12	15-16	Granted
			BALGAVY, JANE	166-Eng Lang Arts 7-12, 208-Drama/Speech 7-12, 306-Gift & Talented 7-12, 305-Gift & Talented PK-8	108	108-Journalism 7-12	15-16	Granted
			BOSTON, PHERTONSIA	184-Elementary 1-6	288	288-Guid & Counseling K-12	14-15 15-16	Granted
			BROWN, DEDERICK	264-P. E. & HEALTH K-6, 510-P. E. & HEALTH 7-12	200	200-Mathematics 7-12	15-16	Granted
			COOK, ALICE	111-Middle School Mathematics 5-8, 184-Elementary 1-6	200	200-Mathematics 7-12	15-16	Denied
			DULANEY, ISAAC	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15 15-16	Granted

6003000

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

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EVANS, GRACE	002-Middle Childhood Lang Arts/SS 4-8	258	258-Special Education K-12	15-16	Granted
FAGAN, ELIZABETH	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
FERGUSON, LAURA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
FIELDER, TERRI	031-Business Ed/Sect Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
GILMORE, RODNEY	083-Physical Education K-12, 087-Coaching 7-12, 271-Coaching K-12	500	500-P. E. & HEALTH K-12	15-16	Granted
GRIFFIN, AMANDA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
HARRIS, KIM	002-Middle Childhood Lang Arts/SS 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	15-16	Granted
HOLCOMB, HELEN	166-Eng Lang Arts 7-12, 308-ESL 7-12	258	258-Special Education K-12	15-16	Granted
HURT, DIEDRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	15-16	Granted
LAWHON, CHRISTINA	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 166-Eng Lang Arts 7-12	108	108-Journalism 7-12	15-16	Granted
LONG, JILL	253-Elementary K-6	258	258-Special Education K-12	15-16	Granted
MERRIOTT, MATTHEW	302-Building Level Administrator 5-12, 001-Early Childhood Education PK-4, 312-Build Administrator PK-8, 247-ESL K-12, 288-Guid & Counseling K-12, 521-Instructional Facilitator K-12	288	288-Guid & Counseling K-12	14-15 15-16	Granted
MEWBORN, LAURA	131-General Science 7-12, 170-Life/Earth Science 7-12, 6530-Chemistry 9-12, 6545-Physical Science 7-12	257	257-Middle School Science 4-8	15-16	Granted
MOORE, TANIESA	159-Middle School Social Studies 5-8, 167-Social Studies 7-12, 184-Elementary 1-6, 403-Secondary Principal 5-12, 441-Curriculum Specialist K-12, 8518-Assistant Principal 7-12, 8516-Assistant Principal PK-8	312	312-Build Administrator PK-8	15-16	Granted
MOSS, KAREN	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
MYKLEBUST, MELANIE	159-Middle School Social Studies 5-8, 184-Elementary 1-6	253	253-Elementary K-6	14-15 15-16	Granted
NAUMANN, LANA	167-Social Studies 7-12	254	254-Middle School Math 4-8	15-16	Granted
PEARSON, THADDEUS	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	269	269-Physical Science 7-12	15-16	Granted
PENDERGRAFT, JAMES	082-Secondary Physical Education 7-12, 150-Social Studies 7-12, 210-Driver Education 7-12	500	500-P. E. & HEALTH K-12	15-16	Granted
RILEY, JENNIFER	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	15-16	Granted
ROBERSON, DEEDRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	15-16	Granted
ROSS, CONNIE	184-Elementary 1-6	258	258-Special Education K-12	15-16	Granted
SAUHEAVER, KENDRA	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
SCHOOF, CYNTHIA	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	15-16	Granted

			SIMS, DAVID	001-Early Childhood Education PK-4, 312-Build Administrator PK-8	289	289-Gifted & Talented K-12	15-16	Granted
			SNODGRASS, ANGELA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
			WALKUP, JENNIFER	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			WILLIAMS, LARRANE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			WITHERSPOON, NICHOLAS	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	269	269-Physical Science 7-12	15-16	Granted
			WOODS, PHELEISA	082-Secondary Physical Education 7-12, 111-Middle School Mathematics 5-8, 302-Building Level Administrator 5-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12, 312-Build Administrator PK-8, 335-CurrProgAdmMath PK-12	200	200-Mathematics 7-12	15-16	Granted
			WREN, AMY	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
1203000	QUITMAN SCHOOL DISTRICT	1	BAKER, DEBBIE	253-Elementary K-6, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted
			BLAKE, ANNA	166-Eng Lang Arts 7-12, 167-Social Studies 7-12, 256-Middle School Social Studies 4-8	257	257-Middle School Science 4-8	15-16	Granted
			BROOKS, MELISSA	056-Middle School English 5-8, 139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			DAVIS, REBEKAH	166-Eng Lang Arts 7-12, 286-Library Media Spec K-12	114	114-Speech 7-12	15-16	Granted
			EIDE, LAUREN	001-Early Childhood Education PK-4	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16	Granted
			FINGERHUT, COLBY	222-Marketing Tech 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	15-16	Granted
			MATSUBURA, TINA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16	Granted
0405000	ROGERS SCHOOL DISTRICT	17	MCDOWELL, PAULA	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			POOL, JOHN	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
			RANDOLPH, VICTORIA	166-Eng Lang Arts 7-12	255	255-Middle School English 4-8	14-15 15-16	Granted
			RESENDIZ, MARTIN	004-Spanish 7-12, 003-Spanish PK-8	500	500-P. E. & HEALTH K-12	14-15 15-16	Granted
			TERRELL, ROBIN	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	253	253-Elementary K-6	14-15 15-16	Granted

			THOMPSON, THERESA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	296, 295	296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	13-14 14-15 15-16	Granted
			VANSTON, DAVID	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			WILLIAMS, RYAN	200-Mathematics 7-12	257	257-Middle School Science 4-8	14-15 15-16	Granted
5805000	RUSSELLVILLE SCHOOL DISTRICT	2	MCCULLAR, TRACY	002-Middle Childhood Lang Arts/SS 4-8, 114-Speech 7-12, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 308-ESL 7-12, 307-ESL PK-8	108	108-Journalism 7-12	15-16	Granted
2502000	SALEM SCHOOL DISTRICT	1	NODURFTH, ALLICIA	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	15-16	Granted
7104000	SHIRLEY SCHOOL DISTRICT	1	ANDREWS, JULIE	184-Elementary 1-6, 307-ESL PK-8	259	259-Art K-12	15-16	Granted
			KNAPP, KATHRYN	166-Eng Lang Arts 7-12	114	114-Speech 7-12	15-16	Granted
1507000	SOUTH CONWAY COUNTY SCHOOL DISTRICT	2	BRISCOE, TYLER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 417-Driver Education Endorsement 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15 15-16	Granted
			FERGUSON, ASHLEY	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15 15-16	Granted
3209000	SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE)	4	BERG, JUSTIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	262	262-Instrumental Music K-12	15-16	Granted
			GALLOWAY, DANA	159-Middle School Social Studies 5-8, 184-Elementary 1-6	286	286-Library Media Spec K-12	13-14 14-15 15-16	Granted
			JOHNSTON, FELICIA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			ROBERTSON, JESSICA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
7207000	SPRINGDALE SCHOOL DISTRICT	15	BLACKSTON, KIMBERLY	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8, 215-Family & Con Sci 7-12, 308-ESL 7-12, 307-ESL PK-8, 250-Business Technology 4-12	418	418-Career Development 4-8	15-16	Granted
			BRIGGS, TRISTA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			CANTRELL, ALEAH	001-Early Childhood Education PK-4, 247-ESL K-12	254	254-Middle School Math 4-8	15-16	Granted
			EAGLE, KARA	224-Business Tech 4-8, 225-Business Tech 7-12, 412-Career Preparation Endorsement 7-12, 413-Career Ser Special Population 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	15-16	Granted
			FLORES, CINDY	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	253	253-Elementary K-6	15-16	Granted
			JENKINS, KATHERINE	230-Special Ed Inst Specialist 4-12, 308-ESL 7-12, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4, 307-ESL PK-8	288	288-Guid & Counseling K-12	15-16	Granted
			KEITH, KELLEY	268-Life Science 7-12	269	269-Physical Science 7-12	15-16	Granted

			MOORE, DEREK	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	250	250-Business Technology 4-12	15-16	Granted
			POLLARD, EMMA	166-Eng Lang Arts 7-12, 247-ESL K-12	167	167-Social Studies 7-12	15-16	Granted
			QUALLS, KELSEY	215-Family & Con Sci 7-12	418	418-Career Development 4-8	15-16	Granted
			RIVERS, JOSHUA	271-Coaching K-12, 500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	15-16	Granted
			STARK, LISA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
			TULL-BROWN, MICHELLE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 289-Gifted & Talented K-12	200	200-Mathematics 7-12	15-16	Granted
			WATTS, ELLEN	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	258	258-Special Education K-12	15-16	Granted
			WOLFENBARGER, BRANDY	002-Middle Childhood Lang Arts/SS 4-8, 139-Middle School Science 5-8, 215-Family & Con Sci 7-12, 300-Guid & Counseling 7-12, 001-Early Childhood Education PK-4, 299-Guid & Counseling PK-8	276	276-Build Level Admin P-12	15-16	Granted
7009000	STRONG-HUTTIG SCHOOL DISTRICT	2	HINTON, KIRBI	271-Coaching K-12, 500-P. E. & HEALTH K-12	254	254-Middle School Math 4-8	15-16	Granted
			SUTTON, TRAVIS	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
4605000	TEXARKANA SCHOOL DISTRICT	3	AARON, JANET	225-Business Tech 7-12, 300-Guid & Counseling 7-12, 299-Guid & Counseling PK-8, 250-Business Technology 4-12	276	276-Build Level Admin P-12	15-16	Granted
			CANTERBURY, TAMI	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12, 184-Elementary 1-6, 410-Career Academy Endorsement 7-12	289	289-Gifted & Talented K-12	15-16	Granted
			SMITH, APRIL	001-Early Childhood Education PK-4	257	257-Middle School Science 4-8	15-16	Granted
	The Learning Center of Northeast AR, Inc.	1	MICHAELS, LEAH	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
5605000	TRUMANN SCHOOL DISTRICT	1	SPENCE, SANDRA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
1705000	VAN BUREN SCHOOL DISTRICT	11	BROWN, KRISTA	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16	Granted
			BRYANT, AMBER	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 166-Eng Lang Arts 7-12, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	410	410-Career Academy Endorsement 7-12	15-16	Granted
			CLARK, DANA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4, 286-Library Media Spec K-12	286	286-Library Media Spec K-12	15-16	Granted
			EWING, LAURA	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			JONES, KATHERINE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			KHUU, NA	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			KOCH, SARAH	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	15-16	Granted

			RHODES, ERICKA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			SALISBURY, MARTI	001-Early Childhood Education PK-4	255, 256	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	15-16 15-16	Granted Granted
			WALDROP, TIFFANY	230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
2307000	VILONIA SCHOOL DISTRICT	8	BALDWIN, KATIE	254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8	256	256-Middle School Social Studies 4-8	15-16	Granted
			BERRY, CRYSTAL	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	15-16	Granted
			BREWER, JOSEPH	218-Agri Sci & Tech 7-12	276	276-Build Level Admin P-12	15-16	Granted
			GRAY, JOY	031-Business Ed/Sect Endors 7-12, 036-Business Ed/Voc Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	15-16	Granted
			KELLEY, ELIZABETH	184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4, 276-Build Level Admin P-12	282	282-Curr/Prog Admin (Spec Ed) P-12	15-16	Granted
			MCDONALD, KIRK	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 293-Coaching 7-12, 308-ESL 7-12, 307-ESL PK-8, 271-Coaching K-12	254	254-Middle School Math 4-8	14-15 15-16	Granted
			NASH, VANDY	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 302-Building Level Administrator 5-12, 312-Build Administrator PK-8	280	280-Curriculum Prog Adm/Curriculum P-12	15-16	Granted
			STOUT, REBEKAH	166-Eng Lang Arts 7-12, 239-Curriculum Prog Adm/Curriculum PK-12	410	410-Career Academy Endorsement 7-12	15-16	Granted
6401000	WALDRON SCHOOL DISTRICT	1	JONES, BAILEY	264-P. E. & HEALTH K-6, 271-Coaching K-12, 510-P. E. & HEALTH 7-12	254	254-Middle School Math 4-8	15-16	Granted
1803000	WEST MEMPHIS SCHOOL DISTRICT	2	CAPPS, MORGAN	254-Middle School Math 4-8, 257-Middle School Science 4-8	418	418-Career Development 4-8	15-16	Granted
			HINZE, AMANDA	159-Middle School Social Studies 5-8, 184-Elementary 1-6	258	258-Special Education K-12	15-16	Granted
1204000	WEST SIDE SCHOOL DIST(CLEBURNE	2	ALUMBAUGH, SALLIE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			LAWLESS, CANDICE	228-PE/Wellness/Leisure 7-12, 410-Career Academy Endorsement 7-12, 227-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	15-16	Granted
1602000	WESTSIDE CONS. SCH DIST(CRAIGH	2	STONE, BENJAMIN	167-Social Studies 7-12	258	258-Special Education K-12	15-16	Granted
			VARNER, BRANDI	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	246	246-Early Childhood Spec Edu PK-4	15-16	Granted
1505000	WONDERVIEW SCHOOL DISTRICT	5	COLLINS, DEANNA	236-PE/Wellness/Leisure 7-12, 410-Career Academy Endorsement 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	268, 269	268-Life Science 7-12, 269-Physical Science 7-12	15-16 15-16	Granted Granted
			REED, LENORA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	268, 269	268-Life Science 7-12, 269-Physical Science 7-12	15-16 15-16	Granted Granted
			WHITTEN, RACHEL	167-Social Studies 7-12	258	258-Special Education K-12	15-16	Granted
1304000	WOODLAWN SCHOOL DISTRICT	3	ADAIR, RICHARD	271-Coaching K-12, 500-P. E. & HEALTH K-12	269	269-Physical Science 7-12	15-16	Granted
			MEYER, ZACHARY	271-Coaching K-12, 500-P. E. & HEALTH K-12	200	200-Mathematics 7-12	15-16	Granted

			REYNOLDS, KATHERINE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	14-15 15-16	Granted
4502000	YELLVILLE-SUMMIT SCHOOL DIST.	2	STOOPS, KATHRYN	206-Instrumental Music 7-12, 205-Instrumental Music PK-8	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			VANCOTT, RHETA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 441-Curriculum Specialist K-12, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15 15-16	Granted
99	Total # Districts Requesting Waivers	370	Total # Waivers Requested this month					

Total # of Waivers Granted	351
Total # of Waivers Denied	19
Total # of Waivers this month	370

Additional Licensure Waiver Requests
2015 - 2016 School Year
December State Board Meeting

Total number of waivers requested this month – 370

Total number of waivers granted – 351

Total number of waivers denied – 19

Total number of School Districts requesting waivers – 99

Waiver requests for schools considered 2014 ESEA Needs Improvement Priority. (*) Indicates schools also classified as Academic Distressed on February 12, 2015.

Augusta School District

Augusta High School- Laura Ladd (215) Family & Consumer Science 7-12 (Granted)

Dollarway School District

* Dollarway High School – Kevan Queen (412) Career Preparation End 7-12 (Granted)

Sentwali Helton (200) Math 7-12 (Denied-No POS 15-16)

Forrest City School District

*Forrest City High School- Lesli Chestnut (166) Eng Lang Arts 7-12 (Granted)

Steven Sexton (200) Math 7-12 (Granted)

Little Rock School District

*Baseline Elementary School-Heather Hodges (253) Elem K-6 (Granted)

Krystal Williams (289) Gifted & Talented (Granted)

*Hall High School- Lisa Baker (230) SpEd Inst.Spec 4-12 (Granted)

David Clark (167) Social Studies 7-12 (Granted)

Wanda Ford (305 &306) Gifted & Talented (Granted)

Kelli Griffin (230) SpEd Inst.Spec 4-12 (Granted)

Alison Shepherd (230) SpEd Inst. Spec 4-12 (Granted)

*Henderson Middle School- Tawanna Pinkard (254) MS Math 4-8 (Granted)

Jocelyn Spriggs (710) Spanish K-12 (Granted)

Osceola School District

Osceola High School - Emily Hill (108) Journalism 7-12 (Granted)

Pulaski County Special School District

* Jacksonville High School – Dederick Brown (200) Math 7-12 (Granted)

Helen Holcomb (258) SpEd K-12 (Granted)

Christina Lawhon (108) Journalism 7-12 (Granted)

*Wilbur D. Mills High School –Pheleisa Woods (200) Math 7-12 (Granted)

Strong-Huttig School District

* Strong High School – Kirbi Hinton (254) MS Math 4-8 (Granted)

Travis Sutton (167) Social Studies 7-12 (Granted)

Texarkana School District

Arkansas High School – Tami Canterbury (289) Gifted & Talented K-12 (Granted)

Janet Aaron (276) Bldg. Admin P-12 (Granted)

Month on Board	LEA	District	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/Denied	Semester Granted	Comment	Posted
Dec-15	0801	Berryville School Dist	Rachel Franks	MA-ATU	Amanda Williams	Kindergarten	Granted	1st	Maternity leave	10/30/15
Dec-15	4702	Blytheville School Dist	LeKeysha Blackman	BA-ASU	None	Math	Granted	1st	No Teacher of Record	10/30/15
Dec-15	6303	Bryant School Dist	Sara Brown	BSE- UCA	Deborah Coles	2nd Grade	Granted	1st	Medical Leave	10/30/15
Dec-15	6303	Bryant School Dist	David Mc Corkle	BA-Indiana	Caeletta Pearson	Special Education	Granted	1st	Teacher FMLA	10/30/15
Dec-15	1702	Cedarville School Dist	Brandi Davis	BS- ASU	Leah Townsend	Special Education	Granted	1st	Maternity leave	10/30/15
Dec-15	7203	Fayetteville School District	Mandi Beesler	BSE- U of A	None	Special Education	Granted	1st	No Teacher of Record	10/30/15
Dec-15	0180	Fort Smith School Dist	Candis Barnes	BSE- OK	Candace Ketchum	Music	Granted	1st	Maternity leave	10/30/15
Dec-15	5602	Harrisburg School Dist	Carol Winchester	BA- ASU	Catherine Burroughs	Special Education	Granted	1st	Teacher Resigned 9/14/2015	10/30/15
Dec-15	5602	Harrisburg School Dist	Doug Davis	BSE- ASU	Catherine Burroughs	Special Education	Granted	1st	Teacher Resigned 9-14-2015	10/30/15
Dec-15	0503	Harrison School Dist	Rachael Mendez	BA- Ohio	None	Alternative Class k-6	Granted	1st	No Teacher of Record	10/30/15
Dec-15	3809	Hillcrest School Dist	Durham, Breanna	BSE- WBS	None	5/6 Sci/Math/SS/ Eng	Granted	1st	No Teacher of Record	10/30/15
Dec-15	2605	Lake Hamilton School Dist	Jennifer Jennings	ME- Henderson	Bryna Blissit	2nd Grade	Granted	1st	Maternity leave	10/30/15
Dec-15	0506	Leah Hill School Dist	Aubrey Elkins	BS- ATU	Nicole Stephens	Mathematics	Granted	1st	No Teacher of Record	10/30/15
Dec-15	3904	Lee County Public School Dist	Betty Leak	BA- ATU	None	3rd grade	Granted	1st	No Teacher of Record	10/30/15
Dec-15	3904	Lee County Public School Dist	Robert Baucum	BA- Memphis	None	FACS	Granted	1st	No Teacher of Record	10/30/15
Dec-15	6001	Little Rock School Dist	Andre Jones	BA- ATL	Lee Anthony	Art	Granted	1st	Medical Leave	10/30/15
Dec-15	6001	Little Rock School Dist	Katherine Williams	BA- ABC	None	Business Education	Granted	1st	No Teacher of Record	10/30/15
Dec-15	6001	Little Rock School Dist	Bobby Tatum	BA- Henderson	Mika Goodman	English	Granted	1st	Medical Leave	10/30/15
Dec-15	6001	Little Rock School Dist	Clevalant Ellis	MA- Philander	Norman Callaway	History	Granted	1st	Medical Leave	10/30/15
Dec-15	6001	Little Rock School Dist	Nicole Mogish	BA-ASU	Ashley Garland	Kindergarten	Granted	1st	Medical Leave	10/30/15
Dec-15	6001	Little Rock School Dist	Vidah Onuwube	DR- Walden	Jennifer Caple	Math	Granted	1st	Medical Leave	10/30/15

Dec-15	6001	Little Rock School Dist	Lenore McIntyre	MA- DePaul	None	Music	Granted	1st	No Teacher of Record	10/30/15
Dec-15	6001	Little Rock School Dist	Anthony Woods	BA-UCA	None	Physical Science	Granted	1st	No Teacher of Record	10/30/15
Dec-15	6001	Little Rock School Dist	Katherine Mitchell	MA- Philander	Wanda Huddle	Reading	Granted	1st	Medical Leave	10/30/15
Dec-15	6001	Little Rock School Dist	Particia Snipes	BA- OBU	Carman McBride	Reading	Granted	1st	Medical Leave	10/30/15
Dec-15	6001	Little Rock School Dist	Donald Howard	MA- Phoenix	Cynthia Nunnley	Soc Studies	Granted	1st	Medical Leave	10/30/15
Dec-15	6001	Little Rock School Dist	Marva Pearson	BA- UALR	Keith Richardson	Soc Studies	Granted	1st	Medical Leave	10/30/15
Dec-15	6001	Little Rock School Dist	Katelyn Bowen	BA- Idaho	None	Spanish	Granted	1st	No Teacher of Record	10/30/15
Dec-15	6001	Little Rock School Dist	Sandra Rose	BA- UCA	None	Spanish	Granted	1st	No Teacher of Record	10/30/15
Dec-15	6001	Little Rock School Dist	Delliah Cleaver	BS-UALR	None	Special Education	Granted	1st	No Teacher of Record	10/30/15
Dec-15	6001	Little Rock School Dist	Brooke Jordan	BA- UAPB	none	Special Education	Granted	1st	No Teacher of Record	10/30/15
Dec-15	4202	Magazine School Dist	Lucy Ray	BS UAFS	None	Kindergarten	Granted	1st	No Teacher of Record	10/30/15
Dec-15	3004	Malvern School Dist	Jacob Keeney	BS- UALR	Retha Kilmer	Music	Granted	1st	Teacher Resigned 10/12/2015	10/30/15
Dec-15	2002	Millcreek School Dist	Chris Butler	BA- Henderson	Thelma Richarson	Special Education	Granted	1st	Medical Leave	10/30/15
Dec-15	1704	Mulberry/Pleasant School Dist	Yury Taff	BS-ATU	None	Art K-9	Granted	1st	No Teacher of Record	10/30/15
Dec-15	1611	Nettleton School Dist	Kimberly Johnson	MA- Harding	Audra House	Music	Granted	1st	Maternity leave	10/30/15
Dec-15	6002	North Little Rock SD	Pasty Wright	BA-UALR	Sarah Richardson	2nd Grade	Granted	1st	Medical Leave	10/30/15
Dec-15	6002	North Little Rock SD	Teresa Penny	BA- UCA	None	Art K-12	Granted	1st	No Teacher of Record	10/30/15
Dec-15	6002	North Little Rock SD	Jamie Freyaldenhoven	BA-UCA	None	Art K-12	Granted	1st	No Teacher of Record	10/30/15
Dec-15	6002	North Little Rock SD	Daniel Wingfield	BA-UCA	Amanda Chapin	Business Education	Granted	1st	Teacher Resigned 8/27/2015	10/30/15
Dec-15	6002	North Little Rock SD	Julis Coker	BA- UCA	Olivia Zimmerman	PE/Wellness	Granted	1st	Maternity leave	10/30/15
Dec-15	6002	North Little Rock SD	Casey Murray	BA- UALR	Lydia Dial	Pre-Kindergarten	Granted	1st	Maternity leave	10/30/15
Dec-15	2808	Pargould School Dist	Regina Jennings	BSE- GA	Stephanie Elmore	3rd Grade	Granted	1st	Maternity leave	10/30/15
Dec-15	0405	Rogers School District	Linda Isabel	BS-ASU	Jennifer Duncan	Special Education	Granted	1st	Teacher Resigned 10/9/2015	10/30/15
Dec-15	5805	Russellville School Dist	Susan Powers	BA ATU	Leslie Mackin	8th Grade	Granted	1st	Medical Leave	10/30/15

Dec-15	3209	Southside School Dist	Jill Gruenewald	BSE- Union	Starla Walker	1st Grade	Granted	1st	Medical Leave	10/30/15
Dec-15	2906	Spring Hill School Dist	Jana Anderson	unknown	Shannon hilburn	1st Grade	Granted	1st	Medical Leave	10/30/15
Dec-15	7207	Springdale School Dist	Leah Woods	BA- Harding	Lyndsey Moats	Media Specialist	Granted	1st	Medical Leave	10/30/15
Dec-15	7207	Springdale School Dist	Leonel Flores	MAT- U of A	None	Spanish	Granted	1st	No Teacher of Record	10/30/15
Dec-15	4605	Texarkana School Dist	Megan Brown	BS- Fayetteville	None	5-6th Dance	Granted	1st	No Teacher of Record	10/30/15
Dec-15		Vantage Point	Jennifer Robinson	BA- Ashford	Lisa Williams	Sec Education	Granted	1st	Medical Leave	10/30/15
Dec-15	1803	West Memphis school Dist	Charii Fortenberry	BA- ASU	Stephen Duvell	Math	Granted	1st	Personal Leave	10/30/15
Dec-15	1803	West Memphis school Dist	Monica Nolen	BA-ASU	Vera Neal	Social Studies	Granted	1st	Medical Leave	10/30/15
Dec-15	1803	West Memphis School Dist	Michael Allison	BA- OBU	Nicholas Tatum	Special Education	Granted	1st	Teacher FMLA	10/30/15
Dec-15	3606	Westside School Dist (Jonesboro)	Breanna Graham	BS-ATU	James Anderson	5&6 SS & Reading	Granted	1st	Teacher Resigned 9-15-2015	10/30/15
Dec-15		Youth Home, Inc	Porsha Gonder	MS-Prairie View	Stephanie Stiles	Special Education	Granted	1st	Teacher Resigned 10/30/2015	10/30/15
Dec-15	1503	Nemo Vista School Dist	Regina Reidmueller	BA- UCA	None	Guidance & Counseling	Granted	1st	No Teacher of Record	11/16/15
Dec-15	5801	Atkin School Dist	Susan Rena Tayloe	BS- AR Tech	Lindsay Lunningham	Elem	Granted	1st	Teacher transferred to another position	11/16/15
Dec-15	5602	Harrisburg School Dist	Shaley Tolbert	BSE-ASU	Kristofer Zajkowski	Spanish	Granted	1st	Teacher Resigned 9/25/2015	11/16/15
Dec-15	4401	Huntsville School Dist	Payden Reynolds	BA-OK	Brenda Foster	Math & Science	Granted	1st	Medical Leave	11/16/15
Dec-15	2002	Fordyce School Dist	Anthony Socia	BA- SAU	None	Driver Education	Granted	1st	No Teacher of Record	11/16/15
Dec-15	0302	Cotter School Dist	Rachel Lanning	MA- MSU	Tim Eddings	Physical, Env. Science & Chemistry	Granted	1st	Teacher Resigned 10/21/15	11/16/15
Dec-15	6003	Methodist Behavioral Hospital	Shayla Donahue	BA- UAPB	Shannon Benetz	SpED	Granted	1st	Teacher was terminated	11/16/15
Dec-15	4301	Lonoke School Dist	Willie Elizandro	BA- Embory	Laura Melton	Spanish	Granted	1st	Maternity leave	11/16/15
Dec-15	4301	Lonoke School Dist	Kristal Kyzer	BA- HSU	Amy Osment	English	Granted	1st	Maternity leave	11/16/15

Dec-15	7001	El Dorado School District	Steven Anothony	BA- HSU	Alyson Books	Social Studies	Granted	1st	Teacher Resigned 9-18-15	11/16/15
Dec-15	7001	El Dorado School District	Reginald Turner	BA-UAM	Tyrone Davis	Social Studies	Granted	1st	Teacher Resigned 9/24/2015	11/16/15
Dec-15	7001	El Dorado School District	Veronica Davis	BA- UAM	Lisa Taylor	English	Granted	1st	Teacher Resigned 9/24/2015	11/16/15
Dec-15	6003	Pulaski County Special School	Christopher Bruce	BA- ABC	None	SPED	Granted	1st	No Teacher of Record	11/16/15
Dec-15	6003	Pulaski County Special School	Kim Collins	BA- TSU	None	Art	Granted	1st	No Teacher of Record	11/16/15
Dec-15	6003	Pulaski County Special School	Owen Harris	BS- Miss	None	Art	Granted	1st	No Teacher of Record	11/16/15
Dec-15	6003	Pulaski County Special School	Vincent Higgins	BS- Philander	None	Math	Granted	1st	No Teacher of Record	11/16/15
Dec-15	6003	Pulaski County Special School	Savannah Jacoby	BS-OBU	None	SPED	Granted	1st	No Teacher of Record	11/16/15
Dec-15	6003	Pulaski County Special School	Rhonda Wilson	BA-UALR	None	SPED	Granted	1st	No Teacher of Record	11/16/15

**ARKANSAS ADVISORY COUNCIL
FOR THE
EDUCATION OF
GIFTED AND TALENTED CHILDREN**

**REPORT
JULY 1, 2014- JUNE 30, 2015**

***ARKANSAS DEPARTMENT OF EDUCATION
2015***

July 1, 2014 - June 30, 2015

ANNUAL REPORT

ARKANSAS ADVISORY COUNCIL FOR THE EDUCATION OF GIFTED AND TALENTED CHILDREN

**Marilyn Larson
Chairperson**

ARKANSAS DEPARTMENT OF EDUCATION

**Johnny Key, Commissioner
Arkansas Department of Education**

OFFICE OF EDUCATION OF GIFTED AND TALENTED CHILDREN

**Dr. Debbie Jones, Assistant Commissioner
Dr. Mary Kathryn Stein, Public School Program Coordinator
Krystal Nail, Public School Program Advisor**

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**2014-2015
GOVERNOR'S ADVISORY COUNCIL FOR GIFTED/TALENTED
EDUCATION**

Tommie Anthony 2905 Baxter Dr. Conway, AR 72034	Term 1:(Deceased, January 13, 2015)
Dr. Ernie Enchelmayer 302 Walleye Drive Russellville, AR 72802	Term 2: 07/20/2015
Jessica Sabin 400 Fountain Avenue Little Rock, AR 72205	Term 1: 07/20/2017
Marilyn Larson, Chair 1814 Robinson Avenue Conway, AR 72034	Term 2: 07/20/2015
Brent Miller (Educator Position) 2001 North Bryant Street Pocahontas, AR 72455	Term 1: 07/20/2015
Kristen Hodge 1 Hayfield Road Little Rock, AR 72207	Term 1: 07/20/2016
Linda Kay Thompson P.O. Box 598 Star City, AR 71607	Term 1: 06/20/2016
Dr. Kathy Pillow-Price 111 W. Mississippi St. Beebe, AR 72012	Term 1: 07/20/2017
Dustin Seaton (Educator Position) 505 North Olive Avenue Fayetteville, AR 72701	Term 1: 07/20/2017

Overview and History of Gifted Education in Arkansas

Responding to the concern for educational programming for gifted and talented students, the Arkansas General Assembly passed Act 106 of 1979. This legislation established the Office for the Education of Gifted and Talented Children, headed by an administrator, to direct the state program. Funds were appropriated to provide financial assistance to school districts operating programs for gifted and talented students.

Guidelines were developed to provide information to assist districts in planning, implementing, and evaluating programs for gifted and talented students. This document, *Education of Gifted and Talented Students: Guidelines for Local Education Agencies*, was approved by the State Board of Education in 1981.

Since that time, a number of pieces of legislation enacted have had a profound effect on gifted education.

Act 445 of 1983, the Quality Education Act, established minimum standards for accreditation of public schools and authorized the State Board to name a committee to recommend regulations, criteria, and minimum standards. The Standards for Accreditation of Arkansas Public Schools, which were adopted by the State Board of Education on February 22, 1984, included a provision that all districts must provide a program for gifted and talented students.

Act 34 of 1983, First Extraordinary Session, the School Finance Act, provided funding for districts which were developing or operating programs for gifted and talented students. The Department of Education was directed to set aside annually, beginning in 1984-85, funds for program development, not to exceed \$6 million. Districts which were operating approved programs were eligible to receive funds based on an "add on" weight of .25 for each student identified as gifted and talented, with funding based on no more than five percent of the district's average daily membership.

The original guidelines developed to assist districts were then refined and updated and became the rules and regulations for gifted education in Arkansas. This document, titled *Gifted and Talented Program Approval Standards*, was approved by the State Board in 1987 and revised in 1999 and 2009.

Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students. The new law stipulated an expenditure requirement in place of the previous funding provision. This expenditure requirement read: Local school districts shall expend from state and local revenues not less than the following amounts of gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education – the previous year's average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year's average daily membership, multiplied by fifteen

hundredths (.15) times the base local revenue per student. The following definition shall guide districts in providing services and opportunities for students identified as gifted and talented in Arkansas:

Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.

In ***Gifted and Talented Program Approval Standards, 2009***, standards are described that every school district in Arkansas must meet in order to provide an approved gifted program for students. These are minimum, not optimum, standards and enable school districts to establish equitable criteria for identification of gifted and talented students, establish programs which will lead to appropriate educational opportunities for these students, and establish procedures to evaluate the effectiveness of the provisions of these educational opportunities. Districts are encouraged to go beyond the standards in providing educational opportunities for their gifted and talented students. Standards include areas of community involvement, staff development, personnel, identification, program options, curriculum, and evaluation. A copy of these standards is available on the Arkansas Department of Education website on the following page: http://www.arkansased.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf. Evidence verifying compliance with the standards should be kept on file in the district and available for review by the Department of Education when the district is monitored. Districts submit annual program approval applications to the Department of Education detailing how the districts will serve gifted students. In 2012-13, this application changed from an electronic application that was printed and mailed to the Arkansas Department of Education to an online form. Each district undergoes an onsite monitoring by staff members of the Arkansas Department of Education, Office of Gifted and Talented, every three years. In 2011-12, onsite monitoring visits were shortened to half day visits for all but the largest school districts with the submission of many program policies and procedures prior to the onsite visit. In 2012-13, the submission of policies and procedures for schools being monitored was embedded in the online program approval application.

Advanced Placement (AP) and PreAdvanced Placement (PreAP) courses are often utilized to serve gifted students at the secondary level. The ***Rules Governing the Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing the Availability of Advanced Placement Courses in the Four Core Areas In High School With Guidelines for Endorsed Concurrent Enrollment Courses***

http://www.arkansased.org/public/userfiles/Learning_Services/Gifted%20and%20Talented/AP_IB_Rules_August_2007.pdf) are in place to help ensure that high schools offer at least one AP course in each core content area, with PreAP courses in place to help prepare students for the rigor inherent in AP courses. These rules also specify that teachers must receive specific training to teach AP or PreAP, and students must complete the entire course and exam to receive weighted credit. Details about funding available for teacher training and for materials and equipment grants for AP courses are also contained in these rules. Schools receive incentive money for each score of three or higher obtained by their students on AP exams to utilize for improving their AP Program. Please see attachments for more information about the success Arkansas students are experiencing in AP.

The **Arkansas Governor's School**, a six-week residential program for gifted and talented students in the summer before their senior year, was established in 1980 and has operated each summer thereafter. Students are nominated for the Arkansas Governor's School (AGS) through their public, private, or home schools and are selected by a committee appointed by the Arkansas Department of Education. Selection is based on merit, measured by high intellectual potential, outstanding ability in an academic or artistic area, creativity, task commitment and social/emotional maturity. Efforts are made to insure a representative distribution from all school districts in the state, balanced proportions of male and female students, and an ethnic composition reflective of the state's demographic patterns. Members of the Governor's Advisory Council participate in the student and faculty selection processes.

Students are selected for content area classes in one of eight fields: choral music, drama, English/language arts, instrumental music, mathematics, natural science, social science, or visual arts. They also attend classes in general conceptual development and personal and social development. In addition, guest speakers, significant films, concerts, and dramatic productions provide experiences beyond the classroom curriculum. The AGS curriculum does not replicate that of high school or college. Students are exposed to topics outside the traditional curriculum and are encouraged to become a member of a "community of learners."

The **Governor's Advisory Council for the Education of Gifted and Talented Children** was established with Act 106 of 1979. The council consists of nine members, appointed by the Governor, who are interested in the education of gifted and talented children.

Act 56 of 1983 authorized the Advisory Council to select annually up to three programs for gifted and talented students for recognition as outstanding programs. The Council may make awards of not more than \$3,000 to each of the recognized programs. Blind screening is used and districts are judged against those of similar sizes. Criteria for recognition include how a district's program has exceeded minimum standards, innovative and creative aspects of the program, and appropriateness of the program for the size of the district.

STATUS REPORT RECOMMENDATIONS FOR 2014-2015

Recommendations of the Arkansas Advisory Council for the Education of Gifted and Talented Children 2014-2015

1. **Arkansas Governor's School**

Recommendation: Arkansas Governor's School be sufficiently funded to maintain an effective six-week long summer program with an increase of 3% for each three (3) year cycle of a site selection.

Rationale: As AGS is currently funded, financial support for the program to adequately conduct a six-week long program must be renewed every two years.

AGS Program was reduced from 6 weeks to 4 weeks in 2010 as a way to maintain the program without a funding increase. Funding for the 2013 and 2014 AGS sessions were increased by \$250,000 to accommodate a six-week long program, but the funding must be requested at each biennial legislative session.

Status: Partially Fulfilled

2. **Gifted Services in Charter Schools**

Recommendation: Monitor the services provided for gifted students as described in the open -enrollment charter school agreements for charter schools approved by the State School Board or the Charter Authorizing Panel.

Rationale: As the number of students enrolled in open-enrollment charter schools continues to grow, the monitoring of the services to gifted students described in the charter agreements should be reviewed by the Office of Gifted and Talented and AP and IB to ensure students are being served as described in a school's approved charter. Services to gifted students should be monitored by trained, licensed GT personnel in the Office of Gifted and Talented and Advanced Placement.

Status: Not Fulfilled

3. **Summer Enrichment Programs**

Recommendation: Exploration of public and private partnerships to support enrichment summer programs especially to serve under identified populations.

Rationale: The Council commends AGATE (Arkansas for Gifted and Talented Education) for funding some enrichment programs in 2013 and 2014, but more programs are needed. The Council recommends the continued exploration of both public and private partnerships to fund summer enrichment programs. These partnerships could be with companies, colleges, and individuals with an interest in quality programs that would help prepare young minds for higher education and careers in Arkansas.

Status: Partially Fulfilled-Dependent on Funding *Act 814 appropriated funds for Academic Enrichment for the Gifted/Talented in Summer Programs (AEGIS) up to \$150,000, but the amount of funding available is not known at this time.*

RECOMMENDATIONS FOR 2015-2016

1. **Gifted Services in Charter Schools and Districts with Charter Waivers (Act 1240 of 2015)**

Recommendation: Monitor the services provided for gifted students as described in the open-enrollment charter school agreements for charter schools approved by the State School Board or the Charter Authorizing Panel and to continue to monitor the services in districts with charter waivers obtained as a result of Act 1240 of 2015.

Rationale: As the number of students enrolled in open -enrollment charter schools continues to grow along with the students in districts seeking charter waivers, the monitoring of the services to gifted students described in the charter agreements should be reviewed by the Office of Gifted and Talented to ensure students are being served as described in a school's approved charter. Services to gifted students should be monitored by trained, licensed GT personnel in the Office of Gifted and Talented.

The Council notes that only two open-enrollment charter schools have chosen not to waive the Standards for Gifted Program Approval. As more students enroll in open-enrollment charter schools and attend schools in districts with charter waivers, the Council thinks it is important for the ADE's Office of Gifted and Talented to be involved in the accountability process of evaluating gifted services to ensure that the unique educational needs of gifted students are met.

2. Restore GT Program Advisor Position

Recommendation: A return to having three (3) full time positions in the Office of Gifted and Talented and Advanced Placement at ADE [two (2) Program Advisors along with one (1) Program Coordinator] to facilitate a return to a three (3) year onsite monitoring schedule.

Rationale: The loss of a program advisor position from the Office of Gifted and Talented at ADE has resulted in a six (6) year onsite monitoring cycle of services to students rather than a three (3) year cycle onsite review. The greater number of intervening years presents a burden to gifted and talented coordinators in retaining evidence of compliance with GT standards such as documentation of services to students and program evaluation. The high turn-over rate of GT coordinators in some districts further complicates the less frequent monitoring schedule. The additional requirement to administrate Academic Enrichment Gifted/Talented in Summer Programs (AEGIS) will also impact the capacity of the unit.

3. Revision of AP/IB Rules

Recommendation: Revise the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing Advanced Placement Courses in the Four Core Areas in Arkansas High Schools with Guidelines for Endorsed Concurrent Enrollment Courses, August 2007 to allow the ADE Office of Gifted and Talented to endorse training requirements for Advanced Placement and Pre-Advanced Placement certification.

Rationale: Currently the ADE Rules for AP allow only for a College Board Summer Institute to serve as certification of training for Advanced Placement teachers and only College Board workshops or summer institutes to serve as certification of training for Pre-Advanced Placement teachers. There are other forms of professional development which could be approved for certification such as being a reader (grader) for one of the Advanced Placement exams and other trainings. Allowing the Office of Gifted and Talented to decide which professional development opportunities are endorsed for Pre-AP and AP certification could increase the variety of trainings available to teachers since re-training is required every five (5) years. The current rules regarding concurrent enrollment also may need revision.

APPENDICES

Appendix A

ARKANSAS GOVERNOR'S SCHOOL

Arkansas Governor's School, inaugurated in 1980, celebrated its 36th year during the 2015 summer session. Approximately 13,748 students have been a part of this unique learning experience. In 2015, 596 students were nominated and submitted applications from 100 high schools in 41 counties. From these numbers, 426 students, from 89 high schools were accepted, and 382 students completed the program. Thirty-five students were the only students attending from their high schools, and 34 high schools had only two students attending.

Hendrix College's proposal to host AGS for 2016-2018 was selected by the Arkansas State School Board during its meeting on April 9, 2015.

Appendix B

Pre-AP and AP Teacher Training

Summer 2015 Advanced Placement Summer Institute Training: \$677,600 was spent to fund Advanced Placement and Pre-Advanced Placement teacher trainings held at Arkansas State University; the University of Arkansas, Fayetteville; and the University of Arkansas at Little Rock.

Pre-AP	AP	Total	
59	166	225	ASU
83	289	372	UAF
327	524	851	UALR
469	979	1448	

31 Summer 2015 Pre-AP Trainings were held at Education Service Cooperatives where 569 teachers were participated in two-day trainings in math, science, or social studies/English.

Appendix C

Equipment and Materials Grants to AP Teachers

Grants of \$101,557.31 were awarded to 111 teachers of Advanced Placement courses.

Appendix D

AP Incentive Money for Scores of 3, 4, or 5

High Schools in the state received \$50 for each student qualifying score of 3, 4, or 5 on an AP Exam as incentive money for AP programs. Schools received a total of \$600,150.

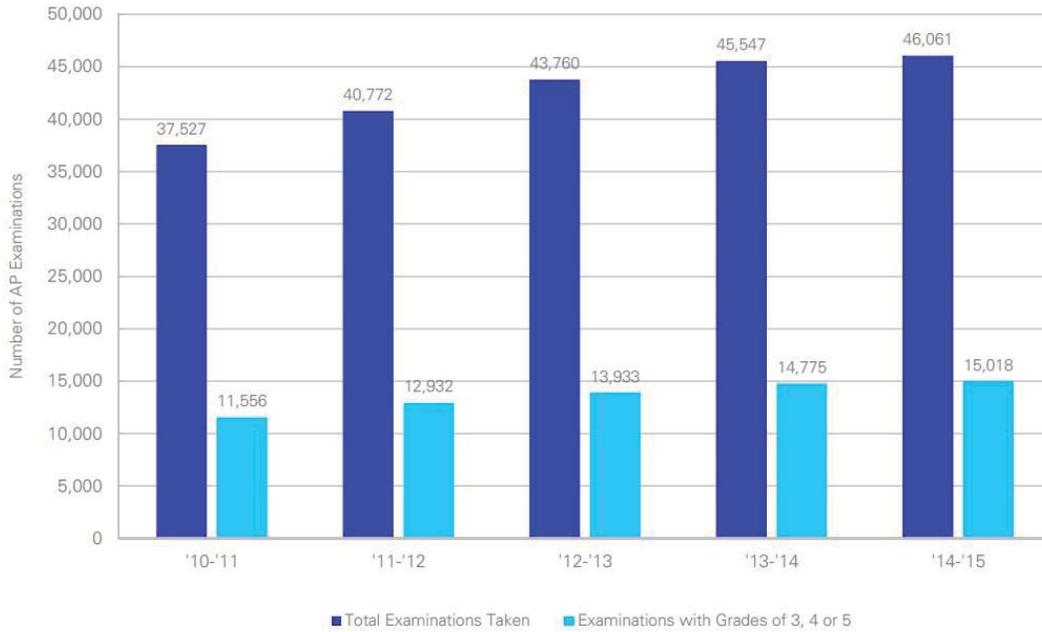
ADVANCED PLACEMENT PROGRAM

2015 Arkansas Highlights Public Schools Advanced Placement Program[®]

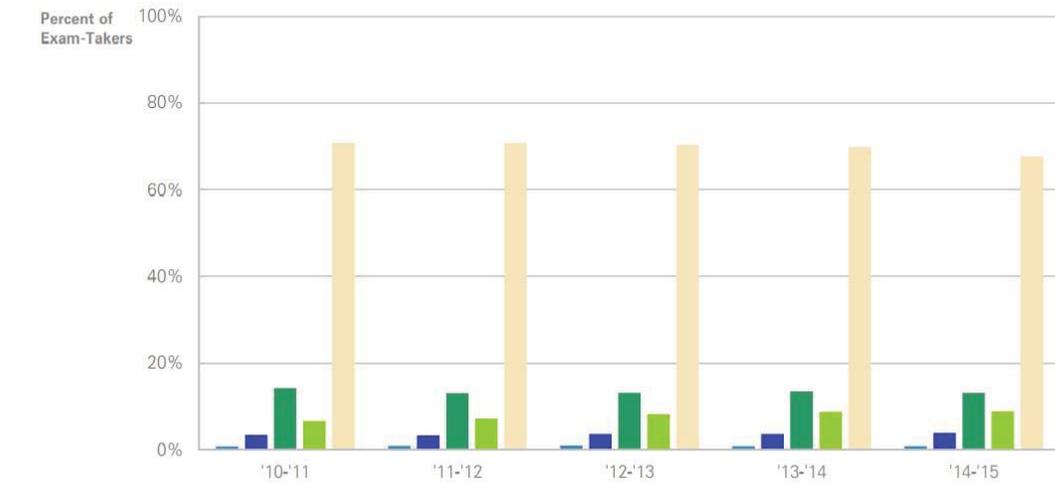
AP[®] Participation and Performance

- The number of Arkansas students taking AP exams in 2015 was 25,757, representing a 0.8% increase from 2014 (25,547), an increase of 21.8% over 2011.
- The number of AP exams taken in 2015 was 44,951 up 1.2% over the previous year (44,424) compared to 7.2% nationally and an increase of 23.9% over 5 years.
- Participation by all groups has increased except for Black and White students where there were decreases of 2.0% and 2.2% respectively in 2015.
- 8,680 students or 33.7% of AP Exam takers scored 3 or higher on at least one AP Exam in May 2015, an increase of 1.1% over 2014 scores (8,584) of 3 or higher, and an increase of 27.5% over 2011 scores (6,810) of 3 or higher.
- 14,391 AP exams received scores of 3 or higher in 2015 compared to 14,146 in 2014 (1.7%), and 10,949 in 2011 (increase of 31.4% over 5 years).
- 23.2% of public school AP Exam takers were underrepresented minority students, compared to 23.5% in 2014 and 22.1% in 2011.
- 27.5% of public school AP Exam takers were low-income students compared to 29% in 2014 and 24% in 2011.
- The most popular AP exams in Arkansas were English Language, English Literature, US History, World History, Biology, AB Calculus, Psychology, and Statistics.

AP: Number of Examinations and Number of Examinations with Grades of 3, 4 or 5



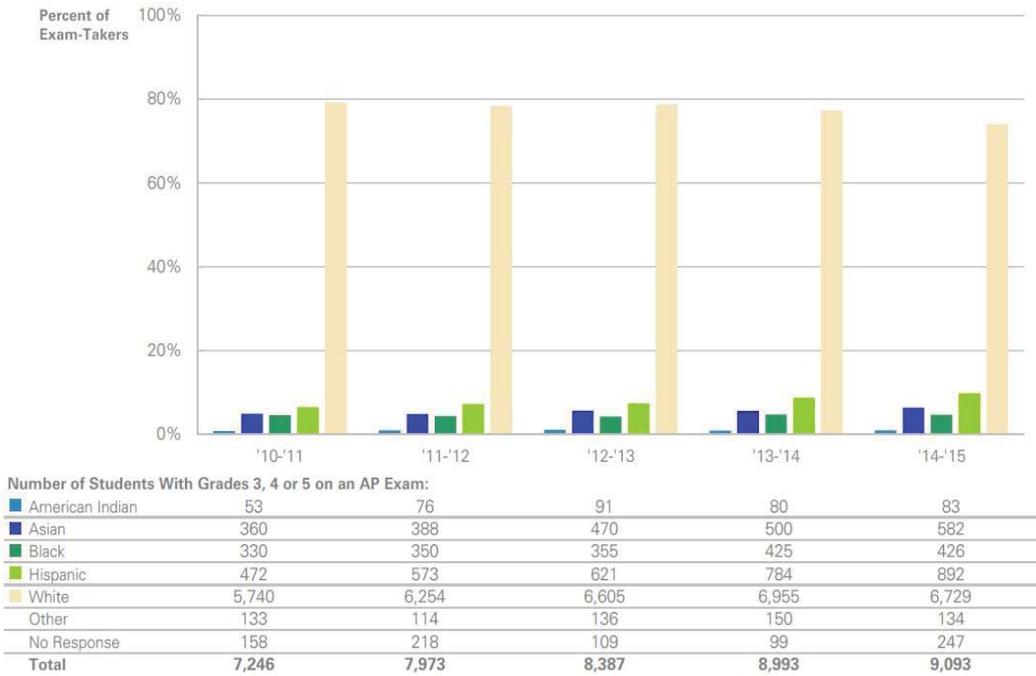
AP: Participation by Ethnic Groups Taking One or More Exam



Number of Students Taking One or More AP Exam:

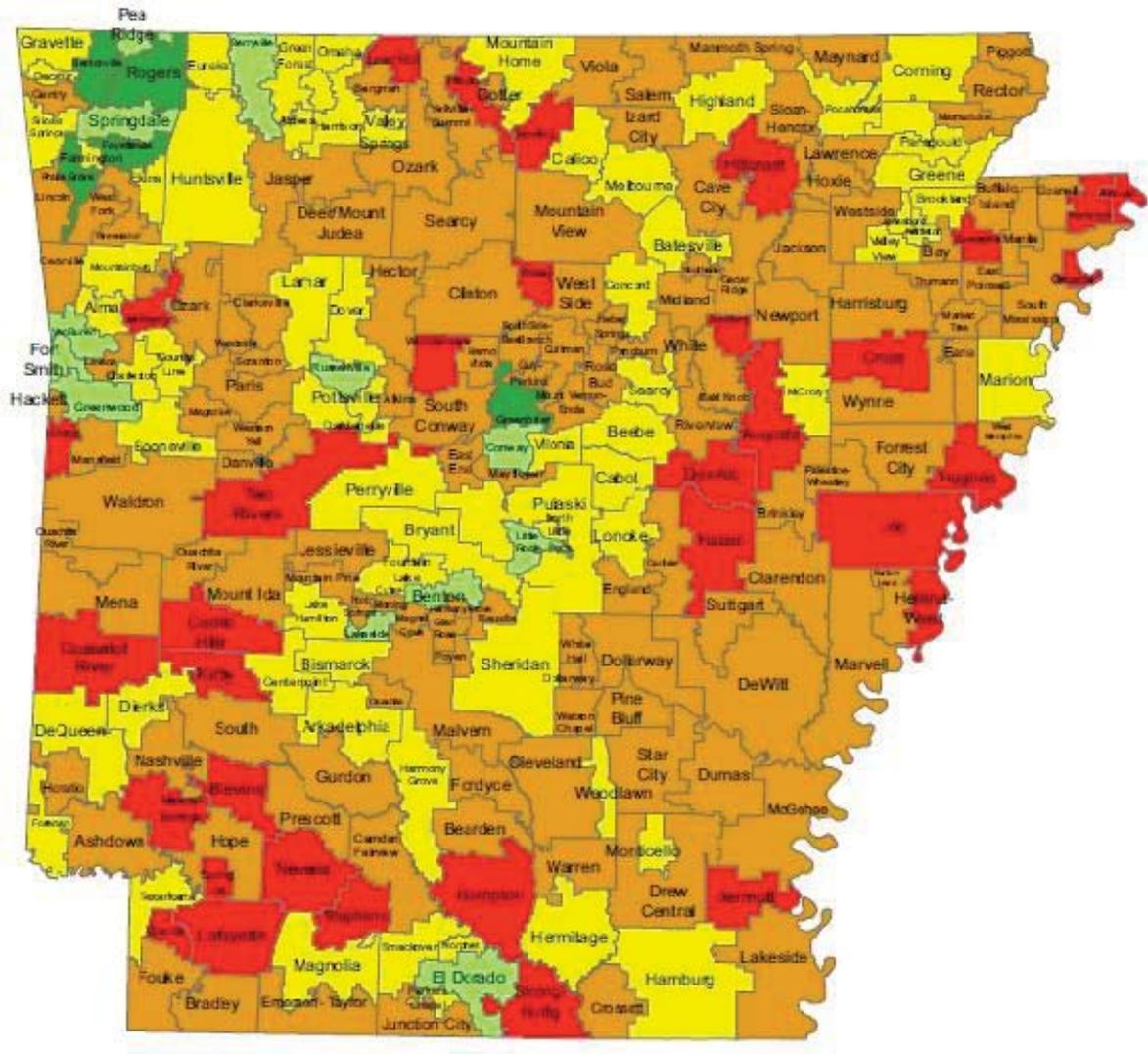
	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15
American Indian	181	230	259	243	248
Asian	762	796	926	980	1,053
Black	3,106	3,102	3,316	3,554	3,492
Hispanic	1,466	1,713	2,048	2,271	2,332
White	15,578	16,740	17,678	18,339	17,936
Other	350	317	386	428	397

AP: Participation by Ethnic Groups with Grades 3, 4 or 5



Arkansas Public Schools

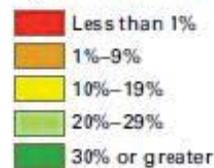
AP[®] Success by District: Class of 2014



Sources:
 2012-13 NCES 12th-grade district enrollment, 2014 College Board AP Cohort Data, and 2011-12 Proximity School District Boundary Files.

Notes:
 The most recent enrollment data available were for the 2012-13 school year. A degree of caution should be exercised when reviewing performance estimates, as data may not reflect district enrollments for the 2013-14 school year. AP cohort data represent public school students from a given graduating class who scored 3 or higher on an AP Exam during high school.

Percentage of 12th-graders who scored 3 or higher on an AP Exam during high school:



ARKANSAS ADVANCED INITIATIVE for MATH and SCIENCE (AIMS)

AP Training and Incentive Program

Arkansas Advanced Initiative for Math and Science, Inc. is an affiliate of the National Math and Science Initiative. The program invites schools to apply for participation in the program to strengthen the teaching of the AP® mathematics, science, and English courses and to build enrollment and increase the number of students taking and earning qualifying scores on AP® exams in these subjects.

2014-15 AP Results Summary in Brief

- In fall 2014, Arkansas AIMS added five new schools in Cohort 7: Hope, Lonoke, Magnet Cove, Siloam Springs, and White Hall. There were 55 AIMS schools across the state, 18.4% of the high schools.
- Arkansas AIMS schools demonstrated a 70% increase in qualifying scores from 2008 to 2015.
- Arkansas AIMS is 5th in the country with increases in qualifying scores in all math, science and English (MSE) exams for minority students, a 237% increase.
- Arkansas AIMS schools account for 45.4% of AP MSE exams taken, and 42.4% of AP MSE qualifying scores.
- Arkansas AIMS schools account for 46.2% of AP MSE qualifying scores for African American and Hispanic students.
- In the spring of 2015, over 34,000 students participated in online prep session programs in the three content areas.
- During the 2014-15 school year, 657 teachers were trained in various workshops.
- Arkansas AIMS initiated a one-week Summer Boot Camp on the UALR campus in 2015, targeting students from Pulaski County schools, and served 67 students in the initial pilot.
- Arkansas AIMS schools contribute significantly to the dramatic increase in the number of students taking AP math, science, and English classes.
- Arkansas AIMS schools contribute significantly to the dramatic increase in the number of qualifying scores on AP math, science, and English classes.
- Arkansas AIMS schools contribute significantly to the state's increase in minority students taking AP courses and achieving qualifying scores.
- Arkansas AIMS is a STEM model that has produced significant results over time.
- Arkansas AIMS is making a difference in the state by changing expectations and achievement.
- ForwARd Arkansas cited AR AIMS as being a "strong example of a program that is helping more high school students take AP exams and perform well on AP exams, better preparing them for the rigors of college-level coursework."

Appendix F

TALENT IDENTIFICATION PROGRAM (TIP)

The 35th Annual 7th Grade Talent Search sponsored by Duke University at Durham, North Carolina recognized students with high mathematical, verbal, or general intellectual ability from a 16-state geographic region. Seventh graders take the Scholastic Assessment Test (SAT) and the ACT assessment. Arkansas students meeting at least one of the following criteria are invited to a State Recognition Ceremony:

ACT	ACT English	≥ 21
	ACT Math	≥ 21
	ACT Reading	≥ 21
	ACT Science	≥ 21
*Or with three of the four following scores: English = 20, Math = 20, Reading = 20, Science = 20		
SAT	SAT Math	≥ 530
	SAT Critical Reading	≥ 510
	SAT Math = 510 and SAT Critical Reading = 500	
	*Or with two of the three following scores: Math = 520, Critical Reading = 500, Writing = 490	

The following scores qualify a student for recognition at the Grand Recognition Ceremony at Duke University:

ACT	ACT English	≥ 29
	ACT Math	≥ 28
	ACT Reading	≥ 30
	ACT Science Reasoning	≥ 27
	ACT Composite	≥ 28
SAT	SAT Math	≥ 680
	SAT Critical Reading	≥ 650
	SAT Writing	≥ 650
	SAT Critical Reading + Math + Writing ≥ 1850	

Students identified through the TIP talent search are encouraged to participate in various educational programs offered by local, state, and national agencies.

In the 2015 7th Grade Talent Search, a total of 22,236 students from Duke TIP's 16-state region scored well enough to be invited to a State Recognition Ceremony. This represents 40% of the students who actually tested. Nationally, 64,481 7th graders from nearly 6,000 schools took the ACT or the SAT to qualify as a DUKE Tipster. In Arkansas, 457 students out of the 1,047 who were tested, qualified for the State Recognition Ceremony which was hosted by The Center for Gifted Education at the University of Arkansas at Little Rock.

Appendix G

ACT 56 AWARDS

Act 56 authorized the Advisory Council to select annually up to three programs for gifted and talented students for recognition as outstanding programs. The Council may make awards of not more than \$3,000 to the recognized programs.

The award recipients for the 2014-2015 school year were Scranton District for districts less than 1,000. South Side Bee Branch School District received a Certificate of Merit in this category. Heber Springs School District was selected from districts between 1,000 and 3,000. Booneville School District received a Certificate of Merit in this category. Rogers School District was selected from districts larger than 3,000. Bentonville School District received a Certificate of Merit in this category.

An application is available through a Commissioner's Memo posted on the Department of Education's Website. Criteria for recognition include how a district's program has exceeded minimum standards, innovative and creative aspects of the program, and appropriateness of the program for the size of the district.

Blind screening is used, and districts are judged against those of similar size.

STATE BOARD OF EDUCATION RESOLUTION

WHEREAS, more than 470,000 students attend public and charter schools in Arkansas; and

WHEREAS, the Arkansas State Board of Education acknowledges the importance of public education and its impact on our communities today and in the future; and

WHEREAS, the Arkansas State Board of Education recognizes the vital role of more than 1,470 elected local school board members who establish the mission and direction for their local districts and approve policies to guide their school systems; and

WHEREAS, school board members contribute countless hours of their time fulfilling their state-mandated roles and responsibilities; and

WHEREAS, school board members must make key decisions regarding the curriculum, instruction, finance and facilities of our public schools; and

WHEREAS, school board members employ and evaluate the superintendent, who has the daily responsibility for the operation of the school district; and

WHEREAS, school board members must participate in professional development every year in order to enhance their knowledge and skills related to their responsibilities;

NOW, THEREFORE, BE IT RESOLVED, That the Arkansas State Board of Education recognizes and salutes the members of local boards of education by proclaiming the month of January, 2016, as Arkansas School Board Member Recognition Month.

Chair of the State Board of Education

Date

ARKANSAS STATE BOARD OF EDUCATION
CALENDAR

January 2016 - December 2016

AGENDA ITEMS IDENTIFIED / ITEM DETAILS DRAFTED	ATTACHMENTS / MATERIALS TO BE POSTED ON NOVUSAGENDA DUE	DATE OF SUBMISSION TO WEB	MEETING DATE 2nd Thursday & Friday
December 18, 2015	December 23, 2015	January 4, 2016	January 14-15, 2016
January 15, 2016	January 22, 2016	February 2, 2016	February 11-12, 2016
February 12, 2016	February 19, 2016	March 1, 2016	March 10-11, 2016
March 18, 2016	March 25, 2016	April 4, 2016	April 14-15, 2016
April 15, 2016	April 22, 2016	May 2, 2016	May 12-13, 2016
May 13, 2016	May 20, 2016	June 31, 2016	June 9-10, 2016
June 17, 2016	June 24, 2016	July 1, 2016	July 14-15, 2016
July 15, 2016	July 22, 2016	August 2, 2016	August 11-12, 2016
August 12, 2016	August 19, 2016	August 30, 2016	September 8-9, 2016
September 16, 2016	September 23, 2016	October 3, 2016	October 13-14, 2016
October 14, 2016	October 21, 2016	November 1, 2016	November 10, 2016 (No Friday meeting)
November 10, 2016	November 18, 2016	November 29, 2016	December 8-9, 2016

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

November 19, 2015

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Alan Wimberley, Superintendent
Quest Middle School of Pine Bluff
1301 Waters Ridge Road
Lewisville, TX 75057

**RE: Notice of State Board of Education Hearing
Quest Middle School of Pine Bluff Amendment Request**

Dear Dr. Wimberley:

On November 18, 2015, the Charter Authorizing Panel met and denied the amendment request for Quest Middle School of Pine Bluff. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. **Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 25, 2015, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, December 10, 2015.** Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on December 10th, and, at that time, the Board will determine whether or not to review the Panel's decision. If the Board decides to review the Panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Charter Schools, Program Coordinator

CC: Arnold Robertson, Principal
Curtis Shack, Program Manager
Superintendent Wilson, Dollarway School District

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

**QUEST MIDDLE SCHOOL
OF PINE BLUFF**

AMENDMENT REQUEST



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Quest Middle School of Pine Bluff

LEA Number 3542700

Type of Amendment Requested:

Change grade levels served Current grade levels served 05 - 09
Proposed grade levels KF-02 and 06-09

Other:

In order to aggressively meet the educational needs of the students in the Pine Bluff, AR community, Quest Middle School of Pine Bluff would like to add Kindergarten through Second Grade for the 2016 - 2017 school year. The campus would then add a grade each year until it serves grades Kindergarten through Eighth Grade.

- 2016-17 year. Kindergarten-2nd grades and 6th-9th grades
- 2017-18 year. Kindergarten-3rd grades and 7th-9th grades
- 2018-19 year. Kindergarten-4th grades and 8th-9th grades
- 2019-20 year. Kindergarten-5th grades and 9th grade
- 2020-21 year. Kindergarten-6th grades
- 2021-22 year. Kindergarten-7th grades
- 2022-23 year. Kindergarten-8th grades

Charter Leader Dr. Alan Wimberley

Email address AWimberley@responsiveed.com

Phone number (214) 418 - 1893

District: RESPONSIVE ED SOLUTIONS QUEST M Superintendent CHARLES COOK
 School: QUEST MIDDLE SCHOOL OF PINE BLUFF Principal: KASEY PORCHIA
 LEA: 3542702 Grade: 05 - 08
 Address: 308 SOUTH BLAKE Enrollment: 92
 Address: PINE BLUFF, AR 71601 Attendance: 93.48
 Phone: 870-536-1009 Poverty Rate: 89.13

Report created on: 10/29/2014

% Prof/Adv.
 2014 Math + Literacy 21.3
 2013 Math + Literacy
 2012 Math + Literacy

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED						
PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	77	82	93.90	77	82	93.90
Targeted Achievement Gap Group	72	76	94.74	72	76	94.74
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	75	80	93.75	75	80	93.75
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	69	73	94.52	69	73	94.52
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	18	68	26.47	79.96	91.00	16	63	25.40	81.63	93.00
Targeted Achievement Gap Group	16	64	25.00	73.35	91.00	14	59	23.73	76.44	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	18	68	26.47	79.96	91.00	16	63	25.40	81.63	93.00
Targeted Achievement Gap Group	16	64	25.00	73.35	91.00	14	59	23.73	76.44	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
African American	17	66	25.76	67.07	91.00	16	61	26.23	71.83	93.00
Hispanic	n < 10	n < 10	n < 10	76.80	91.00	n < 10	n < 10	n < 10	82.03	93.00
White	n < 10	n < 10	n < 10	84.49	91.00	n < 10	n < 10	n < 10	84.57	93.00
Economically Disadvantaged	15	61	24.59	74.10	91.00	13	56	23.21	76.92	93.00
English Language Learners	n < 10	n < 10	n < 10	70.97	91.00	n < 10	n < 10	n < 10	79.02	93.00
Students with Disabilities	n < 10	n < 10	n < 10	51.77	91.00	n < 10	n < 10	n < 10	56.92	93.00

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	11	68	16.18	82.26	92.00	11	66	16.67	76.52	81.00
Targeted Achievement Gap Group	9	64	14.06	76.54	92.00	10	62	16.13	70.53	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	11	68	16.18	82.26	92.00	11	66	16.67	76.52	81.00
Targeted Achievement Gap Group	9	64	14.06	76.54	92.00	10	62	16.13	70.53	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
African American	11	66	16.67	67.76	92.00	11	64	17.19	63.33	81.00
Hispanic	n < 10	n < 10	n < 10	80.04	92.00	n < 10	n < 10	n < 10	74.37	81.00
White	n < 10	n < 10	n < 10	87.18	92.00	n < 10	n < 10	n < 10	80.94	81.00
Economically Disadvantaged	9	61	14.75	76.92	92.00	10	59	16.95	70.92	81.00
English Language Learners	n < 10	n < 10	n < 10	75.24	92.00	n < 10	n < 10	n < 10	70.23	81.00
Students with Disabilities	n < 10	n < 10	n < 10	51.77	92.00	n < 10	n < 10	n < 10	48.75	81.00

Quest Middle School of Pine Bluff Student Demographic Percentages

Excludes PK Students

91 Total Active Students On 10/13/2015

District Gender Percentages

Gender	Gender Count	Gender Percentage
Females	45	49.45%
Males	46	50.55%
Gender - Total	91	100.00%

District Primary Race Percentages

Race	Race Count	Race Percentage
Black	80	87.91%
Hispanic or Latino	5	5.49%
Native American/Alaskan Native	1	1.10%
White	5	5.49%
Primary Race - Total	91	100.00%

District Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	31	34.07%
02	4	4.40%
03	3	3.30%
04	53	58.24%
Meal Status - Total	91	100.00%

Quest Middle School of Pine Bluff
Quest Middle School of Pine Bluff
ENROLLMENT REPORT
Enrollment Date: Oct 13, 2015

Enrollment Count		05	06	07	08	09	Race Totals
Black	Females	6	4	11	9	10	40
	Males	8	8	8	8	8	40
	Gender Totals	14	12	19	17	18	80
Hispanic	Females				1		1
	Males	1	2		1		4
	Gender Totals	1	2		2		5
Native American	Females		1				1
	Gender Totals		1				1
White	Females		1	1	1		3
	Males			2			2
	Gender Totals		1	3	1		5
Grade Totals		15	16	22	20	18	91

A CHARTER SCHOOL PROPOSAL
FOR AN EARLY LEARNER COMPONENT
BY
RESPONSIVE EDUCATION SOLUTIONS-ARKANSAS
ON BEHALF OF QUEST MIDDLE SCHOOL OF PINE BLUFF

Prepared by:

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Superintendent
Responsive Education Solutions – Arkansas

Curtis Shack, M.A.
Arkansas Program Manager
Responsive Education Solutions – Arkansas

Arnold Robertson
Campus Director, Quest Middle School of Pine Bluff
Responsive Education Solutions - Arkansas

Submitted: September 2015

A CHARTER SCHOOL PROPOSAL
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BY
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I. EDUCATIONAL PROGRAM

A. Curricular Plan

1. Overview

The elementary component of Quest Middle School of Pine Bluff will offer a distinctly different learning environment to parents and students seeking a traditional core education with special attention paid to personalized learning, blended learning, technology/teacher integration and character building. We believe parents and the community should be involved in this learning process, which is both rigorous and stimulating, typically conducted in smaller learning environments and framed within a civic context. The campus will provide earlier education opportunities for young learners with one-on-one quality attention and individually developed learning paths, best realized through classical content. The school's programs, utilizing a blend of proven academically successful and character-based education will additionally combine traditional curriculum and advanced learning techniques with emphasis on moral values and character development. The elementary component will remain small by design, within the framework of the full charter, focusing on experienced, caring instruction, emergent technology and advanced educational techniques.

2. Alignment

The elementary component of the charter curriculum will continue with the Arkansas Frameworks and Common Core Standards.

Over the past fourteen years, ResponsiveEd's team of 30+ writers, editors, proofreaders and graphic artists have developed an innovative paper-based and computer-based curriculum for use in ResponsiveEd's schools. Curriculum mapping and revisions will be conducted to ensure that the curriculum is fully aligned with Arkansas standards. Furthermore, each year, ResponsiveEd engages in a complete curriculum review in order to maintain continued alignment with all academic standards.

3. Curriculum

The reading program is a phonics-based, guided reading program. The reading program components are: Shared Writing, Guided Reading, Shared Reading, Phonics, Oral Language, and Paired Reading. To meet the needs of the higher reading level students, we will also incorporate Literature Circles. This reading meets each student at their instructional levels.

Math is a tactile, manipulative-based, multiple strategy curriculum. Student needs are met through the formative and summative testing. Hands-on activities are built in everyday for the students through calendar math and the unit lessons. A supplemental problem-solving program is also used to help with everyday math connections.

Science lessons are based on the 5E model. The learner can build or construct new ideas on top of their old ideas. Students begin by making connections between past and present learning experiences and become mentally engaged in the concept, process, or skill to be learned. Throughout the 5E model students explore and then explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills. Students develop a deeper and broader understanding of major concepts, obtain more information, and refine their skills. The 5E model encourages learners to assess their understanding and abilities and allows the teacher to evaluate their students' understanding of key concepts and skill development.

Social Studies provide a broad and thorough journey through world, ancient, and American history with a concentration on specific civilizations, explorers, and great moments in history. Geography of hemispheres, countries, continents, and regions are discussed in context with historical events and locations. Family groups, cultural heritage, and descriptions of events and people groups are discussed.

4. Achievement & Growth Measurements

Traditionally, student achievement is measured from baseline assessment to end of year assessments. Adequate growth is required for promotion or progression. Simplifying the measurement of tests, quizzes, and homework truly measures the teacher effectiveness, not the student's actual growth. Consequently, student gaps are created because of a lack of teacher accountability prior to the student's arrival to our campus. In the elementary component, the teacher is held accountable for each student's personalized academic growth and will discuss that growth on a weekly basis with campus administration. Through assessments (formal and informal), teachers are able to zero in on their student's progress.

Reading is the gateway to all learning. Therefore, it is of high importance that all students master reading comprehension and fluency. Guided reading is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use their various reading strategies (context clues, letter and sound relationships, word structure, and so forth). Students are grouped through assessments every six weeks with 90% accuracy in their reading level. This enables the students to enjoy reading without overwhelming them and this helps them with their

comprehension. Students can focus on the application of various reading strategies. Guided reading proves the framework to ensure that students are successful. Their success in reading carries over into other subjects.

We know achievement is measured by growth on assessment. We look beyond that by looking at the closing of the gaps. In the elementary component at Pine Bluff, after administering the battery of assessments and determining the baseline, it is our objective to set the personalized adequate yearly progress for each child.

5. Differentiation

Educational systems must be, or become, "student-centric," making the learning process of the student the primary centerpiece of the system. The focus of the elementary component in Pine Bluff, from the first day students walk through the door, is differentiation (i.e., individualization). Each student who attends the campus is unique. Learning styles, strengths, weaknesses, and personal skill sets are all part of each student. Recognizing these differences and creating differentiated approaches for each is the heart of the learning system.

The unique quality of the elementary campus will be the distinct focus on the learning process rather than the teaching process. The elementary campus of Pine Bluff accomplishes this through:

- a. Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a students' academic journey);
- b. Multiple strategies (i.e., the belief that there are many learning styles and paths to success which vary by student); and
- c. On-going assessments (i.e., the process of formal and informal assessments and charting the personalized learning plan for each student).

The process of transferring or replicating information is known as "delivery." There are many means by which a student may receive information. Many times, educators depend on one style of delivery. This practice can seriously hinder the learning process because of the diverse, differentiated learning styles of the students in a classroom. Therefore, it is important to have a blend of delivery choices when addressing the individual learning for each student.

Just as there are styles of learning, there are also styles (types) of instructing or teaching students. Teachers at Quest Middle School of Pine Bluff are trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student's learning plan, teaching a classroom of students, or supervising the learning process:

- a. Direct Instruction: a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information

- b. Independent Instruction: a style of instruction allowing students to learn content independently, with assistance provided by the educator when necessary
- c. Accelerated Instruction: a style of instruction allowing students to learn content independently, with assistance provided by the educator when necessary, and defined by technology-based instruction.

While the distribution will vary slightly according to the needs of the individual student, the elementary campus of Pine Bluff will implement the following differentiated styles of instruction:

There will be an intelligent blend of teacher and technology. The curriculum, classical and liberal arts-focused in nature, will be delivered by diagnosing students as to strengths and needs. Students with higher proficiencies in math will have an innovative blend of delivery for content through a blended learning system, allowing those with lower proficiencies to receive more direct instruction from teachers. Those with lower proficiencies in reading will receive innovative blends through technology, specifically providing personalized and individualized opportunities, and higher proficient learners will be in advanced literacy groupings. This blend of technology and teacher will occur for all subject areas.

Core Knowledge will serve as a foundation for much of the instruction as well. Classical education, anchored in character and reliable content, provides a broad capacity for student efficacy. The elementary students will receive much of this opportunity through the utilization of Core Knowledge, a proven and systemic application of "basic to proficient" growth plan for students incorporating best practice.

Based on this delivery method, the student's work environment will demonstrate the following characteristics:

- a. Students will be in a traditional classroom.
- b. Students will use a combination of direct instruction from highly engaged teachers, emergent technology, workbooks, primary sources, and hands-on activities.
- c. Students will be involved in small group guided instruction.
- d. Guided reading groups will be utilized for independent and accelerated instruction.
- e. Students will be involved in state testing preparation.
- f. Students will be involved in project-based learning experiences.
- g. Students' informal and formal assessments are diagnosed and integrated by educators.

B. Instructional Practices

1. Instructional Strategies and Practices

a. Guided Reading

Guided reading is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth). Although guided reading has been traditionally associated with primary grades, it has been modified and we use it successfully in all grade levels. For example, older students may need to learn new strategies to understand how to read an information book in a way that is going to give them access to the information they are seeking.

b. Math

The math program is a comprehensive standards-based curriculum. All the teaching materials promote strategies that emphasize conceptual understanding, procedural fluency, and problem solving skills through the use of visual models and coherent learning progressions.

The math curriculum is based on the following goals for students and teachers:

- 1) Provide opportunities for all students to be successful in math through the use of research-based teaching methods and visual models.
- 2) Help students master both essential skills and mathematical concepts so that they can solve a wide range of mathematical problems, from basic calculations to complex problems in real-world situations.
- 3) Foster all students' interest in and enjoyment of mathematics.
- 4) Help students develop the skills and confidence they need to be successful in middle-school math and beyond.
- 5) Help teachers improve their knowledge of mathematics and their ability to teach it.

c. Science

The 5E Model is used for all lessons in science.

1) Engage: This phase of the instructional model initiates the learning task. The activity should make connections between past and present learning experiences, anticipate activities, and focus students' thinking on the learning outcomes of current activities. The student should become mentally engaged in the concept, process, or skill to be explored

2) Explore: This phase of the teaching model provides students with a common base of experiences within which they identify and develop current concepts, processes, and skills. During this phase, students actively explore their environment or manipulate materials.

3) Explain: This phase of the instructional model focuses students' attention on a particular aspect of their engagement and exploration experiences and provides opportunities for them to verbalize their conceptual understanding, or demonstrate their skills or behaviors. This phase also provides opportunities for teachers to introduce a formal label or definition for a concept, process, skill, or behavior.

4) Elaborate: This phase of the teaching model challenges and extends students' conceptual understanding and allows further opportunity for students to practice desired skills and behaviors. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills.

5) Evaluate: This phase of the teaching model encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the educational objectives.

d. History & Geography

Project-based learning is an approach to teaching in which students use prior knowledge and newly discovered information to explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.

2. Pedagogy Monitoring and Support

We believe in educating the child, not the classroom. We believe in a purposeful education that motivates the student to become actively involved and take ownership of the learning process. In a 21st century world, teaching self-efficacy and student ownership of learning is crucial. The area of Pine Bluff, additionally, has experienced significant difficulty in student success. The elementary campus for the charter is propose as an aggressive effort to start engaging with learners at a much earlier age to begin teaching components for success before deficiencies develop and increase.

The single greatest element for pedagogy is a highly engaged, professionally trained, yet innovative teacher in a classroom. While the concept of the teacher as the possessor of content, delivering this content systematically whether students learn or not, it is our intent to train our instructional staff to be heavily engaged with each student in a personal and effective manner. By encouraging our teachers to use technology in an intelligent way, leveraging all it can do for us, while balancing the direct and non-direct instructional strategies, our goal will be to personalize the educational plan for each child. Along

with the multiple strategies we incorporate into our daily lessons, the student has a better chance of being successful, which will keep the student motivated and involved in their academic career.

Academic Features for the blended learning classical program:

- * Blended learning
- * Blended delivery systems
- * Emergent technology
- * Diagnostic testing and student placement based in results
- * Character education
- * Classical content education
- * Core Knowledge
- * Engaged, highly trained instructional staff

Our greatest hope is that, by intervening in the process at a much younger age, we can instill the best in our students and use our resources to increase the learning capacity for each student in the community, and surrounding region, of Pine Bluff, Arkansas.

Employee's Name	2015-2016 Title/Assignment	2016-2017 Title/Assignment (KF-2 and 6-9)	2017-2018 Title/Assignment (KF-3 and 7-9)
Arnold Robertson	Campus Director	Campus Director	Campus Director
Anita Smith	Secretary	Secretary	Secretary
Lamar LaGrant	Math Teacher	Math Teacher	Math Teacher
Dana Edwards	English Teacher	English Teacher	English Teacher
Bridget Harris	Science Teacher	Science Teacher	Science Teacher
Nathaniel Phillips	Social Studies/History Teacher	Social Studies/History Teacher	Social Studies/History Teacher
Rebecca Gracie	SPED Teacher	SPED Teacher	SPED Teacher
Katherine Smith	5th Grade Teacher	2nd Grade Teacher	2nd Grade Teacher
Carmen Williams	Instructional Aide	Instructional Aide	Instructional Aide
Vera Washington	Instructional Aide	Instructional Aide	Instructional Aide
Kindergarten Teacher	NA	To Be Hired	To Be Hired
1st Grade Teacher	NA	To Be Hired	To Be Hired
2nd Grade Teacher	NA	K Smith	K Smith
Instructional Aide	NA	To Be Hired	To Be Hired
3rd Grade and 7th-9th Teacher Science	NA	NA	Bridget Harris
3rd Grade Teacher 7th-9th Teacher Social Studies	NA	NA	Nathaniel Phillips
3rd Grade Teacher 7th-9th Teacher Language Arts	NA	NA	Dana Edwards
3rd Grade Teacher 7th-9th Teacher Math	NA	NA	Lamar LaGrant
3rd-4th Grade and 8th-9th Teacher Science	NA	NA	NA
3rd-4th Grade Teacher 8th-9th Teacher Social Studies	NA	NA	NA
3rd-4th Grade Teacher 8th-9th Teacher Language Arts	NA	NA	NA
3rd-4th Grade Teacher 8th-9th Teacher Math	NA	NA	NA

Employee's Name	2018-2019 Title/Assignment (KF-4 and 8-9)
Arnold Robertson	Campus Director
Anita Smith	Secretary
Lamar LaGrant	Math Teacher
Dana Edwards	English Teacher
Bridget Harris	Science Teacher
Nathaniel Phillips	Social Studies/History Teacher
Rebecca Gracie	SPED Teacher
Katherine Smith	2nd Grade Teacher
Carmen Williams	Instructional Aide
Vera Washington	Instructional Aide
Kindergarten Teacher	To Be Hired
1st Grade Teacher	To Be Hired
2nd Grade Teacher	K Smith
Instructional Aide	To Be Hired
3rd Grade and 7th-9th Teacher Science	Bridget Harris
3rd Grade Teacher 7th-9th Teacher Social Studies	Nathaniel Phillips
3rd Grade Teacher 7th-9th Teacher Language Arts	Dana Edwards
3rd Grade Teacher 7th-9th Teacher Math	Lamar LaGrant
3rd-4th Grade and 8th-9th Teacher Science	Bridget Harris
3rd-4th Grade Teacher 8th-9th Teacher Social Studies	Nathaniel Phillips
3rd-4th Grade Teacher 8th-9th Teacher Language Arts	Dana Edwards
3rd-4th Grade Teacher 8th-9th Teacher Math	Lamar LaGrant

Responsive Education Solutions - Arkansas

Quest Middle School of Pine Bluff - LEA# 3542702

2016-17 Budget - Object Level

	<u>State & Local</u>	<u>Title I</u>	<u>Title II</u>	<u>IDEA-B</u>	<u>NSLB</u>	<u>Total Federal</u>	<u>Grand Total</u>
Revenues							
Local and Other External Funding	-						
State Foundation Funding	1,163,050						1,163,050
Professional Development	4,638						4,638
NSLA	230,293						230,293
ESL							
APSRC Charter Leadership Grant							
Federal Funding		107,901	13,993	36,200	89,721	247,815	247,815
Total Revenue	1,397,981	107,901	13,993	36,200	89,721	247,815	1,645,796
Expenses							
61110 - Salaries- Teachers & Professional	479,878	84,297		17,332		101,629	581,507
61120 - Salaries-Support Staff	66,058						66,058
61710 - Salaries-Substitutes	4,438						4,438
62100 - Group Insurance	17,337	2,655		546		3,201	20,538
62200 - Social Security	32,197	4,931		1,014		5,945	38,142
62200 - Medicare	7,980	1,222		251		1,473	9,453
62300 - Retirement	77,051	11,802		2,426		14,228	91,279
62500 - Unemployment Insurance	10,182	1,559		321		1,880	12,062
62600 - Worker's Compensation	2,751	423		88		511	3,262
62700 - Health Benefits	6,604	1,012		208		1,220	7,824
Total Salaries and Employee Benefits	704,476	107,901	-	22,186	-	130,087	834,563
63190 - Administrative Overhead	209,697					-	209,697
63210 - Prof. Ed. - Instruction Services	500			8,759		8,759	9,259
63240 - Student Assessment	840			5,255		5,255	6,095
63310 - Prof. Empl. Train/Dvmt.Svcs-Cert	4,638		13,993			13,993	18,631
63410 - Professional Svcs-Social Work	1,000					-	1,000
63431 - Professional Svcs-Audit	15,000					-	15,000
63450 - Other Professional - Medical	3,360					-	3,360
63480 - Security Services	5,000					-	5,000
63490 - Other Professional Services	13,000					-	13,000
63492 - Other Professional Services - Marketing	5,000					-	5,000
Total Purchased Professional and Technical Services	258,035	-	13,993	14,014	-	28,007	286,042

Responsive Education Solutions - Arkansas

Quest Middle School of Pine Bluff - LEA# 3542702

2016-17 Budget - Object Level

	<u>State & Local</u>	<u>Title I</u>	<u>Title II</u>	<u>IDEA-B</u>	<u>NSLB</u>	<u>Total Federal</u>	<u>Grand Total</u>
64110 - Utilities - Water/Sewer	955						955
64210 - Disposal/Sanitation	2,465						2,465
64230 - Contract Maint - Custodian	15,000						15,000
64310 - Non Tech Repairs/Maintenance	28,800						28,800
64410 - Rental of Land and Buildings	134,208						134,208
64420 - Rental of Equipment & Vehicles	780						780
64500 - Contracted Repair and Maintenance	1,000						1,000
64900 - Other Purchased Property Services	1,000						1,000
Total Purchased Property Services	184,208	-	-	-	-	-	184,208
65190 - Misc Contract Svcs - Transport							
65210 - Property Insurance	1,000						1,000
65220 - Liability Insurance							
65310 - Telephone	7,000						7,000
65320 - Gen Supp - Postage & Shipping	1,000						1,000
65330 - Data Services, Internet, etc	5,000						5,000
65400 - Advertising - Marketing	2,000						2,000
65500 - Printing and Binding	3,600						3,600
65810 - Travel - Certified	6,000						6,000
65880 - Travel Meals	1,000						1,000
65890 - Travel Lodging	3,000						3,000
65910 - Services fr LEA w/in the State							
Total Other Purchased Services	29,600	-	-	-	-	-	29,600
66100 - Gen Supplies and Materials							
66101 - Janitorial/Cleaning Supplies	3,000						3,000
66102 - Supplies for Facilities Dept.	3,000						3,000
66104 - Supplies - Front Office	3,360						3,360
66105 - Supplies - Instructional	8,400						8,400
66107 - Minor Furn/Fxt & Equip <\$1,000							
66110 - Other General Supplies-Testing							
66120 - End of Yr Graduation Awards	3,360						3,360
66140 - Student Attendance Incentives	1,008						1,008
66210 - Natural Gas	2,845						2,845
66220 - Electricity	11,735						11,735
66260 - Gasoline and Other Fuels	3,000						3,000
66300 - Food					89,721	89,721	89,721
66410 - Curriculum-Textbooks	25,200						25,200
66420 - Library Books	504						504
66500 - General Supplies-IT-Hdwr							
66510 - Technology Supplies-Software							
Total Supplies and Materials	65,412	-	-	-	89,721	89,721	155,133

Responsive Education Solutions - Arkansas

Quest Middle School of Pine Bluff - LEA# 3542702

2016-17 Budget - Object Level

	<u>State & Local</u>	<u>Title I</u>	<u>Title II</u>	<u>IDEA-B</u>	<u>NSLB</u>	<u>Total Federal</u>	<u>Grand Total</u>
67330 - Furn., Fixtrs, & Equip. >\$1,000	15,806						15,806
67340 - Technology Hardware, >\$1,000	10,000						10,000
Total Property	25,806	-	-	-	-	-	25,806
68100 - Dues, Fees, & Penalties	4,190						4,190
68900 - Miscellaneous Expenditures	2,000						2,000
Total Other Operating Costs	6,190	-	-	-	-	-	6,190
Total Expenses	1,273,727	107,901	13,993	36,200	89,721	247,815	1,521,542
Revenues Over (Under) Expenses	124,254	-	-	-	-	-	124,254

Projected Enrollment: 175

Campus budget includes 25,806.00 which will be used to convert 3 classrooms in to Elementary classrooms.
 Campus budget includes 125,000.00 to provide additional classroom teachers for the 3 converted classrooms.
 Campus budget includes 25,200.00 to provide Curriculum and Textbooks for the additional requested grades.

Desegregation Analysis Quest Middle School of Pine Bluff

This desegregation analysis is in support of the charter amendment request for Quest Middle School of Pine Bluff to modify its current charter agreement with the Arkansas Department of Education. To the extent that Arkansas Code Ann. 6-23-106 applies, Quest Middle School of Pine Bluff is required to carefully review the potential impact its operations would have upon the efforts of the Pine Bluff Dollarway School District, White Hall School District, Pine Bluff School District, and Watson Chapel School District to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Quest Middle School of Pine Bluff is located within the boundaries of the Pine Bluff Dollarway School District. Quest Middle School of Pine Bluff currently draw students from the Pine Bluff Dollarway School District, White Hall School District, Pine Bluff School District, and Watson Chapel School District. The charter school currently provides instruction to students in fifth grade through eighth grade. Quest Middle School of Pine Bluff would like to add Kindergarten through Second Grade for the 2016-2017 school year. Quest Middle School of Pine Bluff would then add a grade every year until it serves grades Kindergarten through Eighth Grade.

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In conclusion, Quest Middle School of Pine Bluff submits that upon the basis of its review, no court orders or statutory obligations affecting the Pine Bluff Dollarway School District, White Hall School District, Pine Bluff School District, and Watson Chapel School District that requires the State's Charter School Authorizer to deny the charter amendment request of Quest Middle School of Pine Bluff.

**BACKGROUND DATA
COMPILED BY ADE**

Quest Middle School of Pine Bluff

CURRENT DATA

Maximum Enrollment	460
Approved Grade Levels	5-12
Grades Served 2015-2016	5-9

2015-2016 Enrollment by Race

Two or More Races	0
Asian	0
Black	78
Hispanic	5
Native American/Native Alaskan	1
Native Hawaiian/Pacific Islander	0
White	5
Total	89

2015-2016 Enrollment by Grade

5th Grade	15
6th Grade	15
7th Grade	22
8th Grade	20
9th Grade	17

2014-2015 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	0
Special Education	3
Title I	56
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
52.58	42.75	43.47	43.06

BACKGROUND

Authorized November 1, 2012
 Contract Expiration June 30, 2018

Amendment Request Considered and APPROVED

November 13, 2013

Waiver of:

Ark. Code Ann.	
6-15-902(a)	Grading Scale
6-16-102	School day hours
6-17-111	Duty-free lunch period
6-17-201	Requirements - Written personnel policies - teacher salary schedule
6-17-201 et. seq.	Teachers' Minimum Sick Leave Law
6-17-211	Use of personal leave when administrator or school employee is absent from campus
6-18-706	School nurse
6-21-203	Rules (the requirement to reimburse teachers for personal

expenditures for classroom supplies)
6-25-101 et. seq. Public School Library and Media Technology Act
Standards for Accreditation
15.02 Principals
16 Support services
19.04 Requirement to provide summer school and adult education programs
21 Auxiliary services

Other Rules

ADE Rules Governing Educator Licensure
ADE Rules Governing School Board Zones and Rezoning
ADE Rules Governing School Election Expense Reimbursement
Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and
Documents Posted to District Websites

Amendment Request Considered and APPROVED

March 21, 2014

Waiver of:

Ark. Code Ann.
6-13-619 Monthly meetings

**QUEST MIDDLE SCHOOL OF PINE BLUFF
APPROVED WAIVERS**

District LEA:	35-42-700	Elementary School LEA:	N/A
City:	Pine Bluff	Middle School LEA:	35-42-702
Opening Date:	Fall 2013	High School LEA:	N/A
Grades Approved:	5-12	Expiration Date:	6/30/2018
CAP:	460	Grades Served 2015-16:	5-9

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-619	Monthly meetings
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-211	Use of personal leave when administrator or school employee is absent from campus
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401 et seq.	Certification Generally
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1201 et seq.	Teachers' Minimum Sick Leave Law
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1302	Definitions (as teachers are excluded from the definition of school employee)

6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities
6-21-303	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

10.02	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
16.01	Guidance and Counseling
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
19.04	Requirement to provide summer school and adult education programs
21	Auxiliary Services

Waivers from Other Rules:

ADE Rules Governing Waivers for Substitute Teachers
ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
ADE Rules Governing the Superintendent Mentoring Program
ADE Rules Governing Minimum Qualifications for General Business Managers
Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
ADE Rules Governing Public School Student Services
ADE Rules for Gifted and Talented Program Approval Standards
ADE Rules Governing Educator Licensure
ADE Rules Governing School Board Zones and Rezoning
ADE Rules Governing School Election Expense Reimbursement
Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites

**ADE LEGAL
DESEGREGATION
ANALYSIS**



MEMO

DATE: November 6, 2015
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Quest Middle School of Pine Bluff

I. INTRODUCTION

Quest Middle School of Pine Bluff is an open-enrollment charter school located within the boundaries of the Dollarway School District. The school is approved to serve grades five (5) through twelve (12) with an enrollment cap of 460.

Quest Middle School of Pine Bluff is requesting to change the grades it serves to grades kindergarten (K) through eight (8).

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board "shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

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

A desegregation analysis submitted by the charter school is attached. To date, no desegregation-related opposition to the charter amendment has been received.

IV. DATA FROM THE DEPARTMENT

Enrollment as of October 1, 2015, for the affected school districts and the charter schools in Jefferson County is as follows:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
Affected School Districts							
Dollarway School District	9 0.76%	1 0.08%	1,098 92.11%	17 1.43%	3 0.25%	64 5.37%	1,192 --
Pine Bluff School District	28 0.70%	16 0.40%	3,857 96.04%	35 0.87%	9 0.22%	71 1.77%	4,016 --
Watson Chapel School District	13 0.50%	21 0.81%	1,951 74.89%	60 2.30%	1 0.04%	559 21.46%	2,605 --
White Hall School District	47 1.63%	88 3.06%	541 18.78%	86 2.99%	26 0.90%	2,092 72.64%	2,880 --
DISTRICTS TOTAL	97 0.91%	126 1.18%	7,447 69.64%	198 1.85%	39 0.36%	2,786 26.05%	10,693 --
Open-Enrollment Public Charter Schools in Jefferson County							
Pine Bluff Lighthouse	3 0.9%	0 0.0%	331 96.5%	5 1.5%	0 0.0%	4 1.2%	343
Quest of Pine Bluff	0 0.0%	0 0.0%	78 87.6%	5 5.6%	1 1.1%	5 5.6%	89
CHARTER TOTAL	3 0.69%	0 0.00%	409 94.68%	10 2.31%	1 0.23%	9 2.08%	432 --
COMBINED TOTAL	100 0.90%	126 1.13%	7,856 70.62%	208 1.87%	40 0.36%	2,795 25.12%	11,125 --

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)). The ADE is aware of an active desegregation order affecting the Watson Chapel School District, and the Pine Bluff School District is an Intervenor in that same case. *United States v. Cotton Plant School, et al*, Case No. 2:70-cv-00010-JMM (E.D. Ark.).

ADE is not aware of any active desegregation orders in the affected districts, and no desegregation-related opposition was received from any of the affected school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs “prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools.” *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). “[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate.” *Id.*, at 208 (emphasis in original).

It is difficult to conclude, from data currently available, that the proposal of the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

**Desegregation Analysis
Quest Middle School of Pine Bluff**

This desegregation analysis is in support of the charter amendment request for Quest Middle School of Pine Bluff to modify its current charter agreement with the Arkansas Department of Education. To the extent that Arkansas Code Ann. 6-23-106 applies, Quest Middle School of Pine Bluff is required to carefully review the potential impact its operations would have upon the efforts of the Pine Bluff Dollarway School District, White Hall School District, Pine Bluff School District, and Watson Chapel School District to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Quest Middle School of Pine Bluff is located within the boundaries of the Pine Bluff Dollarway School District. Quest Middle School of Pine Bluff currently draw students from the Pine Bluff Dollarway School District, White Hall School District, Pine Bluff School District, and Watson Chapel School District. The charter school currently provides instruction to students in fifth grade through eighth grade. Quest Middle School of Pine Bluff would like to add Kindergarten through Second Grade for the 2016-2017 school year. Quest Middle School of Pine Bluff would then add a grade every year until it serves grades Kindergarten through Eighth Grade.

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**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Quest Middle School of Pine Bluff Amendment Request

An amendment request to add grades K-4

Motion

To deny the request

Barnes-2	Lester	Rogers
Gotcher	Liwo	Saunders-M
Jones	Pfeffer	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			There is insufficient evidence presented to validate academic successes. I am uncomfortable with the inability to respond to the panel's multiple requests. Sustainable success should be established at current level prior to expansion.
Gotcher	X			Evidence of academic growth is insufficient and raises much concern when considering expansion of grade levels.
Jones	X			This school has no measure of success. All data indicate they perform significantly below the middle schools in their area.
Lester	X			There is a need to see evidence of growth in current grade levels in order to agree with an amendment to add new grade levels.
Liwo	X			Present statistics on the academic achievement of current students are concerning. I do not see a concrete innovative plan for ensuring the academic achievement of elementary students and would prefer to see data reflecting academic achievement before expanding the charter.

Pfeffer	X			I have concerns about the current performance data and the request to add additional grade levels at the high school level without evidence of how varied offerings would be supported with highly qualified teachers and additional supports which lead to results for students.
Rogers	X			The charter did not show that the current student population has improved in their performance.
Saunders	X			The charter did not show evidence of success.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: November 20, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

November 19, 2015

Johnny Key
Commissioner

**State Board
of Education**

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Becky Kesler, Superintendent
Texarkana School District
3435 Jefferson Avenue
Texarkana, Arkansas 71854

**RE: Notice of State Board of Education Hearing
Washington Academy Amendment Request**

Dear Dr. Kesler:

On November 17, 2015, the Charter Authorizing Panel met and approved the amendment request for Washington Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. **Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 25, 2015, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, December 10, 2015.** Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on December 10th, and, at that time, the Board will determine whether or not to review the Panel's decision. If the Board decides to review the Panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Charter Schools, Program Coordinator

CC: Terry Taylor, Principal

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

**WASHINGTON
ACADEMY**

AMENDMENT REQUEST



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Washington Academy Charter School

LEA Number 4605703

Type of Amendment Requested:

Change grade levels served Current grade levels served 9-12
Proposed grade levels 7-12

Charter Leader Terry Taylor

Email address terry.taylor@tasd7.net

Phone number 870-772-4792/903-809-917

October 2, 2015

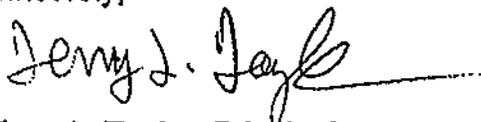
Johnny Key, Commissioner of Education
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Commissioner:

On behalf of the Texarkana School District, I submitted an amendment request to add grades 7-8 to Washington Academy, a district conversion charter. The required desegregation analysis was not included with the amendment request. I request that you waive Section 4.02.3 of the ADE Rules Governing Public Charter Schools and allow the Charter Authorizing Panel to consider the amendment request at its meeting on November 18-19, 2015, so that a desegregation analysis can be carefully prepared and submitted it with the amendment request.

It would be detrimental to 7th and 8th grade students to delay this request until the Charter Authorizing Panel meets next February. Please grant approval, as authorized by Section 4.02.7 of the ADE Rules Governing Public Charter Schools, for this request to be considered by the Panel in November.

Sincerely,

A handwritten signature in black ink, appearing to read "Terry L. Taylor", with a horizontal line extending to the right.

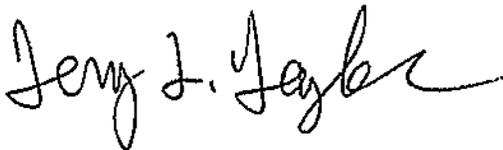
Terry L. Taylor, Principal

October 2, 2015

To: Arkansas Charter Schools Office; MS Alexandra Boyd

The Texarkana Arkansas School District will continue to comply with all state and federal laws in maintaining a desegregated public school. Currently the Texarkana Arkansas School District is not under any court orders concerning the desegregation of schools. None of the surrounding schools that might be affected by the Washington Academy enrollment are under court orders concerning the desegregation of schools.

Sincerely,

A handwritten signature in black ink that reads "Terry L. Taylor". The signature is written in a cursive style with a long, sweeping tail on the final letter.

Terry L. Taylor, Principal

Washington Academy Charter School Amendment Request

- Budget Projections:

The Texarkana Arkansas School District will absorb all cost associated with adding grades 7-8 to the campus of Washington Academy Charter School. The cost includes adding one certified teacher which is a cost of approximately \$ 56,000.00 per year.

- Current year to Date Percent of free and Reduced Lunch:

68.69%

Texarkana School District
Washington Academy
ENROLLMENT REPORT

Enrollment Date: Oct 13, 2015

Enrollment Count	07	08	09	10	11	12	Race Totals
Black		2	4	11	7	15	39
Females							
Males	1	3	8	7	5	24	48
Gender Totals	1	5	12	18	12	39	87
Hispanic			1	2		1	4
Females							
Gender Totals			1	2		1	4
Two or More				1	1		2
Females							
Males				1		1	2
Gender Totals				2	1	1	4
White			2	1	3	11	17
Females							
Males	2		1	1	1	4	9
Gender Totals	2		3	2	4	15	26
Grade Totals	3	5	16	24	17	56	121

District: TEXARKANA SCHOOL DISTRICT	Superintendent: BECKY KESLER	Report created on: 10/29/2014
School: WASHINGTON ACADEMY	Principal: TERRY TAYLOR	
LEA: 4605703	Grade: 09-12	% Prof/Adv
Address: 1900 MARIETTA	Enrollment: 99	2014 Math + Literacy: 523.8
Address: TEXARKANA, AR 71854	Attendance: 99.03	2013 Math + Literacy
Phone: 870-772-4792	Poverty Rate: 68.69	2012 Math + Literacy

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	27	27	100.00	44	44	100.00
Targeted Achievement Gap Group	22	22	100.00	28	28	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	21	21	100.00	27	27	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	15	15	100.00
Economically Disadvantaged	22	22	100.00	28	28	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY					
LITERACY STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	PERFORMANCE LITERACY			2014 AMO	
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	3	16	18.75	73.17	91.00
Targeted Achievement Gap Group	3	15	20.00	67.83	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	3	16	18.75	73.17	91.00
Targeted Achievement Gap Group	3	15	20.00	67.83	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	3	14	21.43	64.55	
Hispanic	n < 10	n < 10	n < 10	78.39	
White	n < 10	n < 10	n < 10	81.83	
Economically Disadvantaged	3	15	20.00	68.26	
English Language Learners	n < 10	n < 10	n < 10	68.42	
Students with Disabilities	n < 10	n < 10	n < 10	41.34	

STUDENT PERFORMANCE -- MATHEMATICS					
MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	PERFORMANCE MATHEMATICS			2014 AMO	
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	7	26	26.92	73.71	92.00
Targeted Achievement Gap Group	2	18	11.11	67.70	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	7	26	26.92	73.71	92.00
Targeted Achievement Gap Group	2	18	11.11	67.70	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	3	17	17.65	63.75	
Hispanic	n < 10	n < 10	n < 10	72.54	
White	n < 10	n < 10	n < 10	84.30	
Economically Disadvantaged	2	18	11.11	67.77	
English Language Learners	n < 10	n < 10	n < 10	67.39	
Students with Disabilities	n < 10	n < 10	n < 10	41.34	

**BACKGROUND DATA
COMPILED BY ADE**

WASHINGTON ACADEMY

CURRENT DATA

Maximum Enrollment	160
Approved Grade Levels	9-12
Grades Served 2015-2016	9-12

2015-2016 Enrollment by Race

Two or More Races	4
Asian	0
Black	89
Hispanic	2
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	26
Total	121

2015-2016 Enrollment by Grade

7th Grade	3
8th Grade	5
9th Grade	14
10th Grade	24
11th Grade	17
12th Grade	58

2014-2015 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	3
Special Education	10
Title I	109
Source: School Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
83.57	88.4	76.33	71.19

BACKGROUND

Authorized January 14, 2013

Contract Expiration June 30, 2018

Amendment Request Considered and APPROVED

November 13, 2013

Waivers of:

6-5-1004 Qualified teachers in every public school classro

6-17-309 Certification to teach grade or subject matter—Exceptions—Waivers

6-17-401 Teacher licensure requirement

6-17-902 Definition (definition of a teacher as licensed)

6-17-919 Warrants void without valid certification and contract

Standards for Accreditation 15.03

ADE Rules Governing Educator Licensure

**WASHINGTON ACADEMY
APPROVED WAIVERS**

District LEA:	46-05-000	Elementary School LEA:	n/a
City:	Texarkana	Middle School LEA:	n/a
Opening Date:	Fall 2013	High School LEA:	46-05-703
Grades Approved:	9-12	Expiration Date:	06/30/18
CAP:	160	Grades Served 2015-2016:	9-12

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-203	Committees on personnel policies—Members
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-18-211	Students in grades nine through twelve—Mandatory Attendance

Waivers from ADE Rules Governing Standards for Accreditation

10.01.4	Planned instructional time
15.03	Licensure and Renewal

Waivers from Other Rules:

ADE Rules Governing Educator Licensure

**ADE LEGAL
DESEGREGATION
ANALYSIS**



MEMO

DATE: November 6, 2015

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Amendment-Washington Academy

I. Introduction

Washington Academy is a district conversion charter school approved to operate in the Texarkana School District. Washington Academy is currently approved to operate grades nine (9) through twelve (12) and is seeking to expand to serve grades seven (7) through twelve (12).

II. Statutory Requirements

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board "shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

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

A desegregation analysis submitted by the charter school is attached. To date, no desegregation-related opposition to the charter amendment has been received.

IV. ANALYSIS FROM THE DEPARTMENT

"Desegregation" is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or "vestiges" of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to "achieve a system of determining admission to the public schools on a non-racial basis." *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

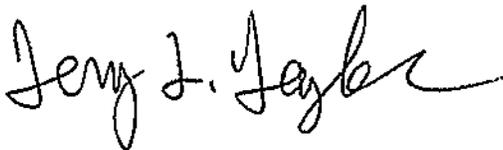
It is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

October 2, 2015

To: Arkansas Charter Schools Office; MS Alexandra Boyd

The Texarkana Arkansas School District will continue to comply with all state and federal laws in maintaining a desegregated public school. Currently the Texarkana Arkansas School District is not under any court orders concerning the desegregation of schools. None of the surrounding schools that might be affected by the Washington Academy enrollment are under court orders concerning the desegregation of schools.

Sincerely,

A handwritten signature in black ink that reads "Terry L. Taylor". The signature is written in a cursive style with a long, sweeping tail on the final letter.

Terry L. Taylor, Principal

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Washington Academy Amendment Request

An amendment request to add grades 7-8

Motion

To approve the request

Barnes - M	Lester	Rogers
Gotcher	Liwo	Saunders
Jones - 2	Pfeffer	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			The request is in alignment with the goals of this school, and it presents the opportunity for students to experience educational success that may be sustained throughout their K-12 academic experiences.
Gotcher	X			Adding 7th and 8th grades to this Academy only increases successful opportunities for students; additionally, proper housing of 7th and 8th grade students is adequate.
Jones	X			Washington Academy has multiple measures of success including graduating students who would have likely been drop-outs, helping students recover credit, and providing these students career opportunities through the Vocational Career Center.
Lester				Absent
Liwo	X			I have no concerns with the amendment request.
Pfeffer	X			The amendment will allow the district to intervene early and provide options for struggling students. Appropriate support for younger students is planned. I have no

				concerns.
Rogers	X			It is a good idea to offer the Personal Education Plan to those 7 th and 8 th graders that may need additional help or are looking to go more quickly.
Saunders	X			This would provide the opportunity for students to receive the needed accommodations at an earlier point in their academic career.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: November 20, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

November 19, 2015

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. Rob McGill, Executive Director
Academics Plus Charter School
900 Edgewood Drive
Maumelle, AR 72113

**RE: Notice of State Board of Education Hearing
Academics Plus Charter School Licensing Request**

Dear Mr. McGill:

On November 17, 2015, the Charter Authorizing Panel met and approved the license request for Academics Plus Charter School. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. **Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 25, 2015, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, December 10, 2015.** Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on December 10th, and, at that time, the Board will determine whether or not to review the Panel's decision. If the Board decides to review the Panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Charter Schools, Program Coordinator

CC: Superintendent Guess, Pulaski County Special School District
Superintendent Kurrus, Little Rock School District
Superintendent Rodgers, North Little Rock School District
Superintendent Bailey, Lonoke School District
Superintendent Johnson, England School District
Superintendent Thurman, Cabot School District
Superintendent Stephens, Vilonia School District
Superintendent Gray, Mayflower School District
Superintendent Collins, East End School District
Superintendent Wilson, Perryville School District
Superintendent Kimbrell, Bryant School District
Superintendent Williams, Sheridan School District
Superintendent Smith, White Hall School District
Superintendent Wilson, Dollarway School District

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

An Equal Opportunity
Employer

**MAUMELLE CHARTER
SCHOOL**

AMENDMENT REQUEST



Academics Plus Charter School, Inc.

900 Edgewood Drive
Maumelle, AR 72113
Ph 501.803.9730 • Fax 501.803.9742
rob.mcgill@academicsplus.org

VIA EMAIL

October 9, 2015

Alexandra Boyd
Charter School Program Advisor
Arkansas Department of Education
4 Capitol Mall, Room 404-A
Little Rock, AR 72201

Dear Ms. Boyd:

I am sending this letter to you to request that the open-enrollment charter application previously submitted for Scott Charter School be converted into a request for a license to operate an Academics Plus Charter School (APCS) in Scott. I also request that Scott Charter School be removed from the October 15, 2015 Charter Authorizing Panel agenda and placed on the November 18-19 agenda. Attached you will find one document concerning Scott Charter School that includes the original charter application, the internal review committee review, and applicant response to the internal review and the Department's charter summary.

APCS believes that it fulfills the requirements of Ark. Code Ann. §6-23-304(d)(1) and (d)(2) in order to be granted a license by the Authorizer. Specifically, APCS has:

1. Demonstrated academic success as defined by the State Board for all public schools (supporting documentation is attached); and
2. Has never:
 - a. Been subject to any disciplinary actions by the Authorizer;
 - b. Been classified as in academic or fiscal distress; and
 - c. Had its open-enrollment public charter school placed on charter school probation or suspended or revoked under Ark. Code Ann. §6-23-105.

APCS also asks that the attached waiver requests for the Scott Charter School be granted by the Authorizer and added to the list of waivers currently held by APCS.

Please contact me if you have questions concerning this request. Thank you for your consideration.

Sincerely,

Rob McGill
Executive Director

Attachment

PRODUCING HIGH PERFORMERS!



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

October 9, 2015

State Board
of Education

Ms. Alexandra Boyd
ADE Learning Services
Via Email

Toyce Newton
Crossett
Chair

RE: Charter Authorizing Panel-November 18-19, 2015 Meeting

Mireya Reith
Fayetteville
Vice Chair

Dear Ms. Boyd:

Dr. Jay Barth
Little Rock

I received a request from the following charter school to appear at the November 18-19, 2015 meeting of the ADE Charter Authorizing Panel:

Joe Black
Newport

- Academics Plus Charter School, Inc.

Susan Chambers
Bella Vista

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, my approval is necessary for this amendment request to be heard in November. I will allow the amendment request to proceed at the November 18-19, 2015 meeting.

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

Sincerely,

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Johnny Key
Commissioner

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

SCOTT CHARTER SCHOOL

SUMMARY

Scott Charter School

Sponsoring Entity: Academics Plus Charter School, Inc.

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

Grade Levels: K-12

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	K-6	975
2017-2018	K-7	975
2018-2019	K-8	975
2019-2020	K-9	975
2020-2021	K-10	975
2021-2022	K-11	975
2022-2023	K-12	975

Address of Proposed Charter: 15306 Alexander Road
Scott, AR 72142

Mission Statement:

The mission of Scott Charter School (SCS) is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origins, national background or socioeconomic level. All children can learn when challenged by high expectations. We believe that attitude, behavior, effort and attendance, as well as ability, determine academic success.

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

Pulaski County Special School District

57.3 % free and reduced-price lunch (2014-2015)

Needs Improvement District (ESEA 2014) – Literacy and Mathematics

Documentation Provided in Support of the Charter

Letters of Support on Included in the Application

Anne Crosby Scott Plantation Settlement

Barbara Armstrong Scott Heritage Farm

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

C7: EDUCATIONAL PROGRAM

A maximum enrollment appropriate for the number of grade levels to be offered each year should be established.

C9: STUDENT SERVICES

The following text does not explain how the counseling needs of students will be met, “The waiver of guidance and counseling requirements will be used to give SCS flexibility in meeting the counseling needs of students.”

C15: BUSINESS AND BUDGETING PLAN

It is unclear if the applicant realizes that state and federal funding generated for students at Maumelle Charter School cannot be used for Scott Charter School.

There is no documentation of awarded private donations

The applicant proposes a part-time principal, but has not asked for a waiver of Standard 15.02, which requires a full time principal for 300 students.

It appears that enrichment to replace gifted and talented services will be provided in an after school program, but the funding for the after school program was removed from the budget in the revision.

C18: FACILITIES

No Facilities Utilization Agreement is provided.

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Scott Charter School

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

C2: GOVERNING STRUCTURE

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

Evaluation Criteria:

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

Fully Responsive

C3: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain the inconsistencies of goals “at the state average, or AMO, or at or above PCSSD annual average” with the following statement in the section on innovation: “SCS will expect each student to perform at least one grade level above current grade. To accomplish this, SCS will set high expectations and establish rigorous academic standards while infusing agricultural science.”
- Explain how meeting the goals listed will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.
- Complete the reading comprehension goal.
- Confirm that alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).
- Explain if the same or a different formative assessment will used each time it is administered.

Applicant Response:

- **Change the statement in the Innovation section to read: “SCS will expect each student to perform on grade level. To accomplish this, SCS will set high expectations and establish rigorous academic standards while infusing agricultural science.”**
- **The identified educational need for the school is that the students who previously attended Scott Elementary School are now attending Harris Elementary School which has been identified as a Priority School by the ADE and is in the lowest 5% of Arkansas schools. By having Scott Charter School students perform at the state average, or AMO, or at or above the PCSSD annual average, the charter will demonstrate that it is meeting the educational need for the school and fulfilling its mission.**
- **The adopted state assessment, ACT Aspire, does not contain a Reading Comprehension assessment; therefore SCS does not have a Reading Comprehension goal at this time.**
- **SCS will use alternative assessments to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).**
- **SCS will select the formative assessment to be administered and will be consistent in the use of that assessment.**

C6: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Confirm the use of Arkansas Science Standards rather than Next Generation Science Standards.
- Confirm that the school will offer the four required Advanced Placement (AP) courses.

Applicant Response:

- **SCS will use the Arkansas Science Standards.**
- **SCS will offer the four required Advanced Placement (AP) courses in high school.**

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Partially Responsive

Concerns and Additional Questions

- Provide the grade levels and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment
2016-2017		164
2017-2018		232
2018-2019		

2019-2020		
2020-2021		975

Applicant Response:

School Year	Grade Levels	Maximum Enrollment
2016-2017	K-6	975
2017-2018	K-7	975
2018-2019	K-8	975
2019-2020	K-9	975
2020-2021	K-10	975
2021-2022	K-11	975
2022-2023	K-12	975

Remaining issue: A maximum enrollment appropriate for the number of grade levels to be offered each year should be established.

C8: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

C9: STUDENT SERVICES

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

Evaluation Criteria:

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

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;

- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Partially Responsive

Concerns and Additional Questions

- Explain how the waiver of guidance and counseling requirements will be used since the school plans to have a full-time counselor.
- Explain how the waiver of health services requirements will be used since the school plans to have a full-time nurse.
- Describe the qualifications required for the staff member who will oversee the English Language Learners (ELL) program.
- Explain how Gifted and Talented (G/T) students will be assessed given that no funds for a trained G/T professional are included in the budget.
- Provide more details on the ways in which G/T students will receive services.

Applicant Response:

- **The waiver of guidance and counseling requirements will be used to give SCS flexibility in meeting the counseling needs of students.**
- **The waiver of health services requirements will be used to give SCS flexibility in meeting the health needs of students.**
- **SCS will hire a teacher/administrator who meets the requirements for serving English Language Learners and will comply with all state and federal requirements for serving students who are second language learners.**
- **Through its waiver of the Gifted and Talented Program, SCS will not assess students for G/T status, but will offer all students instruction that meets their individual needs through differentiated instruction and by offering enrichment opportunities after school.**
- **Teachers will infuse the daily instruction with activities and projects that will move students to higher level thinking. They will identify the interests and strengths of students in order to design curriculum and instruction that matches the needs of those students. Students will be encouraged and expected to participate in after school enrichment classes, which are outcome or project based, two days per week.**

Remaining issue: The following text does not explain how the counseling needs of students will be met, “The waiver of guidance and counseling requirements will be used to give SCS flexibility in meeting the counseling needs of students.”

C10: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

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

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

C12: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Describe procedures for conducting the annual, single lottery enrollment process.
- Explain 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.

Applicant Response:

- **The Executive Director and Registrar conduct the annual, randomized single lottery enrollment process. The public is invited to attend, including all families who have submitted a single page lottery enrollment form. All lottery applicant names are placed in an excel spreadsheet by grade level. The names are randomized electronically, the number of grade level slots are filled by the number of names taken in order after randomization. Any names left are placed in the same order on a wait list for that grade level. Siblings of students who are selected for a grade level by lottery are moved to the top of their respective wait list. The process continues throughout the grade levels with open seats until the enrollment cap is complete. Attention is paid to adding students into the lower grades first.**
- **Parents who are in the room during the lottery are notified at that time that their child has been selected or placed on a wait list. Notification is also done via email or US Postal Service to inform parents that their child has been selected through the lottery to attend SCS and they are asked to affirm or deny their acceptance within ten days. Notification is also done via email or US Postal Service to inform parents that their child was not selected and has been placed on the wait list. They are told what place on the list their child currently holds, with an explanation that through employee and sibling preference the child's slot on the wait list is not fixed, but may move throughout the process.**

C13: PRIOR CHARTER INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an

operations director, board members, teachers, etc.;

- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions

- Provide the qualifications for the following positions:
 - Executive Director;
 - Business Manager;
 - Title I Federal Coordinator;
 - District Registrar;
 - Teachers;
 - Special Education Teachers;
 - Counselor;
 - Nurse; and
 - HR Officer.

Applicant Response:

- **Executive Director: Master Degree from an accredited university, Arkansas District Administrator Certification preferred**
- **Business Manager: Bachelor's Degree in Accounting, Finance or other related field, knowledge of the Arkansas Public School Computer Network preferred.**
- **Title I Federal Coordinator: Bachelor's Degree in Education, valid Arkansas State Teacher License granted by the ADE.**
- **District Registrar: High School diploma/GED, knowledge of Arkansas Public School Computer Network preferred, Bachelor's Degree preferred.**
- **Teachers: Bachelor's degree from accredited university, meets highly qualified teacher (HQT) standards, valid Arkansas teaching certificate with required endorsements for subject and level assigned preferred.**
- **Special Education Teachers: Bachelor's degree from accredited university meets highly qualified teacher (HQT) standards, valid Arkansas teaching certificate with required endorsements for subject and level assigned preferred.**
- **Counselor: Master's degree from accredited university, valid Arkansas counselor's certificate - preferred**
- **Nurse: Valid LPN licensed to practice nursing in Arkansas from the State Board of Nurse Examiners – Minimum, valid RN licensed to practice nursing in Arkansas from the State Board of Nurse Examiners – preferred.**
- **HR Officer: High School Diploma/GED, Bachelor Degree from an accredited university preferred, knowledge of Arkansas Public School Computer Network preferred.**

C15: BUSINESS AND BUDGETING PLAN

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

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

Partially Responsive

Concerns and Additional Questions

- Identify and explain the specific Academics Plus Charter School cash reserves that would be used if Scott Charter School has too few students to be viable, as all funding sources cannot be used for two different charters.
- Explain how staff can properly run the charter when devoting 15% of their time to the charter.
- Revise the budgets to include salaries for each administrative position. Include Executive Director, Business Manager, Director of Technology, HR Director, and Admin Assistant on lines 2-6 under Principal, and Director of Maintenance on line 76 under Maintenance and Operation.
- Revise budget without the federal funds for the child nutrition program.
- Provide documentation that the following funds have already been awarded or revise the budget without the funds:
 - \$250,000 in Private Donations or Gifts for 2016-2017;
 - \$50,000 in Federal Grants for 2016-2017;
 - \$55,000 in Federal Grants for 2017-2018;
 - \$82,000 in Special Grants for 2016-2017; and
 - \$116,000 in Special Grants for 2017-2018.

Applicant Response:

- **Funds from the legal balance will be used in case there is a funding shortage for SCS. Categorical funds will not be used for this purpose.**
- **There is adequate onsite staff to comply with Arkansas laws and regulations**

concerning administrative staff. Additional support administrators will assist through “Central Office Services.” This is merely a funding formula to pay for “Central Office Services.” The actual number of students attending APCS and SCS will determine the amount each is responsible to pay for “Central Office Services.” For budgeting purposes it is estimated that 15% of the students the sponsoring entity will have under its umbrella will be enrolled at SCS. Since APCS is larger and has 85% of the students then APCS will pay for 85% of the “Central Office Services.” SCS will pay for 15% since Scott has 15% of the students. Each year this funding formula will be used and the actual amount will be adjusted depending on the number of students enrolled in each school as of October 1. There will not be time sheets collected on staff to determine how much time is spent working with each school.

- See revised budget.

Remaining issues: It is unclear if the applicant realizes that state and federal funding generated for students at Maumelle Charter School cannot be used for Scott Charter School.

There is no documentation of awarded private donations

The applicant proposes a part-time principal, but has not asked for a waiver of Standard 15.02, which requires a full time principal for 300 students.

It appears that enrichment to replace gifted and talented services will be provided in an after school program, but the funding for the after school program was removed from the budget in the revision.

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Provide details on the ways in which the audit activities will be conducted for Scott Charter School.

Applicant Response:

- **The Scott Charter School annual audit will be conducted by Arkansas Legislative Audit.**

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

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

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

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

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;

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

Partially Responsive

Concerns and Additional Questions

- Explain if the facility is currently compliant with all accessibility requirements or detail the work that is needed to bring it into compliance.
- Provide a signed Facilities Utilization Agreement.

Applicant Response:

- **The facility that SCS is negotiating to lease/purchase is in compliance with accessibility.**
- **The terms of the facility utilization agreement are currently being negotiated.**

Remaining issue: No Facilities Utilization Agreement is provided.

C19: CONFLICTS OF INTEREST

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

Evaluation Criteria:

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

Fully Responsive

C20: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C21: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C23: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

C24: WAIVERS

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

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and
- The level of achievement that will indicate a positive result

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

Other:

- Confirm that the Academics Plus Charter School, Inc. board approved of submitting the charter application.
- Add the names, positions, and resident states of the Academics Plus Charter School, Inc. board members to the list on page 3.
- Provide the 2016-2017 calendar for Scott Charter School.

Applicant Response:

- **The Academics Plus Charter School, Inc. board approved the submission of the Scott Charter School charter application. (see attached board minutes)**
- **The names, positions, and resident state of the Academics Plus Charter School, Inc. board members is added to the list on page 3. (see attached list)**
- **See the attached 2016-2017 calendar for Scott Charter School.**

2016-2017
Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$67,816.00	1	\$69,117.00
2	Executive Director	0.15	\$130,000.00	0.18	\$132,000.00
3	Business Manager, Dir. of Tech.,	0.15	\$54,000.00	0.18	\$55,000.00
4	Hum Resource Officer	0.15	\$22,000.00	0.18	\$23,000.00
5	Admin. Assistant	0.15	\$19,500.00	0.18	\$20,500.00
6					
7	Subtotal:		\$101,641.00		\$110,607.00
8	Fringe Benefits (rate used 22%)		\$22,361.02		\$24,333.54
9	Total Administration:		<u>\$124,002.02</u>		<u>\$134,940.54</u>

Line#	Regular Classroom Instruction:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
10	Teachers	10	\$39,000.00	14	\$40,000.00
11	Aides				
12	Subtotal:		\$390,000.00		\$560,000.00
13	Teacher Fringe Benefits (rate used 22%)		\$85,800.00		\$123,200.00
14	Aide Fringe Benefits (rate used _____)				
15	Total Regular Classroom Instruction:		<u>\$475,800.00</u>		<u>\$683,200.00</u>

Line#	Special Education:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
16	Teachers	1	\$40,000.00	1	\$41,000.00
17	Aides				
18	Subtotal:		\$40,000.00		\$41,000.00
19	Teacher Fringe Benefits (rate used 22%)		\$8,800.00		\$9,020.00
20	Aide Fringe Benefits (rate used 22%)		\$0.00		\$0.00
21	Total Special Education:		<u>\$48,800.00</u>		<u>\$50,020.00</u>

Line#	Gifted and Talented Program:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
42 Counselor	1	1
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used 22%)		
49 Total Guidance Services:		

Health Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
50 Nurse	1	1
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used 22%)		
57 Total Health Services:		

Media Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions				
59 Waiver				
60				
61				
62				
63 Subtotal:				
64 Fringe Benefits (rate used _____)				
65 Total Media Services:				

Fiscal Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
66 List Positions		
67 Included in Central Office Staff		
68		
69		
70		
71 Subtotal:		
72 Fringe Benefits (rate used <u>22%</u>)		
73 Total Fiscal Services:		

Maintenance and Operation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
74 List Positions		
75 Lead Maintenance/Custodian	1	1
76 Night Custodian	1	1
77 Dir. of Maintenance	0.15	0.18
78		
79 Subtotal:		
80 Fringe Benefits (rate used <u>22%</u>)		
81 Total Maintenance and Operation:		

Pupil Transportation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
82 List Positions		
83 Bus Driver	0.25	0.25
84		
85		
86		
87 Subtotal:		
88 Fringe Benefits (rate used <u>22%</u>)		
89 Total Pupil Transportation:		

Food Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90 List Positions				
91 SCS plans to have a food service				
92 program. The program will be funded				
93 through federal reimbursement and				
94 students who pay for their lunch.				
95 (\$71,004 approx. cost for salaries)				
96 Subtotal:				
Fringe Benefits (rate used <u>22%</u>)		\$0.00		\$0.00
97 Total Food Services:		\$0.00		\$0.00

Data Processing:

	2016-2017 No. FTEs		2017-2018 No. FTEs	
98 List Positions				
99 Computer Tech	0.5	\$23,040.00	0.5	\$23,500.00
100 Administrative Assistant (240 days)	1	\$23,040.00	1	\$23,750.00
101 Administrative Assisant (183 days)	0.5	\$14,640.00	0.5	\$15,000.00
102				
103 Subtotal:		\$41,880.00		\$43,000.00
104 Fringe Benefits (rate used <u>22%</u>)		\$9,213.60		\$9,460.00
105 Total Data Processing:		\$51,093.60		\$52,460.00

Substitute Personnel:

	2016-2017 No. FTEs		2017-2018 No. FTEs	
106 Number of Certified Substitutes _____				
107 Number of Classified Substitutes _____				
108 Subtotal:				
109 Certified Fringe Benefits (rate used _____)				
110 Classified Fringe Benefits (rate used _____)				
111 Total Substitute Personnel:				

112 TOTAL EXPENDITURES FOR SALARIES:		\$860,339.12		\$1,087,004.14
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**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

<i>Line#</i>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017		
1	No. of Students <u>164</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$1,089,944.00</u>	
2	No. of Students <u>164</u> x <u>\$26.00</u> Professional Development	<u>\$4,264.00</u>	
3	No. of Students <u>131</u> x <u>\$522.00</u> eligible rate* NSL Funding	<u>\$68,382.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	2017-2018		
6	No. of Students <u>232</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$1,541,872.00</u>
7	No. of Students <u>232</u> x <u>\$26.00</u> Professional Development		<u>\$6,032.00</u>
8	No. of Students <u>185</u> x <u>\$522.00</u> eligible rate* NSL Funding		<u>\$96,570.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>\$1,162,590.00</u></u>	<u><u>\$1,644,474.00</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts	<u>\$250,000.00</u>	
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15	Food Service Funding		
16	Total Other Sources of Revenues:	<u><u>\$250,000.00</u></u>	
17	TOTAL REVENUES:	<u><u>\$1,412,590.00</u></u>	<u><u>\$1,644,474.00</u></u>

EXPENDITURES

Administration:

	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>	
18	Salaries and Benefits	<u>\$124,002.02</u>	<u>\$134,940.54</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____		
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$3,000.00</u>	<u>\$3,000.00</u>
25	Equipment	<u>\$3,000.00</u>	<u>\$0.00</u>
	Other (List Below)		
26	Copy Machines	<u>\$7,000.00</u>	<u>\$9,000.00</u>
27	Board Expense (15% and 18%)	<u>\$4,950.00</u>	<u>\$6,120.00</u>
28	Parent Involvement	<u>\$200.00</u>	<u>\$200.00</u>
29	Central Office Utilities (15%)	<u>\$720.00</u>	<u>\$864.00</u>
30			
31	Total Administration:	<u><u>\$142,872.02</u></u>	<u><u>\$154,124.54</u></u>

Regular Classroom Instruction:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
32	Salaries and Benefits	\$475,800.00	\$683,200.00
	Purchased Services - List Vendors Below		
33	V - CI 1 _____	_____	_____
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	\$10,000.00	\$7,000.00
39	Equipment	_____	_____
	Other (List Below)		
40	Furniture	\$53,500.00	\$5,000.00
41	2 Computer Carts/lab	\$25,000.00	_____
42	2 Computers in each classroom	\$4,500.00	\$1,500.00
43	Technology Setup in each room	\$38,000.00	\$7,000.00
44	Software	\$10,000.00	\$12,000.00
45	Total Regular Classroom Instruction:	<u>\$616,800.00</u>	<u>\$715,700.00</u>

Special Education:			
46	Salaries and Benefits	\$48,800.00	\$50,020.00
	Purchased Services - List Vendors Below		
47	V - SE1 <u>Speech Therapy, occupational therapy,</u>	_____	_____
48	V - SE 2 <u>physical therapy, student testing, supplies</u>	_____	_____
49	V - SE 3 <u>& materials will be provided throught federal</u>	_____	_____
50	V - SE 4 <u>Title VI-B funds. (Approx. \$30,200)</u>	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	_____	_____
53	Equipment	_____	_____
	Other (List Below)		
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	Total Special Education:	<u>\$48,800.00</u>	<u>\$50,020.00</u>

Gifted and Talented Program:			
60	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Waiver</u>	_____	_____
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	\$2,000.00	\$2,000.00
67	Equipment	_____	_____
	Other (List Below)		
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	Total Gifted and Talented Program:	<u>\$2,000.00</u>	<u>\$2,000.00</u>

Alternative Education Program/ Alternative Learning Environments:

2016-2017 Amount:

2017-2018 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 Waiver	_____	_____
76	V - ALE2	_____	_____
77	V - ALE3	_____	_____
78	V - ALE4	_____	_____
79	V - ALE5	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
82	Other (List Below)	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>_____</u>	<u>_____</u>

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1	_____	_____
90	V - ELL2	_____	_____
91	V - ELL3	_____	_____
92	V - ELL4	_____	_____
93	V - ELL5	_____	_____
94	Supplies and Materials	\$500.00	\$500.00
95	Equipment	_____	_____
96	Other (List Below)	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	<u>\$500.00</u>	<u>\$500.00</u>

Guidance Services:

102	Salaries and Benefits	\$47,580.00	\$48,800.00
	Purchased Services - List Vendors Below	_____	_____
103	V - GS1	_____	_____
104	V - GS2	_____	_____
105	V - GS3	_____	_____
106	V - GS4	_____	_____
107	V - GS5	_____	_____
108	Supplies and Materials	\$500.00	\$500.00
109	Equipment	\$1,500.00	_____
110	Other (List Below)	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$49,580.00</u>	<u>\$49,300.00</u>

Health Services:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
116	Salaries and Benefits	\$43,920.00	\$45,140.00
	Purchased Services - List Vendors Below		
117	V - HS1 Waiver		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$2,000.00	\$1,000.00
123	Equipment	\$3,000.00	
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:	<u>\$48,920.00</u>	<u>\$46,140.00</u>
Media Services:			
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 Waiver		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials	\$30,000.00	\$5,000.00
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	Total Media Services:	<u>\$30,000.00</u>	<u>\$5,000.00</u>
Fiscal Services:			
144	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
145	V - FS1 A/C Repair	\$4,000.00	\$3,000.00
146	V - FS2 Miscellaneous	\$5,000.00	\$5,000.00
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	Phone System	\$15,000.00	\$6,500.00
153	A/C Replace	\$5,000.00	\$5,000.00
154	Security System	\$7,000.00	
155			
156			
157	Total Fiscal Services:	<u>\$36,000.00</u>	<u>\$19,500.00</u>

Maintenance and Operation:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	\$64,416.00	\$67,563.60
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Entergy	\$30,000.00	\$32,000.00
160	V - MO2 Centerpoint Energy	\$3,000.00	\$3,200.00
161	V - MO3 Disposal/Sanitation	\$5,000.00	\$5,200.00
162	V - MO4 Water/Sewer	\$15,000.00	\$15,500.00
163	V - MO5 Phone	\$1,000.00	\$1,200.00
164	Supplies and Materials	\$13,000.00	\$14,500.00
165	Equipment	\$1,500.00	\$1,500.00
	Other (List Below)		
166	Lawn Mower	\$7,000.00	
167	Tools	\$1,000.00	
168			
169	Fuel	\$1,500.00	\$1,500.00
170			
171	Total Maintenance and Operation:	\$142,416.00	\$142,163.60

Pupil Transportation:			
172	Salaries and Benefits	\$4,727.50	\$4,880.00
	Purchased Services - List Vendors Below		
173	V - PT1		
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180	Fuel	\$4,000.00	\$4,500.00
181	Bus	\$15,000.00	
182			
183			
184			
185	Total Pupil Transportation:	\$23,727.50	\$9,380.00

Food Services:			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 SCS plans to have a food service program.		
188	V - FD2 The program will be funded through federal		
189	V - FD3 reimbursement and students paying for their		
190	V - FD4 lunch and breakfast. (Food cost approximately		
191	V - FD5 \$30,000 + free commodities) Ben E. Keith		
192	Supplies and Materials		
193	Equipment	\$35,000.00	
	Other (List Below)		
194			
195			
196			
197			
198			
199	Total Food Services:	\$35,000.00	\$0.00

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	Data Processing:		
	Salaries and Benefits	\$51,093.60	\$52,460.00
	Purchased Services - List Vendors Below		
201	V - DP1 Compsys - Data Backup	\$3,600.00	\$3,700.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208	Data Rm - 3 servers, POE switch, UPS, rack	\$24,000.00	
209	Internet	\$12,000.00	\$12,000.00
210			
211			
212			
213	Total Data Processing:	<u>\$90,693.60</u>	<u>\$68,160.00</u>
	Substitute Personnel:		
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1 Subteach	\$16,470.00	\$17,500.00
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$16,470.00</u>	<u>\$17,500.00</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$100,000.00	\$100,000.00
	Facility Upgrades - List Upgrades Below		
222	Paint	\$15,000.00	
223	Strip, wax, replace floor tiles	\$2,000.00	\$2,000.00
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$4,000.00	\$4,100.00
230	Content Insurance for One Full Year		
231	Total Facilities:	<u>\$121,000.00</u>	<u>\$106,100.00</u>

Debt Expenditures:

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232

233

234

Total Debts:

=====

=====

Other Expenditures:

List Other Expenditures Below

235

Staff Milage to and from central office

\$4,500.00

\$4,500.00

236

237

238

239

240

241

TOTAL EXPENDITURES:

\$1,409,279.12

\$1,390,088.14

242

Net Revenue over Expenditures:

\$3,310.88

\$254,385.86

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

SCOTT CHARTER SCHOOL

Calendar for 2016/2017 School Year

July 2016						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Date	Event
July	
7/4/16	Fourth of July - No School
August	
8/3/16	Open House 6:00pm - 7:30pm
8/4/16	First Day of School
September	
9/5/16	Labor Day - No School
October	
10/5/16	End of First Quarter
10/10 - 10/14	Fall Break - No School
10/18 & 10/20	Parent/Teacher Conferences*
November	
11/21 - 11/25	Thanksgiving Break - No School
December	
12/16/16	End of Second Quarter
12/19 - 1/2/15	Christmas Break - No School
January	
1/3/17	First Day of Third Quarter
1/16/17	MLK Jr. Day - No School
February	
2/20/17	President's Day - No School XDY Snow Day Make Up
March	
3/10/17	End of Third Quarter
3/14 & 3/16	Parent/Teacher Conferences*
3/20 - 3/24	Spring Break - No School
April	
May	
5/26/17	Last Day of School
5/29/17	Memorial Day - No School
5/30 - 6/2	XDY Snow Day Make Up

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

February 2017						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

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

April 2017						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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

June 2017						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Parent/Teacher Conference Schedule

10/20/2016	3:30 - 7:30 p.m.	
10/22/2016	3:30 - 7:30 p.m.	
3/15/2017	3:30 - 7:30 p.m.	
3/17/2017	3:30 - 7:30 p.m.	

Testing Schedule	
TBA	

Qtr 1	8/4 - 10/5	44
Qtr 2	10/6 - 12/16	42
Qtr 3	1/3 - 3/10	47
Qtr 4	3/13 - 5/25	50
Total Student Days		183
Total Teacher Days		200

The proposed charter will be located in the Pulaski County Special 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: <u>Rob McGill</u>	Position: <u>Executive Director</u>	State of Residence: <u>AR</u>
		<u>AR</u>
Name: <u>Diane Gross</u>	Position: <u>Elementary Principal</u>	State of Residence: <u>AR</u>
	<u>Assistant Principal</u>	
Name: <u>Nita Gray</u>	Position: <u>(Former)</u>	State of Residence: <u>AR</u>
Name: <u>J. E. Jess Sweere</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Michael O'Leary</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Luke Ribich</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Sean Hagan</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Adria Wilson Conklin</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Dr. Don Henderson</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Russ Galbraith</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Chris Patton</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Will Crawford</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____

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

16592 (Total District Enrollment)

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

<u>Pulaski County Special SD</u>	_____	_____
<u>England School District</u>	_____	_____
_____	_____	_____

ACADEMICS PLUS CHARTER SCHOOL
SPECIAL BOARD MEETING MINUTES
July 20, 2015 6:00 p.m.
APCS Administration Conference Room

- I. Call to order / Roll Call
The meeting was called to order by Mr. Jess Sweere at 6:00 p.m.
Members present: Mr. Sean Hagan, Dr. Don Henderson, Mrs. Chris Patton, Mr. Michael O’Leary and Mr. Luke Ribich
Members Absent: Mrs. Adria Conklin, Mr. Will Crawford, Mr. Russ Galbraith
Administrators in attendance: Mr. Rob McGill, Mrs. Kimberly Willis, Mrs. Diane Gross
- II. Public Comments-Ms. Misty Woolsey-Asked if there were plans for bus transportation to expand into Maumelle. Mr. Sweere responded that there were no plans at this time.
- III. Oak Grove Lease-This will be a 2 year lease with a total cost to the school of \$32,750. This will allow the school to practice and play games.
A motion was made by Mr. O’Leary and seconded by Mr. Hagan to approve the lease agreement between APCS and the Oak Grove Life Center as amended. The motion carried.
- IV. Scott Charter School Application-A motion was made by Dr. Henderson and seconded by Mr. O’Leary to approve the administration to submit the charter application for Scott Charter School. The motion carried.

A motion was made by Mr. Ribich and seconded by Dr. Henderson to approve the board chair to sign the 2015 Open Enrollment Charter School Application Statement of Assurances for Scott Charter School. The motion carried.
- V. High School Construction- A motion was made by Mr. Ribich and seconded by Mr. O’Leary to delay a decision on Phase III High School Construction plans until a member survey has been made. The survey should be completed before the board workshop on August 22nd. The motion carried.
- VI. Adjournment
A motion was made by Mrs. Patton and seconded by Mr. Ribich to adjourn at 7:11 p.m. The motion carried.

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

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

**Scott Charter School
Waivers Requested in Original Application
2015 Open-Enrollment Application**

1. Planning Time

Ark. Code Ann. § 6-17-114

SCS requests this waiver to have flexibility to, as needed, provide its teachers with the required planning time during their regularly scheduled hours of work but not during the student instructional day (i.e. during a time range of 3:15-4:15 pm.).

Legal Comments: None

2. Class Size

Section 10.02 ADE Rules Governing Standards for Accreditation

SCS requests flexibility to have its teachers assigned no more than (5) students above the permissible student/teacher ratio per grade level, only on an as-needed basis, to maximize its teaching resources.

Legal Comments: None

3. Duty-Free Lunch

Ark. Code Ann. § 6-17-111

SCS requests a waiver from this statute to provide it with flexibility in making assignments for duty-free lunches. Although we will continue to provide 150 minutes of duty-free lunch per week, we request greater flexibility in planning the lunch time on a daily basis.

Legal Comments: None

4. School Boards

Ark. Code Ann. § 6-13-619: Board Member Presence

SCS requests flexibility from this statutory provision to allow for those occasions when members are only available to participate by telephone or electronic communication.

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Ark. Code Ann. §§ 6-13-608, 611, 615, 616, 618, 620, 621, 628, 630, 631, 633, 634, 635

SCS seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. SCS is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of SCS's charter.

Legal Comments: None

5. School Elections

Ark. Code Ann. § 6-14-101 et seq.

SCS seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. SCS is requesting this waiver from these statutes, which are on their fact applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of SCS's charter.

Legal Comments: None

6. Employment of Staff

Ark. Code Ann. § 6-13-620(5)(A)

SCS requests a waiver of this provision as it concerns the employment of staff other than the Executive Director. Scott Charter School's charter provides for the Executive Director to employ all staff which report to that position.

Legal Comments: None

7. Teacher Reimbursement for Classroom Materials

Ark. Code Ann. § 6-21-303(b)(1)

SCS wishes to have the flexibility to provide its elementary teachers with less than the statutory amounts for reimbursement of expenses for classroom materials. The anticipated maximum reimbursement to be provided for such expense is anticipated to be approximately three hundred dollars (\$300) per teacher.

Legal Comments: None

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Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

8. Keyboarding

Section 9.03.3.9 ADE Rules Governing Standards for Accreditation

SCS wishes to have the same waiver as Academic Plus Charter School to offer and teach keyboarding in the 4th grade. SCS will make keyboarding available in the 8th grade for those students enrolling in SCS after the 4th grade.

Legal Comments: No waiver from the Arkansas Department of Education is needed to teach keyboarding in the 4th grade. This waiver can be provided by Arkansas Department of Career Education; applicant should contact ACE.

Applicant Response:

The Applicant will follow up with ACE on this request.

Remaining Issues: Confirm with applicant that it is withdrawing this waiver request.

9. Clock Hours for Units of Credit

Section 14.03 ADE Rules Governing the Standards for Accreditation

Due to its implementation of digital coursework, project-based learning, and off-campus educational opportunities (such as internships and job shadowing), SCS is requesting a waiver of its seat time requirements. SCS is not, by this request, asking for a waiver of graduation requirements. It is requesting only a waiver of the 120 clock hour requirements. In accordance with prior ADE comments on this type of waiver request, SCS hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or Chart Authorizing Panel any additional information that may be desired.

Legal Comments: Explanation should be provided as to how this waiver would be implemented, what classes it would apply to, and how the applicant will ensure all frameworks will be taught.

Applicant Response:

SCS will apply this waiver to digital courses – both those for elective credit and required 22 graduation credits from any approved ADE provider. Those given for graduation credit will be utilized from the ADE approved list which provides assurance that frameworks will be taught. Elective courses will be granted local credit.

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Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

Remaining Issues: None.

10. School Year Dates

Ark. Code Ann. § 6-10-106

SCS requests a waiver from this section in order that it may start its school year before August 14.

Legal Comments: None

11. Grading Scale

Ark. Code Ann. 6-15-902(a)

ADE Rules Governing Uniform Grading Scales

SCS wishes to request a waiver from the statutory grading scale as it applies to core courses and its grading scale is more rigorous.

Legal Comments: To effectuate this waiver, applicant must request a waiver of *at least* 6-15-902(b) and quite possibly other subsections of 6-15-902. Explain the grading scale that the applicant intends to use.

Applicant Response:

SCS requests a waiver of Ark. Code Ann. 6-15-902(a) and (b) and the ADE Rules Governing Uniform Grading Scales

For example:

Grading at K-2 is standards based.

Elementary (3-5) Grading Scale

A = 100 – 93

B = 92 – 85

C = 84 – 77

D = 76 – 70

F = 69 and below

Remaining Issues: Application is for a K-12 charter. What grading will be used for grades 6-12?

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12. Teacher Licensure (Qualified Teachers)

**Ark. Code Ann. §§ 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, 6-17- 919
ADE Rules Governing Educator Licensure**

SCS seeks exemption from these portions of the Education Code and ADE Rules. Instead, SCS seeks the flexibility to hire teachers and administrators who are best suited to implement SCS's unique curriculum and policies to best attain the maximum amount of student achievement and growth. SCS will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. SCS provides extensive training, support, and supervision for its teachers and administrators. SCS ensures that proper administrative staffing will be maintained to allow for the proper administration and supervision of its students and staff.

Legal Comments: Applicant refers to “administrators.” Please clarify whether applicant seeks waiver of superintendent licensure. If so, applicant must seek waivers of Ark. Code Ann. §§ 6-13-109, 6-17-427, and Section 5.01 to the ADE Rules Governing the Standards for Accreditation.

Applicant Response:

SCS seeks a waiver of Superintendent licensure and seeks additional waivers of the following: Ark. Code Ann. §§6-13-109, 6-17-427, and Section 15.01 of the ADE Rules Governing the Standards for Accreditation and the ADE Rules Governing the Superintendent Mentoring Program.

Remaining Issues: None.

13. Gifted and Talented

**Ark. Code Ann. §§ 6-42-109 and 6-20-2208(c)(6)
Section 18.0 ADE Rules Governing Standards for Accreditation
ADE Rules Governing Gifted and Talented Program Approval Standards
ADE Rules Governing Gifted and Talented Programs**

SCS seeks exemption from these portions of the Education Code and ADE rules because the SCS education model is flexible enough to allow each child to be fully educated within his/her classroom even though the child displays characteristics usually identified as either requiring Gifted and Talented services or placement in an Alternative Learning Environment.

Legal Comments: Remove from waiver request ADE Rules Governing Gifted and Talented Programs; appears to be a redundancy. Explain how Gifted and Talented students will be served. Also, please see questions set forth in C-9 regarding Gifted and

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Information provided by Applicant is in italics.

Talented.

Applicant Response:

SCS removes from the waiver request “ADE Rules Governing Gifted and Talented Programs.”

SCS will offer all students instruction that meets their individual needs through differentiated instruction and by offering enrichment opportunities after school.

Teachers will infuse the daily instruction with activities and projects that will move students to higher level thinking. They will identify the interests and strengths of students in order to design curriculum and instruction that matches the needs of those students. Students will be encouraged and expected to participate in after school enrichment classes, which are outcome or project based, two days a week.

Remaining Issues: None.

14. Alternative Learning Environment

**Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.
Section 19.03 ADE Rules Governing Standards for Accreditation
Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds**

SCS seeks exemption from these portions of the Education Code and ADE rules because the SCS education model is flexible enough to allow each child to be fully educated within his/her classroom even though the child displays characteristics usually identified as either requiring Gifted and Talented services or placement in an Alternative Learning Environment.

Legal Comments: Explain how students who otherwise would be placed in an alternative learning environment will be served.

Applicant Response:

SCS will utilize the RTI process to formally address the concerns and needs of students who are not finding success in the classroom. Through modifications, interventions, and effective practice, teachers will work to address individual learning and behavioral needs of students in order to help them be successful in the regular learning environment.

Remaining Issues: None.

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Information provided by Applicant is in italics.

15. Personnel

Ark. Code Ann. § 6-17-201 et seq.: Written Personnel Policies—Teacher Salary Schedules

Ark. Code Ann. § 6-17-2203: Minimum Salary

Ark. Code Ann. § 6-17-2403: Minimum Teacher Compensation Schedule

SCS seeks exemption from this portion of the Education Code because the SCS Board will adopt personnel policies and procedures in accordance with applicable laws and best practices in order to address unique needs of the school's operational model. This request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act and Public Employee Fair Hearing Act.

Legal Comments: To effectuate this waiver, applicant must also seek waiver of Section 6 and 9.01.2 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Websites.

Applicant Response:

SCS seeks additional waivers of Section 6 and 9.01.2 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Websites.

6-17-1501 et seq: Teacher Fair Dismissal Act

SCS seeks exemption from this portion of the Education Code because the SCS model requires the flexibility to hire and retain the most highly qualified teachers available.

Legal Comments: None

6-17-1701 et seq: Public School Employee Fair Hearing Act

SCS seeks exemption from this portion of the Education Code because the SCS model requires the flexibility to hire and retain the most qualified employees available.

Legal Comments: Please confirm that this waiver request applies only to classified employees.

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Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

Applicant Response:

SCS confirms that this waiver request applies only to classified employees.

Remaining Issues: None.

Ark. Code Ann. § 6-17-2301 et seq.: Classified School Employee Personnel Policy Law

SCS seeks exemption from this portion of the Education Code. Instead, SCS requests the flexibility to allow its Board to adopt personnel policies which will include, but not be limited to the following: salary schedule, fringe benefits, and other compensation issues; annual school calendar including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Legal Comments: Please confirm that this waiver request applies only to classified employees. To effectuate this waiver, applicant must also seek waivers of Section 8 and 9.01.2 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Websites.

Applicant Response:

SCS confirms that this waiver request applies only to classified employees.

SCS seeks additional waivers of Section 8 and 9.01.2 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Websites.

Remaining Issues: None.

16. Media Services

Ark. Code Ann. § 6-25-101 et seq: Public School Library and Media Technology Act

SCS seeks exemption from this portion of the Education code in order to have the flexibility to hire a person who is qualified but may not meet the statutory licensure requirements.

Section 16.02 ADE Rules Governing Standards for Accreditation: Media Services

SCS seeks exemption from this portion of the Education code in order to have the

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flexibility to furnish classrooms with books and appropriate technology.

Legal Comments: Explain how media services will be provided without a media center.

Applicant Response:

SCS will provide all necessary access to technology and media for teachers and students. This will be done through the acquisition of materials, use of digital materials, subscriptions to various educational web-based programs, (i.e. Discovery Education, Raz-Kids, Keyboarding w/o Tears).

Remaining Issues: None.

17. School Nurse

**Ark. Code Ann. § 6-18-706 and 6-18-1001 et seq.
Section 16.03.01 ADE Rules Governing Standards for Accreditation**

SCS seeks exemption from these portions of the Education Code and the ADE rules to allow it to have the flexibility to provide required health services without the necessity of hiring a full-time licensed nurse.

Legal Comments: In order to effectuate this waiver, the only waivers necessary are from Ark. Code Ann. § 6-18-706, Section 16.03 of the ADE Rules Governing the Standards for Accreditation, and Section 3.01.6 of the ADE Rules Governing Public School Student Services. Also, please clarify why this waiver is needed, as applicant noted in C-9 that it would employ a full time school nurse.

Applicant Response:

SCS requests a waiver from Ark. Code Ann. § 6-18-706, Section 16.03 of the ADE Rules Governing the Standards for Accreditation, and Section 3.01.6 of the ADE Rules Governing Public School Student Services.

The waiver of health service requirements will be used to give SCS flexibility in meeting the health needs of students.

Remaining Issues: Confirm that only waivers sought are from § 6-18-706, Section 16.03 of the ADE Rules Governing the Standards for Accreditation, and Section 3.01.6 of the ADE Rules Governing Public School Student Services.

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

18. Supplementary Educational Opportunities

Section 19 ADE Rules Governing Standards for Accreditation

SCS requests a waiver of this section of the ADE rules to allow it the flexibility to provide its own set of educational opportunities for its students, which will be of high quality but may not necessarily be in compliance with the listed section of the ADE rules.

Legal Comments: None

Concerns and Additional Questions

- In Section C-9(A) of its application, applicant wrote that “[a]lthough a waiver of licensed Guidance Counselor is being sought, a full time Counselor will be employed at SCS.” Applicant did not, however, request this waiver request in Section 24 of its application.

Applicant Response:

**SCS requests a waiver of Ark. Code Ann. § 6-18-1001 *et seq.*
Standards for Accreditation 16.03
ADE Rules Governing Public School Student Services**

The waiver of Guidance Counselor will be used to give SCS flexibility in meeting the needs of students.

Remaining issues: Applicant should clarify. If they are seeking waiver of only licensed guidance counselor requirements, the proper waivers to be sought are Ark. Code Ann. § 6-18-1004(a)(2) and Section 16.01.3 of the ADE Rules Governing Standards for Accreditation. If the applicant also is seeking to waive guidance counseling services, the proper waivers to be sought are Ark. Code Ann. § 6-18-1001 *et seq.*, Section 16.01 of the Standards for Accreditation, and Section 3.01.1 of the ADE Rules Governing Public School Student Services.

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

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

- In Section C-9(E) of its application, applicant wrote that “a waiver of transportation is being sought.” Applicant did not, however, request this waiver in Section 24 of its application.

Applicant Response:

SCS requests a waiver of Ark. Code Ann. § 6-19-101 et seq.

Remaining issues: None.

Desegregation analysis: Fully Responsive

**ADE LEGAL
DESEGREGATION
ANALYSIS**

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment
Public Charter School Application for
Scott Charter School

Date: September 30, 2015

I. INTRODUCTION

Academics Plus Charter School, Inc. submitted an application for an open-enrollment public charter school, Scott Charter School. The proposed charter school would be located within the boundaries of the Pulaski County Special School District. The proposed charter school would provide instruction to students in grades kindergarten through twelve (K-12). The proposed charter school would possess a student enrollment cap of 950. According to its application, the proposed charter school expects to draw students from the Pulaski County Special and England school districts.

II. STATUTORY REQUIREMENTS

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

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

The applicant addresses Desegregation Assurances on pages 33 and 34 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2014, enrollment for the school districts listed by the applicant as affected by its proposed school, and for open-enrollment charter schools operating in the same county, is:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
School Districts in Pulaski County							
England School District	21	0	269	52	3	407	752
	2.79%	0.00%	35.77%	6.91%	0.40%	54.12%	--
Pulaski Co. Spec. School District	539	319	7,238	1,194	71	7,218	16,592
	3.25%	1.92%	43.62%	7.20%	0.43%	43.50%	--
DISTRICT TOTAL	560	319	7,507	1,246	74	7,625	17,344
	3.23%	1.84%	43.28%	7.18%	0.43%	43.96%	--
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0	14	112	37	7	579	749
	0.0%	1.9%	15.0%	4.9%	0.9%	77.3%	
Covenant Keepers (LRSD)	0	0	89	68	0	0	157
	0.0%	0.0%	56.7%	43.3%	0.0%	0.0%	
E-Stem (LRSD)	51	47	666	93	3	602	1,462
	3.5%	3.2%	45.6%	6.4%	0.2%	41.2%	
Jacksonville Lighthouse (PCSSD)	1	19	493	88	8	304	913
	0.1%	2.1%	54.0%	9.6%	0.9%	33.3%	
Lisa Academy (LRSD/NLRSD)	13	188	568	203	19	497	1,488
	2.1%	18.3%	42.8%	9.9%	0.6%	26.3%	
LR Prep Academy (LRSD)	3	2	359	33	0	1	398
	0.8%	0.5%	90.2%	8.3%	0.0%	0.3%	
Premier High School (LRSD)	1	0	107	4	0	18	130
	0.8%	0.0%	1-%	3.1%	0.0%	13.8%	
SIATech Little Rock (LRSD)	2	2	129	1	0	18	152
	1.3%	1.3%	84.9%	0.7%	0.0%	11.8%	
CHARTER TOTAL	71	272	2,523	527	37	2,019	5,449
	1.3%	5.0%	46.3%	9.7%	0.7%	37.1%	
COUNTYWIDE TOTAL	631	591	10,030	1,773	111	9,644	22,793
	2.8%	2.6%	44.0%	7.8%	0.5%	42.3%	

Source: ADE Data Center, Oct. 1, 2014 Enrollment

Note: The school district listed in parentheses next to the charter school's name is the district in which the school is located.

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

The ADE is unaware of any desegregation orders applicable to the England School District. The ADE is aware of the existence of a desegregation order applicable to the Pulaski County Special School District.

In 2002, the Little Rock School District was declared unitary with respect to the majority of its desegregation plan obligations and released from court supervision in those areas. *Little Rock School District v. Pulaski County Special School District*, 237 F. Supp. 2d 988, 999 (E.D. Ark. 2002). In 2007, LRSD successfully completed its desegregation efforts and was declared fully unitary by the federal court. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. This order was affirmed by the Eighth Circuit Court of Appeals on April 2, 2009. *Little Rock School District v. Pulaski County Special School District*, 561 F.3d 746 (8th Cir. 2009). In February and March 2010, the federal court held hearings on the motions of NLRSD and PCSSD to be declared unitary. On May 19, 2011, the federal court held that neither district was fully unitary. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed May 19, 2011. However, on December 28, 2011, the Eighth Circuit Court of Appeals ruled that NLRSD is fully unitary but that PCSSD is not. *Little Rock School District v. State of Arkansas*, 664 F.3d 738 (8th Cir. 2011).

On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case gave final approval to a settlement agreement between the Joshua Intervenors, Knight Intervenors, Little Rock School District, North Little Rock School District, PCSSD and the State of Arkansas. Pursuant to the settlement agreement, the only remaining obligation of the State of Arkansas is to continue the distribution of desegregation payments to the three Pulaski County school districts through the 2017-2018 school year. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

Because Scott Charter School would draw students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in any manner negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

As noted above, PCSSD remains under federal court supervision with regard to five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting an open-enrollment charter for Scott Charter School will negatively affect PCSSD's efforts to achieve full unitary status.

V. CONCLUSION

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

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:

Parents and guardians of the enrolled students and other members of the community will be involved with SCS and positively impact the charter school's educational programs by participating in the charter Parent Teacher Organization, by attending functions at the school, by partnering with the school in the agricultural science focus. Parents and guardians will be provided with Literacy and Math night opportunities as well as student led conferences. Three parents or guardians will serve on the Advisory Board and assist in the decision making that directly affects the students of SCS. All parents and guardians of enrolled students will be voting members and participate in the Board of Trustees election process.

22. 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:

SCS will locate its open-enrollment public charter school in Scott, Arkansas, within the boundaries of the Pulaski County Special School District. SCS expects to obtain most of its students from within the boundaries of the Pulaski County School District, with its remaining students coming from the England, Lonoke, North Little Rock and Little Rock School Districts.

SCS is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Scott Charter School has substantiated that the Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been found by the Federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District (PCSSD) has been determined by the Federal District Court to be unitary in all respects concerning inter-district student assignment. Scott Charter School's review has determined that the Lonoke School District (Lonoke) is not or ever has been subject to any federal desegregation court orders; the England School District (England) is currently under a Federal District Court desegregation order, but after carefully examining the effect of the opening of SCS in Scott, the applicant is convinced that such action shall not hinder England in meeting its court-ordered desegregation obligations. The importance of the attainment of unitary status of the LRSD and NLRSD, and the status of the PCSSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public charter for Scott Charter School cannot be said to have a negative impact on the LRSD, NLRSD, and PCSSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

SCS is asking for an enrollment cap of nine hundred seventy five (975) students. According to the 2014-2015

school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the PCSSD had a student population of 16,592 students, the NLRSD had a student population of 8,576 students; the LRSD had a student population of 23,363 students; England had a student population of 752 and Lonoke had a student population of 1,754. Ark. Code Ann. §6-23-106 requires that SCS must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project racial composition. Ark. Code Ann. §6-23-106 also requires that Scott Charter School's operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Scott Charter School's careful review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts and the student populations of such districts, as well as the England and Lonoke School Districts, shows that that such negative effect is not present here.

In January, 2014 Federal District Judge D.P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case NO. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division) involving the three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of its appeal to the Eighth District Circuit Court of Appeals concerning charter school issues.

In conclusion, SCS submits that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD and PCSSD, nor the 1989 Settlement Agreement, nor the Federal District Court desegregation order affecting England prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

23. 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:

The charter founders and other leaders are highly engaged in the success of SCS. They will exhibit a high degree of focused leadership and stewardship when it comes to the fiscal needs of SCS. They will abide by all laws and expectations within the charter agreement with the Arkansas Department of Education. Charter founders and other leaders will work to recruit and maintain the level of student enrollment and participation to ensure sustainability of the educational program.

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday July 28, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Scott Charter School _____

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Scott Charter School

Grade Level(s) for the School: K-12 Student Enrollment Cap: 975

Name of Sponsoring Entity: Academics Plus Charter School, Inc.

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

Maumelle Charter Elementary School, 900 Edgewood Dr., Maumelle, AR

Maumelle Charter High School, 900 Edgewood Dr., Maumelle, AR

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

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

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Mr. Rob McGill

Address: 900 Edgewood Dr. City: Maumelle

ZIP: 72113 Daytime Phone Number: (501) 803-9730 FAX: (501) 803-9742

Email: rob.mcgill@academicsplus.org

Charter Site

Address: 15306 Alexander Rd City: Scott

ZIP: 72142 Date of Proposed Opening: 8.1.2016

Chief Operating Officer

of Proposed Charter (if known): Mr. Rob McGill Title: Executive Director

Address: 900 Edgewood Dr. City: Maumelle

ZIP: 72113 Daytime Phone Number: (501) 803-9730

The proposed charter will be located in the Pulaski County Special 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: Rob McGill Position: Executive Director State of Residence: AR

Name: Diane Gross Position: Elementary Principal State of Residence: AR

Name: Nita Gray Position: Assistant Principal 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.

16592 (Total District Enrollment)

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

Pulaski County Special SD _____
England School District _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Scott Charter School (SCS) is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origins, national background or socioeconomic level. All children can learn when challenged by high expectations. We believe that attitude, behavior, effort and attendance, as well as ability, determine academic success.

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

Applicant Response:

SCS will ensure that students are college and career ready by engaging students in a rigorous standards-based curriculum. Students will be immersed in an ambitious academically challenging core curriculum that will help them master complex concepts and ideas. SCS will consider social growth and responsibility of students as equal partners with the academic curriculum.

SCS shares the APCS core mission of academic excellence. SCS will foster the cognitive development of students through a combination of rigorous curricula and research-based instructional practices in order to master Common Core State Standards in English Language Arts and Mathematics and Next Generation Science Standards (NGSS) and Arkansas State Frameworks in other courses. Through the core curriculum, the integration of agricultural science concepts will broaden the scope of agriscience and agribusiness in order to maximize student engagement and success.

SCS will cultivate the social-emotional development of our students and school community by implementing evidence-based responsive teaching techniques. Through the implementation of responsive classroom strategies (see details within the Innovations section of this application or <https://www.responsiveclassroom.org/principles-and-practices-responsive-classroom>), SCS will create an environment that fosters the development of our core values of academic excellence, positive culture, and self-awareness. SCS will be intentional in supporting students in developing effective social skills in order for them to thrive academically, socially, and emotionally.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

The Public Meeting regarding SCS was held July 9, 2015 from 6:30 - 8:30 p.m. at the All Souls Church, 4601 Walker's Corner Road, Scott, Arkansas. There were 31 Scott community members in attendance as well as several APCS representatives.

A presentation was made by APCS regarding charter schools and the Scott Charter School application. There was a time for questions and answers. Several topics were covered by Q&A and discussion:

- SCS School Board and representation
- Location - Scott Elementary School building
- Funding/Taxes
- Technology
- Promotion of SCS prior to approval and after for enrollment purposes
- Grade levels
- Sports
- Discipline
- Lottery

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:

Board of Trustees. The primary governing body of SCS will be the Academics Plus Charter School, Inc. (APCS) Board of Trustees.

The following information concerning Powers and Duties of the Board are taken from APCS board policy:

"The APCS Board of Trustees, operating in accordance with state and federal laws, assumes its responsibilities for the operation of APCS. The Board shall concern itself primarily with the broad questions of policy as it exercises its legislative and judicial duties. The administrative functions of the Charter School are delegated to the executive director who shall be responsible for the effective administration and supervision of the Charter School."

"Some of the duties of the Board include:

1. Developing and adopting policies to affect the vision, mission, and direction of the Charter School;
2. Understanding and abiding by the proper role of the Board of Trustees through study and by obtaining the necessary training and professional development;
3. Appointing an Executive Director and giving him/her the support needed to be able to effectively implement the Board's policies;
4. Conducting formal and informal evaluations of the Executive Director annually or no less often than prior to any contract extension;
5. Approving the selection of curriculum and seeing that all courses for study and educational content prescribed by the State Board of Education or by law for all grades are offered and taught;
6. Reviewing, adopting, and publishing the Charter School's budget for the ensuing year;
7. Being responsible for providing sufficient facilities, grounds and property and ensuring they are managed and maintained for the benefit of the Charter School;
8. Monitoring Charter School finances and receiving, reviewing and approving each annual financial audit;
9. Understanding and overseeing the school's finances to ensure alignment with the Charter School's academic and facility needs and goals;
10. Visiting schools and classrooms when students are present no less than annually;
11. Setting an annual salary schedule;
12. Being fiscally responsible to the Charter School's patrons;
13. Involving the members of the community in the Charter School's decisions to the fullest extent practicable; and
14. Striving to assure that all students are challenged and are given an equitable educational opportunity."

Executive Director. The Executive Director will have the final authority in the hiring and firing of staff.

B. Election Process. APCS Board of Trustees is made up of nine (9) members. APCS has received a waiver from the SBE from the provisions of Ark. Code Ann. §6-13-634, allowing it to have a School Board comprised of more than seven (7) members. Six (6) of the trustees are elected from the membership of APCS and three (3) are appointed by the Maumelle City Council. All trustees are elected or appointed to three (3) year terms. The Board of Trustees consists of a chairman, vice chairman, secretary and treasurer. The following information is taken from the APCS Policy concerning the trustee election process: Any Member who is not an employee of APCS may be a Candidate. Candidates, including incumbents, must declare their candidacy in writing and submit biographies and platform statements to the Election Committee no less than twenty (20) days prior to the opening of the voting process in order to be included on the ballot.

(1) Membership and Voter Registration

Section 1.10 Member is defined in the Bylaws of APCS.

Section 1.11 Voter Registration Forms shall be distributed to the Members in January of each year. and shall be made available to any Member upon request Completed Voter Registration Forms shall be maintained by the

APCS Executive Director or his/her designee for three (3) years after the election. Section 1.12 Eligible Voter is defined as a Member who has completed a Voter Registration Form during the current APCS fiscal year and at least thirty (30) calendar days prior to the annual meeting of the Members. Only Eligible Voters may cast ballots in the election of APCS Trustees.

(2) Election Committee

Section 2.10 An Election Committee shall be appointed to oversee the Board of Trustees election each year and to ensure that this Election Process is properly followed.

Section 2.11 The Election Committee shall consist of five (5) members. The following four (4) members shall be appointed by the APCS Board of Trustees during its regular February meeting:

- (a) A Chairperson;
- (b) APCS Trustee whose term is not expiring;
- (c) APCS teacher; and
- (d) A parent/guardian/custodian of an APCS student.

The Board of Trustees shall offer the position of Election Committee Chairperson to the PTO Chairperson if in attendance. If the P.T.O. Chairperson is not in attendance or refuses the appointment, the Board of Trustees shall appoint another Member who is not an employee or a Trustee to be the Election Committee Chairperson. The fifth member shall be appointed by the Maumelle Mayor. Section 2.12 The Election Committee shall be released from their duties after the new Board has been seated and all Contesting Election Petitions have been resolved.

(3) Election Process

Section 3.10 The APCS Election Committee shall adopt an election schedule prior to the regular March meeting of the Board of Trustees, at which the Election Committee Chairperson shall present the election schedule for review and approval by the Board of Trustees. The approved election schedule shall be posted on the school website within the following week.

Section 3.11 The election schedule shall include a public forum during which Members may meet the candidates at least ten (10) but not more than fifteen (15) days prior to the annual meeting. Electronic voting will commence within seventy-two (72) hours after the close of the public forum and end no less than four (4) hours prior to the start of the annual meeting.

Section 3.12 The APCS Executive Director or his/her designee shall provide a list of the Members and a list of Eligible Voters to the Election Committee no less than fifteen (15) calendar days prior to opening of the voting process

Section 3.13 Notices

- (a) The APCS Executive Director shall be responsible to ensure that all notices required pursuant to this Election Process are properly posted.
- (b) Notice of the annual meeting of the Members shall be made through the electronic communication system, student flyer, and published on the school's official web site at least forty-five (45) days prior to the opening of the voting process.
- (c) Electronic notices shall be repeated weekly throughout the election process.
- (d) Additional notices may be required at the discretion of the Election Committee.
- (e) Notices shall include, at a minimum:
 - 1. All procedural deadlines

2. Candidacy requirements or listing of the declared candidates
3. Schedule of proposed election week activities and voting opportunities (event name, date, time, location)
4. Web address for school election details.

Section 3.14 Candidate biographies shall be published on the school website and be made available for public viewing at the school at least fifteen (15) days prior to the opening of the election process, and shall be made available during the public forum.

Section 3.15 The public forum shall be scheduled to coincide with a school event such as a concert, dinner, awards ceremony, etc. Each candidate shall be provided an equal amount of time to address the Members at the forum.

Section 3.16 The promotion of candidates by the candidate or other Members is allowed provided that:

- (a) School instruction is not interrupted and the dropping off and picking up of students is not hindered;
- (b) Promotional materials are placed on school grounds only in approved locations as determined by the APCS Executive Director ensuring equal access for all candidates.
- (c) Public campaigning on school property is only allowed one (1) hour prior to the opening of the manual voting process at the public forum.
- (d) Public campaigning is not allowed within one-hundred (100) feet of the manual voting area.
- (e) No school funds are used for the promotion of individual candidates.

Section 3.17 Development of the ballots shall be the responsibility of the APCS Executive Director. Ballots shall be distributed to the Election Committee no less than five (5) days prior the opening of the voting process.

Section 3.18 Voting will be made available via an electronic software program approved by the election committee. The voting process will ensure anonymity and eligibility of the voter.

Section 3.19 Voting shall stop at least four (4) hours prior to the start of the annual meeting and will officially close at the annual meeting if a minimum of forty percent (40%) of Eligible Voters have voted. In the event that voting does not close at the annual meeting, the Election Committee shall reopen the voting process. The annual meeting shall be continued and reconvened the first Monday after at least forty (40%) of Eligible Voters have voted. Voting shall officially close at the reconvened annual meeting.

Section 3.20 Once voting has officially closed; the vote count shall be verified by no fewer than three (3) Election Committee Members. The results shall be revealed before the close of the annual meeting. The results shall be posted on the school website within twenty-four (24) hours.

(4) Candidates

Section 4.10 Any Member who is not an employee of APCS may be a Candidate.

Section 4.11 Candidates, including incumbents, must declare their candidacy in writing and submit biographies and platform statements to the Election Committee no less than twenty (20) days prior to the opening of the voting process in order to be included on the ballot.

Section 4.12 Candidate biographies and platform statements, which may not exceed one side of an 8.5 x 11 single sheet of paper, shall be published on the school website no less than fifteen (15) days prior to the opening of the voting process. A single photograph of the candidate may be included but no extra space will be permitted.

(5) Contesting Election Results

Section 5.10 Members may contest Election results by submitting a Contesting Election Petition to the Election Committee Chairperson and the Board of Trustees Chairperson within three (3) business days following the

announcement of election results.

Section 5.11 In order to be considered, the Contesting Election Petition must:

- (a) Be signed by a minimum of 10% of the Eligible Voters; and
- (b) State specific reasons for objecting to the posted results.

Section 5.12 If a valid Contesting Election Petition is filed, the Election Committee shall:

- (a) Schedule, announce, and hold a community meeting to discuss the issues within ten (10) business days;
- (b) Investigate the issues stated in the Contesting Election Petition; and (c) Adopt and present findings and recommendations to the APCS Board of Trustees, which may include:
 - 1. A finding of no validity;
 - 2. A finding of validity insignificant to the outcome of the election, thereby requiring no action; or
 - 3. A finding of validity significant to the outcome of the election, thereby requiring the results to be set aside and a new election to be held.

Section 5.13 In the event that the results are set aside, the Election Committee shall adopt and present an expedited election schedule to the Board of Trustees for approval. The Board of Trustees seated prior to the election shall be reseated until a new election is completed.

Policy Revised: July 14, 2014

Advisory Board. SCS will operate under the APCS governing board, an advisory will be established. SCS Advisory Board will be a liaison with the APCS Board of Trustees. An appointed member of SCS Advisory Board will serve as the primary method of communicating needs and desires of the SCS Advisory Board. SCS Advisory Board will be comprised of the school administrator, one teacher representative, and three parent representatives. This advisory board will appoint one member to represent SCS and communicate with the APCS Board of Trustees.

C. School Leadership Accountability to Parents. The school's leadership will practice an open door policy for parents and other stakeholders. The school will responsibly report all annual reports mandated by the state. These reports will be accessible on the school's website or in hard-copy format at parents' request. School leadership will ensure teachers communicate often with parents about their child's progress. There are also two scheduled parent-teacher conferences during the school year where the teachers and staff will be available to parents. Parents will have the opportunity to join a campus based parent/teacher organization which will afford them the opportunity to interact with teachers and staff. Parents will have the opportunity to participate during the public comment portion of any Board of Trustees, Advisory, or Board Committee meeting.

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

Applicant Response:

The mission of Scott Charter School (SCS) is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origins, national background or socioeconomic level. All children can learn when challenged by high expectations. We believe that attitude, behavior, effort and attendance, as well as ability, determine academic success.

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

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates 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	Pulaski County Special School District		
District Status	NEEDS IMPROVEMENT		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	72.97	64.00	72.89
Targeted Achievement Gap Group	64.26	53.02	68.46
African American	64.51	67.35	74.59
Hispanic	71.20	61.12	67.80
White/Caucasian	80.85	75.95	70.76
Economically Disadvantaged	53.67	36.89	67.61
English Language Learners/ Limited English Proficient	50.72	35.68	n<10
Students with Disabilities	28.24	17.84	73.17

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Pulaski County Special School District	
Campus Name	Harris Elementary School	
Grade Levels	K-5	
Campus Status	NEEDS IMPROVEMENT PRIORITY	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	57.83	42.17
Targeted Achievement Gap Group	56.79	41.98
African American	56.68	42.11
Hispanic	n<10	n<10
White/Caucasian	n<10	n<10
Economically Disadvantaged	56.25	41.25
English Language Learners/ Limited English Proficient	n<10	n<10
Students with Disabilities	23.08	15.38

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Pulaski County Special School District	
Campus Name	Sylvan Hills Middle School	
Grade Levels	6-8	
Campus Status	NEEDS IMPROVEMENT	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	72.12	63.72
Targeted Achievement Gap Group	61.46	49.63
African American	63.91	49.77
Hispanic	68.57	60.53
White/Caucasian	81.17	77.16
Economically Disadvantaged	63.41	50.68
English Language Learners/ Limited English Proficient	57.14	42.86
Students with Disabilities	15.22	16.13

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Pulaski County Special School District		
Campus Name	Sylvan Hills High School		
Grade Levels	9-12		
Campus Status	NEEDS IMPROVEMENT		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	74.44	67.22	72.54
Targeted Achievement Gap Group	62.67	56.35	64.37
African American	70.12	53.33	69.07
Hispanic	n<10	n<10	60.00
White/Caucasian	81.72	80.70	76.92
Economically Disadvantaged	68.12	58.10	63.86
English Language Learners/ Limited English Proficient	n<10	n<10	n<10
Students with Disabilities	0	24.44	71.43

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:

SCS is being established to serve students who live in the Scott community as well as the surrounding cities of North Little Rock and England. However, it will be an open enrollment charter school, and students may enroll from other districts. In Scott where the school will be located, the area lacks options for school choice and the achievement gap for economically disadvantaged students continues to broaden.

The 2014 ESEA report for Harris Elementary School, a Pulaski County Special School District (PCSSD) zone school, provides the data showing the educational need. Harris Elementary School reports a poverty rate of 92.24% with its economically disadvantaged students scoring achieving in literacy 56.25% and 41.25% in math. Students that are currently zoned for Scott Elementary School will be reassigned to Harris Elementary School for the 2015-2016 School Year.

A compelling factor in the Scott community is the current reality of the closure of Scott Elementary School within the PCSSD. SCS will be located in this community to provide a free public school choice. ESEA 2014 report for Scott Elementary School reveals that 87.32% are economically disadvantaged and students scoring achieving in literacy 78.43% and 56.86% in math. While these numbers may not be alarming in literacy, a great concern is what will happen when this population is combined with Harris' population of students only achieving at a rate of 43.75%. The math achievement for economically disadvantaged students performing below achieving is higher than literacy. According to the 2014 ESEA report for Scott Elementary and Harris Elementary schools, approximately half of economically disadvantaged students are not achieving from both schools.

Based on the ESEA reports of the feeder middle school and high school that serve students in the Scott community, the overall achievement scores and poverty are lower than the feeder pattern school, Scott Elementary. Sylvan Hills Middle and Sylvan Hills High schools report overall literacy and math percentage scores of 65.76% and 54.39% respectively, and poverty rates of 52.57% and 43.68% respectively.

The analysis of educational need in the Scott community is based on student performance, achievement gap, poverty and school choice.

Student Performance

In 2014, the Pulaski County Special School District made insignificant progress in increasing academic outcomes. The district did not meet AMO for any subpopulations. Pulaski County Special School District was rated "Needs Improvement" in both literacy and math in 2014.

Sylvan Hills High School was rated "Needs Improvement" in 2014. The high school did not meet AMO in math for TAGG, African-American, White, Economically Disadvantaged and Students with Disabilities. It received a School Rating of C.

Sylvan Hills Middle School was rated "Needs Improvement" in 2014. The middle school did not meet AMO in literacy and math for TAGG, African-American, White, Economically Disadvantaged and Students with Disabilities. Sylvan Hills failed to meet AMO in math by 10% percent for all scholars and a smaller margin for literacy by nearly 4% percent for all scholars. It received a School Rating of D.

There are two particular elementary schools from which the proposed charter will pull students. Both schools, Scott Elementary and Harris Elementary, received overall "Needs Improvement" status according to the 2014 ESEA report. In addition, the two schools received "Needs Improvement" status for both literacy and math. Students did not meet growth AMO in either school. Scott Elementary received a School Rating of C and Harris Elementary received a School Rating of D.

Achievement Gap

There is a significant achievement gap among students within the PCSSD. There is a 19.69% gap between all students and TAGG students in combined scores of literacy and math. Equally important, PCSSD is not meeting students' growth AMO in literacy and math. The most compelling gap is noted in African-American and Economically Disadvantaged subpopulations in literacy and math.

Overall in the PCSSD, growth in math performance for African-American students is 34.34% percent and 57.37% percent in Whites. The growth in literacy performance for African-American students is 62.96% percent compared to 77.31% percent for Whites.

Specifically at the elementary level, Scott Elementary School, White students outperform African-American and economically disadvantaged students nearly 20% and nearly 10% respectively in math performance. Performance in literacy shows the TAGG group not meeting growth AMO by a deficient of 17.98% percent.

School Choice

Pulaski County Special School District families have a limited choice of high performing quality schools. In PCSSD, 35 out of 36 schools are in "Needs Improvement". School closure in the Scott community has affected students and families of the area. Those students will be re-zoned to schools miles from the current site leaving families without essential educational opportunities. To provide a proven option to the children in the Scott area, and a choice for families looking for a progressive educational program for their child, SCS aims to offer an academically rigorous college preparatory program for all students.

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:

England School District is adjacent to the home district of the proposed charter school. Based on data provided by the Arkansas Department of Education, this district was in Needs Improvement status in 2014. The district did not meet its AMO in both mathematics and literacy for all students and TAGG students. Likewise, the district did not meet its Growth AMOs in mathematics and literacy. England's overall graduation rate is 89% with a 50% graduation rate for Hispanics. A smaller school setting will afford the teachers and staff an opportunity to

connect with students and families to build a sense of community and forge lasting relationships. Families in and around urban cities are being provided options for their children's education and rural areas need to be given like opportunities.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

SCS will follow the proven successful strategies of APCS by producing high performers through a rigorous curriculum and responsive approach to building self-disciplined learners. SCS will expect each student to perform at least one grade level above current grade. To accomplish this, SCS will set high expectations and establish rigorous academic standards while infusing agricultural science. Greater parental engagement, coupled with a positive behavior incentive system for managing discipline and an extended school day and year will lead to academic success for all students and for SCS.

APCS has a proven pathway to producing high performers which is inclusive of three key aspects: challenging academics, social-emotional development, and a data driven culture. It is predicated on high expectations of excellence, engaging learners, and continuing improvements in cultivating career and college prepared students. SCS will extend the APCS framework for producing high performers through fostering a community of continuous learning, responsive classrooms, and the integration of agricultural science.

Continuous Learning. To improve teaching and learning, SCS will devote significant time and resources to having a systemic, data driven culture that utilizes assessment outcomes to make informed decisions to improve student learning and teaching practice. SCS teachers will be required to attend 90 hours of professional development which is 45 hours above the state requirement. Teachers' professional growth plans will be based on student data. Continuous learning will be evident from the classroom to professional learning communities. Students will evaluate their own learning through building portfolios that demonstrate progress toward academic goals and mastery of standards. Parents will be partners in the students' learning journeys by meeting at minimum one time a year to engage in a student led conference.

Responsive Classrooms. The responsive classroom approach is an innovative approach to incorporate students' social and emotional growth into their academic growth. In SCS responsive classrooms, one will witness a place where students are challenged, stimulated, safe, and pleasant. Based on Dr. Sara E. Rimm-Kaufman's work centered on the responsive classroom approach it was found the approach had a significant impact on the academic and social skills of students and those students had higher test scores in reading and math, better social skills, and a more positive outlook on school (Rimm-Kaufman, 2006). <https://www.responsiveclassroom.org/principles-and-practices-responsive-classroom>

Integration of Agricultural Science. The mission of Scott Charter Elementary is to provide an academically rigorous college preparatory program. To extend the rigorous college preparatory program, students will be exposed to agricultural science through project-based learning, experiential learning within the community, and hands-on opportunities to use resources surrounding the school community. Students will have a skill set in

agricultural science and technology through real-world projects that require critical thinking and problem solving skills.

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Reading: Achieve measurable growth for students as demonstrated by state assessments.	State Assessments	SCS will demonstrate Reading achievement at the state average, or AMO, or at or above PCSSD annual aver	Annually
Reading Comprehension: Achieve measurable growth for students as demonstrated by state assessments.	State Assessments	SCS will demonstrate Reading Comprehension achievement at the state average, or AMO, or at or ab	Annually
Math: Achieve measurable growth for students as demonstrated by state assessments.	State Assessments	SCS will demonstrate Math achievement at the state average, or AMO, or at or above PCSSD annual averag	Annually

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:

The academic progress made by students on the state mandated assessments will demonstrate the success of SCS in meeting the educational need for the school and will show progress is achieving the mission of the school.

At the beginning of each student's initial year at SCS, the school will administer a formative measure of academic progress (i.e. NWEA, DIBELS, DRA, ACT Aspire) in order to gather baseline data. This will act as 

the primary benchmark for student progress. Teachers will interpret the data to implement research-based instructional methods to enhance student's progress or remediation of deficient skills so each year students will meet or exceed growth goals. The test will be given multiple times a year for each school year. Additional performance tests will include the state mandated assessment, and any other assessments deemed appropriate.



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.

Applicant Response:

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:

SCS mission is to provide an academically rigorous college preparatory program for all students. With this in mind, SCS will use Arkansas Content Frameworks and Common Core Standards to set clear and consistent guidelines for what students know and be able to do in mathematics and literacy to be prepared for college and career. In addition to a rigorous, common core aligned curriculum, SCS model includes the extended day and calendar year, integration of agricultural science and technology, data-driven culture, and after school intervention and enrichment program with a focus on agriScience, Technology, Enrichment, and Mathematics (aSTEM).

SCS will provide more time on task with an extended day and school year. In essence, this means longer school year (183 instructional days) and longer school day (6.5 hours). An extended school day and year will equate to over 124 hours of instruction for students at SCS each year.

SCS will use Next Generation Science Standards (NGSS) to guide instruction in integrating agricultural sciences in core areas. The frameworks will be supplemented by other resources. SCS will be a culture that embraces assessment literacy. Every decision will be based on data from numerous assessment types including screeners, diagnostics, formative, interim, and summative. Staff will employ best practices in data driven decision making to gauge instructional methods. Grade levels and staff data team meetings will focus on using results of assessments to set classroom and student goals, grouping students for small group instruction, remediation and enrichment of targeted students, and plan engaging instruction to meet the needs of all students. SCS will be grounded in being practitioners who promote the use of various data types collected at multiple times of year and then taking action based on the analysis of that data.

In order to provide a service to SCS families, a Title I funded after school enrichment program that focuses on aSTEM will be offered for all students K-6 grades. The program will help students meet mastery of state standards in core academic subjects such as math, science and reading. Based on formative measures of academic progress, students' individual needs will be determined. Math and literacy intervention will take place in flexible small group settings. The intervention will be delivered using the strategies based on the comprehensive literacy model and standards based math instruction. Based on teacher observation and formative assessments in science, students needing support will be offered intervention. Students will be offered a vast array of enrichment activities that will complement their regular academic program; and offer other community resources to students and their families.

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:

APCS curriculum is aligned with Common Core State Standards (CCSS) and Arkansas Curriculum Frameworks at Maumelle Charter Elementary and High Schools. These curriculum maps will be used by staff at SCS. The three schools will collaborate on curriculum and instruction goals and professional development in person and via web-based technology.

By utilizing the formula for continuous improvement in teaching and learning already being practiced by APCS, SCS will ensure a rigorous curriculum is being offered to students, that teachers and leadership collaborate on curriculum decision making, and hold a shared belief that instructional leaders indirectly impact student achievement and teachers directly impact student achievement. With that being the norm, teachers will participate in capacity building focused on linking grade level mastery objectives to state standards.

The following will be the process of aligning curriculum materials to frameworks and state standards:

- Pre-service professional development will focus on “unpacking” the standards in order to delve down to what students need to know and be able to do based on Bloom’s Levels in order to determine the learning ladder for that standard.
- Teachers will receive tailored professional development based on needs of instructional practices that support standards. For example, teachers will be trained in Effective Literacy or ELLA depending on grade level.
- On-going professional development and coaching by the instructional leadership team will be used to support teachers in the implementation process of the educational program.

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:

Although a waiver of licensed Guidance Counselor is being sought, a full time Counselor will be employed at SCS.

B) Health services;

Applicant Response:

Although a waiver of 16.03.1 School Nurse is being sought, a full time School Nurse will provide services at SCS.

C) Media center;

Applicant Response:

A waiver of Media center is being sought. Each classroom will be equipped with technology appropriate for student and teacher use and classroom libraries.

D) Special education;

Applicant Response:

SCS will comply with all state and federal requirements regarding Special Education and IDEA.

E) Transportation;

Applicant Response:

Although a waiver of Transportation is being sought, and there are no plans to provide home to school transportation at this time, a .25 Bus Driver is included in the budget in order to provide bus transportation for field trips and events.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Although a waiver of Alternative Learning Environments is being sought, SCS will provide various supports for students who are struggling through the Response to Intervention (RtI) process. This might include any or all of the following: parent conferences, after school intervention, in school intervention, counseling regarding behavior or academic concerns, and various research-based teaching strategies in the classroom (ELLA, ELF, Comprehensive Literacy, CGI).

G) English Language Learner (ELL) instruction

Applicant Response:

Students whose Home Language Survey show English as their second language, will undergo the State required assessment and then be given the appropriate English Language Learner instruction within the regular education classroom utilizing English immersion strategies.

H) Gifted and Talented Program.

Applicant Response:

Although a waiver of Gifted and Talented Education is being sought, SCS will seek to enrich all students daily through differentiated instruction in the classroom, as well as providing enrichment after school.

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:

SCS will be an open-enrollment public charter school; therefore, we could draw students from anywhere in the state. The school will be located within the city limits of Scott, and will also be located within the boundaries of the Pulaski County Special School District. It is anticipated that SCS will receive most of its students from the Pulaski County Special, England, Lonoke, Little Rock and North Little Rock School Districts. The maximum enrollment in the first five (5) years of the charter will be 975 students.

According to the 2014-2015 enrollment information housed on the Department of Education Data Center's website, there were 16,592 students enrolled in the Pulaski County Special School District ; 23,363 students enrolled in the Little Rock School District; 8,576 students in the North Little Rock School District; 752 students in the England School District, and 1,754 students in the Lonoke School District. The school will enroll approximately 164 students in 2016-17; of those 164 students, it is estimated that up to 110 students would come to Scott Charter School from the Pulaski County Special School District; up to 15 students from the England School District; up to 15 students from the Lonoke School District, and up to 24 students from the Little Rock and North Little Rock School Districts combined. At its five (5) year maximum enrollment, it is estimated that up to 705 students would come to SCS from the Pulaski County Special School District; up to 75 students from the England School District; up to 75 students from the Lonoke School District, and up to 120 students from the Little Rock and North Little Rock School Districts combined.

It is possible that SCS will enroll students who currently attend private schools or who are home schooled students, thus further reducing the impact to the named school districts.

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:

SCS will fully comply with A.C.A. § 6-15-2006 (2015) by holding the Annual Report to the Public School Board meeting prior to November 15 in order to demonstrate progress made by the charter school during the previous academic year in meeting its academic performance objectives.

12. 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:

SCS will be advertised in the Scott Community through posters at local businesses and announcements or communication with local places of worship, or community clubs or organizations. There will also be notices on radio and television stations that broadcast in the area surrounding the school.

The following admission procedures can be found on the APCS website with a link to the documents necessary for application for lottery:

The following general guidelines are established and presented below to aid prospective and returning students to understand the admissions process. If at any time during your admissions experience you require additional information or have questions or comments of any kind, just call 501-803-0066 ext. 121 or email registrar@academicsplus.org.

The application process is electronic and can be accessed from the website or a packet can be emailed to you.

1. Download or request an applications package from the school website or APCS Registrar's office.
2. Complete the application package and return it via fax, mail or email to the APCS Registrar's office.

3. Once a student is attending SCS, it's not necessary to reapply.

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 members of the charter and siblings of enrolled students will be given enrollment preference if there is seat availability in the grade level in which they wish to be enrolled.

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:

As an open-enrollment public charter school, SCS will conduct a random, anonymous student selection lottery to determine enrollment for the following school year. Applications for the next school year must be submitted by February 28 (or the preceding work day if the 28th falls on a weekend) in order to participate in the lottery. The lottery will be held on March 8, 2016 at 4:00pm in the APCS CAFETERIA at 900 Edgewood Dr., Maumelle, AR 72113, and is open to the public. Students who apply after February will be assigned slots as their applications are received if space is available. If space is not available these students will be placed on the waiting list in the order applications are received, behind students participating in the lottery. The lottery will be conducted by grade level, with priority given to lower levels until our student cap is met. Students will be accepted for enrollment for all grade levels on a space available basis. Siblings of current students and employees children are given preference in the admissions process. Space must be available for the grade level requested for them

to be enrolled.

Students selected to attend SCS will receive an Enrollment Acceptance Form. Slots are held open for ten days from the postmarked date and are claimed by returning the Enrollment Acceptance Form to the registrar office. After ten days from the postmarked date, the student will lose his/her slot, and it will be given to the next student on the waiting list.

APCS policy prohibits discrimination on the basis of sex, national origin, race, ethnicity, religion, disability, academic or athletic eligibility. APCS may exclude any student who has been expelled from another public school.

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:

N/A

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:

Board of Trustees with prior involvement with APCS

J. E. Jess Sweere

Luke Ribich

Sean Hagan

Adria Wilson Conklin

Dr. Don Henderson

Russ Galbraith

Chris Patton

Will Crawford

Michael O'Leary

Leaders who have had prior involvement with APCS
Mr. Rob McGill

14. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Executive Director: The Executive Director shall be the chief administrative officer for the District. The Director is responsible for the effective operation of the District; for the general administration of all instructional, business or other operations of the District; and for advising and making recommendations to the Board of Trustees with respect to such activities.

Principal: Reports to the Executive Director. Supervise and facilitate the daily operations of a school. Administer the program in accordance with school board policies and Arkansas Department of Education's rules and regulations.

Qualifications: At minimum BA and MA

Business Manager: The Business Manager is entrusted with the financial and personnel records of the central office. This includes the maintenance of confidential school records of finances in a manner consistent with administrative, ethical, legal and regulatory requirements of the educational system and the Arkansas Department of Education.

Title 1/Federal Coordinator: The Title 1/Federal Programs Coordinator performs a variety of duties relating to the development of curriculum standards as outlined by the Arkansas department of Education. This position is responsible for monitoring the expenditure of Title 1/Federal funds to include planning, organizing, administering, directing and accounting for the operation of the Title 1/Federal Programs. The coordinator will work with principals and teachers to facilitate the Title 1 program.

District Registrar: The District Registrar maintains student records; providing student information to authorized parties; facilitates the enrollment and registration of students into the school district; and provides general clerical support, information, and/or direction as may be assigned.

Technology Director: The Technology Director shall provide leadership and management to the Technology Department in its charge to provide, operate, and maintain computing and telecommunication facilities, equipment, and services that meet the needs of the administrative, educational, and research programs. The Technology Director is responsible for all aspects of information technology management and control, including supervision of information technology employees; budget preparation and management; recommendations for technical acquisitions; and development of guidelines, standards and procedures. The director is charged with strategic planning, tactical action, and operational decision-making to fulfill the mission of the Technology department. The Technology Director must possess initiative and drive, have broad relevant technical knowledge with good management expertise and have excellent written and verbal communication skills.

Maintenance Director: The Maintenance Director provides all students with a physical learning environment that is safe, clean, efficient and attractive. To assure that all educational facilities and transportation services are properly maintained and efficiently operated. To provide assistance and leadership on all aspects of assigned projects.

Teachers:

10 teachers K-6 (including Specials: PE, Art, and Music)
Special Education (1.0 FTE)

Others:

Administrative Assistants (1.5 FTE)
Counselor (1.0 FTE)
Nurse (1.0 FTE)
Maintenance Workers 1 day each week (2)
Custodians (2) part time nights
Registrar (.15 FTE)
Maintenance Director (.15 FTE)
Business Manager (.15 FTE)
HR Officer (.15 FTE)
Technology Director (.15 FTE)
Instructional Technology Support Staff (.5 FTE)
Bus Driver (.25)
Food Supervisor (1.0 FTE)
Food Service Workers (1.5 FTE)

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 business office of APCS will manage all business activities including procurement activities in accordance with State/Federal Laws and APCS Policy. The business office consists of a business manager and a human resource officer. The business manager holds a bachelor's degree in Business Administration with an additional 21 hours in accounting. She has been employed at APCS for the past 6 years and worked as the business manager for the past 4 years. The human resource officer was hired in June 2015. The annual budget will be approved by the APCS Board of Trustees and submitted to the ADE in the Cycle 1 Report by September 30th.

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.

Applicant Response:

It is projected that SCS will need a minimum of 164 students enrolled to maintain a balanced budget. This number will be reduced if the state is successful in obtaining federal grant money for charter schools. The number was obtained by using the provided budget worksheet. The budget was developed by Rob McGill, Executive Director (22 years in education to include 5 years as APCS executive director and 16 months as PCSSD acting superintendent) with assistance from Kim Martin, Business Manager (6 years in the APCS business office) and Johnny Haley, Director of Technology (1 year with APCS with over 29 years in information technology).

If necessary an attendance lottery will be held in March 2016. APCS administration will analyze the results of the lottery or applications received. If necessary, the APCS Board of Trustees will make a final determination to not open the school during the May 2016 board meeting. Parents, surrounding districts and the ADE will then be notified of the determination no later than June 5, 2016.

If there are not enough students enrolled during the school year to viably support the school, then cash reserves from the APCS operating fund will be used to complete the year.

Unexpected expenses will be handled either by obtaining a loan or using cash reserves from the APCS operating fund.

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:

The APCS annual audit is conducted by Arkansas Legislative Audit.

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:

APCS is currently negotiating the terms to purchase or lease the Scott Elementary School campus owned by PCSSD. Scott Elementary was closed by PCSSD in June 2015. It is the intent of APCS to finalize the terms of a lease or purchase agreement by September 30, 2015.

Scott Elementary School is located at 15306 Alexander Road, Scott AR 72142. It has 12 large classrooms, a cafeteria, kitchen, media center, P.E. facility, 2 small classrooms, office space, parking lot, and a large playground area with multiple pieces of playground equipment. As late as June 2015 the facility was used to educate elementary students. If left intact by PCSSD the facility is in good condition. It will need to be painted and have general maintenance conducted prior to move in. The facility will receive upgrades during the spring 2016.

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 owner of Scott Elementary School is Pulaski County Special School District. There is no relationship between the members of the local board of the public school district where the proposed open enrollment charter school will be located, employees of the public school district where the proposed open-enrollment public charter will be located, the eligible entity sponsoring the open-enrollment public charter school, or the employees/directors/administrators of the sponsoring entity or proposed open enrollment public charter school.

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:

Scott Elementary School was operated as a public school in the Pulaski County Special School District during the 2014-2015 school year.

There are no alcohol sales within 1,000 feet of the facility.

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:

There are no existing family or financial relationships between any of the individuals specifically identified by name in Section A of the application.

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:

If a conflict of interest is identified, SCS will follow the Ethical Guidelines & Prohibitions found in Arkansas Code Chapter 24 and ADE rules governing family and financial relationships.

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:

SCS will apply to participate in the federal National School Lunch Program. There will be a fully staffed food service program on site. The food service program will be operated in full compliance with state and federal regulations.

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:

Parents and guardians of the enrolled students and other members of the community will be involved with SCS and positively impact the charter school's educational programs by participating in the charter Parent Teacher Organization, by attending functions at the school, by partnering with the school in the agricultural science focus. Parents and guardians will be provided with Literacy and Math night opportunities as well as student led conferences. Three parents or guardians will serve on the Advisory Board and assist in the decision making that directly affects the students of SCS. All parents and guardians of enrolled students will be voting members and participate in the Board of Trustees election process.

22. 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:

SCS will locate its open-enrollment public charter school in Scott, Arkansas, within the boundaries of the Pulaski County Special School District. SCS expects to obtain most of its students from within the boundaries of the Pulaski County School District, with its remaining students coming from the England, Lonoke, North Little Rock and Little Rock School Districts.

SCS is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Scott Charter School has substantiated that the Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been found by the Federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District (PCSSD) has been determined by the Federal District Court to be unitary in all respects concerning inter-district student assignment. Scott Charter School's review has determined that the Lonoke School District (Lonoke) is not or ever has been subject to any federal desegregation court orders; the England School District (England) is currently under a Federal District Court desegregation order, but after carefully examining the effect of the opening of SCS in Scott, the applicant is convinced that such action shall not hinder England in meeting its court-ordered desegregation obligations. The importance of the attainment of unitary status of the LRSD and NLRSD, and the status of the PCSSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public charter for Scott Charter School cannot be said to have a negative impact on the LRSD, NLRSD, and PCSSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

SCS is asking for an enrollment cap of nine hundred seventy five (975) students. According to the 2014-2015

school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the PCSSD had a student population of 16,592 students, the NLRSD had a student population of 8,576 students; the LRSD had a student population of 23,363 students; England had a student population of 752 and Lonoke had a student population of 1,754. Ark. Code Ann. §6-23-106 requires that SCS must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project racial composition. Ark. Code Ann. §6-23-106 also requires that Scott Charter School's operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Scott Charter School's careful review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts and the student populations of such districts, as well as the England and Lonoke School Districts, shows that that such negative effect is not present here.

In January, 2014 Federal District Judge D.P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case NO. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division) involving the three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of its appeal to the Eighth District Circuit Court of Appeals concerning charter school issues.

In conclusion, SCS submits that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD and PCSSD, nor the 1989 Settlement Agreement, nor the Federal District Court desegregation order affecting England prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

23. 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:

The charter founders and other leaders are highly engaged in the success of SCS. They will exhibit a high degree of focused leadership and stewardship when it comes to the fiscal needs of SCS. They will abide by all laws and expectations within the charter agreement with the Arkansas Department of Education. Charter founders and other leaders will work to recruit and maintain the level of student enrollment and participation to ensure sustainability of the educational program.

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.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Planning Time	Ark. Code Ann. 6-17-114	SCS requests this waiver to have flexibility to, as needed, provide its teachers with the required planning time during their regularly scheduled hours of work but not during the student instructional day (i.e. during a time range of 3:15-4:15 pm.).		
Class Size	ADE Rules Gov. Standards for Accreditation Sec. 10.02	SCS requests flexibility to have its teachers assigned no more than (5) students above the permissible student/teacher ratio per grade level, only on an as-needed basis, to maximize its teaching resources		
Duty-free Lunch	Ark. Code Ann. 6-17-111	SCS requests a waiver from this statute to provide it with flexibility in making assignments for duty-free lunches. Although we will continue to provide 150 minutes of duty-free lunch per week, we request greater flexibility in planning the lunch time on a daily basis.		
Board Member Presence	Ark. Code Ann. 6-13-619 (c-d)	SCS requests flexibility from this statutory provision to allow for those occasions when members are only available to participate by telephone or electronic communication.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Employment of Staff	Ark. Code Ann. 6-13-620(5)(A)	SCS requests a waiver of this provision as it concerns the employment of staff other than the Executive Director. Scott Charter School's charter provides for the Executive Director to employ all staff which report to that position.		
Teacher Reimbursements	Ark. Code Ann. 6-21-303(b)(1)	SCS wishes to have the flexibility to provide its elementary teachers with less than the statutory amounts for reimbursement of expenses for classroom materials. The anticipated maximum reimbursement to be provided for such expenses is anticipated to be approximately three hundred dollars (\$300) per teacher.		
Keyboarding	Section 9.03.3.9 of the ADE Rules Gov. Standards for Accreditation	SCS wishes to have the same waiver as Academics Plus Charter School to offer and teach keyboarding in the 4th grade. SCS will make keyboarding available in the 8th grade for those students enrolling in SCS after the 4th grade.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Clock Hours for Units of Credit	Section 14.03 of the ADE Rules Gov. Standards for Accreditation	<p>Due to its implementation of digital coursework, project-based learning, and off-campus educational opportunities (such as internships and job shadowing), SCS is requesting a waiver of its seat time requirements.</p> <p>SCS is not, by this request, asking for a waiver of graduation requirements. It is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, SCS hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.</p>		
School Year Dates	Ark. Code Ann. 6-10-106	SCS request a waiver from this section in order that it may start its school year before August 14.		
District Board of Directors	Ark. Code Ann. 6-13-608, 6-13-611, 6-13-615, 6-13-616, 6-13-618, 6-13-620, 6-13-621, 6-13-628, 6-13-630, 6-13-631, 6-13-633, 6-13-634, 6-13-635	SCS seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. SCS is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of SCS's charter.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Elections	Ark. Code Ann. 6-14-101 et seq.	SCS seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. SCS is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of SCS's charter.		
Grading Scale - Exemptions - Special Education	Ark. Code Ann. 6-15-902(a), ADE Rules governing Uniform Grading Scales	SCS wishes to request a waiver from the statutory grading scale as it applies to core courses as its grading scale is more rigorous.		
Qualified Teachers	Ark. Code Ann. 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, 6-17-919, ADE Rules governing Standards for Accreditation Sections 15.02-15.03, ADE Rules governing Educator Licensure	SCS seeks exemption from these portions of the Education Code and ADE Rules. Instead, SCS seeks the flexibility to hire teachers and administrators who are best suited to implement SCS's unique curriculum and policies to best attain the maximum amount of student achievement and growth. SCS will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. SCS provides extensive training, support, and supervision for its teachers and administrators. SCS ensures that proper administrative staffing will be maintained to allow for the proper administration and supervision of its students and staff.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Gifted & Talented/ Alternative Learning Environments	Ark. Code Ann. 6-15-1005(b)(5), 6-18-503 (a)(1)(C)(i), 6-20-2208(c) (6), 6-42-109, 6-48-101 et seq., ADE Rules governing Standards for Accreditation 18.01-18.03, ADE Rules governing Gifted & Talented Programs 19.03, ADE Standard Rules, ADE Rules governing Gifted & Talented Program Approval Standards, 4.00 of ADE Rules governing the distribution of Student with Special Needs Funds	SCS seeks exemption from these portions of the Education Code and ADE rules because the SCS education model is flexible enough to allow each child to be fully educated within his/her classroom even though the child displays characteristics usually identified as either requiring Gifted & Talented services or placement in an Alternative Learning Environment.		
Written Personnel Policies - Teacher salary schedule	Ark. Code Ann. 6-17-201 et seq., 6-17-2203, 6-17-2403	SCS seeks exemption from this portion of the Education Code because the SCS Board will adopt personnel policies and procedures in accordance with applicable laws and best practices in order to address unique needs of the school's operational model. This request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act and the Public Employee Fair Hearing Act.		
Teacher Fair Dismissal Act	Ark. Code Ann. 6-17-1501 et seq.	SCS seeks exemption from this portion of the Education Code because the SCS model requires the flexibility to hire and retain the most highly qualified teachers available.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Public School Employee Fair Hearing Act	Ark. Code Ann. 6-17-1701 et seq.	SCS seeks exemption from this portion of the Education Code because the SCS model requires the flexibility to hire and retain the most qualified employees available.		
Classified School Employee Personnel Policy Law	Ark. Code Ann. 6-17-2301 et seq.	SCS seeks exemption from this portion of the Education Code. Instead, SCS requests the flexibility to allow it's Board to adopt personnel policies which will include, but not be limited to the following: salary schedule, fringe benefits, and other compensation issues; annual school calendar including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.		
Public School Library and Media Technology Act	Ark. Code. Ann. 6-25-101 et seq.	SCS seeks exemption from this portion of the Education code in order to have the flexibility to hire a person who is qualified but may not meet the statutory licensure requirements.		
Media Services	Section 16.02 ADE Rules Gov. Standards for Accreditation	SCS seeks exemption from this portion of the Education code in order to have the flexibility to furnish classrooms with books and appropriate technology.		
School Nurse	AR Code Ann. 6-18-706 & 6-18-1001 et seq., Section 16.03.1 ADE Rules Gov. Standards for Accreditation, ADE Rules governing Public School Health Services	SCS seeks exemption from these portions of the Education Code and the ADE rules to allow it to have the flexibility to provide required health services without the necessity of hiring a full-time licensed nurse.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Supplementary Educational Opportunities	Section 19 ADE Rules Gov. Standards for Accreditation	SCS requests a waive of this section of the ADE rules to allow it the flexibility to provide its own set of educational opportunities for it's students, which will be of high quality but may not necessarily be in compliance with the listed section of the ADE rules.		

**2015 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.

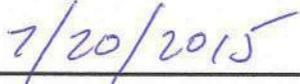
However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter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

AFFIDAVIT OF PUBLICATION

I, Sandra Ward, do solemnly swear that I am sales representative at the Arkansas Democrat – Gazette newspaper, printed and published in Little Rock, Arkansas, and that from my own personal knowledge and reference to the files of said publication, that advertisement of:

Academics Plus Charter School was inserted in the regular editions on the Democrat -Gazette On Thursday, June 18th, Thursday, June 25th and Thursday, July 2nd, 2015.

Electronically signed,

Sandra Ward

On the Second day of July 2015.

Daily record

Meeting announcements published exclusively on Arkansas Online, the newspaper's website, can be found at www.arkansasonline.com/tools/meetings/. An electronic form is available on the website to submit support group meeting announcements or changes. Readers can access that form by going to www.arkansasonline.com/contact/supportgroupform/ and submitting the appropriate information.

Births

The following is a list of those births reported to the Arkansas Democrat-Gazette by area hospitals. It may not be a complete list since parents may ask the hospital not to publicly release the news of a birth.

BAPTIST HEALTH MEDICAL CENTER-NORTH LITTLE ROCK

June 3

Kiana Welch, Jacksonville, son.

June 8

Joseph Walker Jr. and Tiffany Herrington, Lonoke, daughter.
Charles Brown and Jessica Oginski, North Little Rock, son.

June 9

Stephen and Robyn Lee, North Little Rock, son.
Dylan and Samantha Rogers, Cabot, son.

June 10

Luke Patton Sr. and Andrea Jones, Jacksonville, son.
Casey and Amanda Martin, Beebe, daughter.

Andrew and Sara Silverman, North Little Rock, daughter.
Craig James and Victoria Hogan, Jacksonville, daughter.
Benjamin Belflower and Addie Longstreet, Heber Springs, son.
Jeff and Tiffany Rauber, Beebe, daughter.

June 11

Markita and Jennifer Smith, Jacksonville, daughter.
Brandon Jones and Kimberly Heard, Lonoke, daughter.
Brandon and Rachel Millhone, Cabot, daughter.

June 12

Bailey Calvert and Leigha Stone, Alexander, son.
James and Pearl Perdicaris, Cabot, daughter.
Jamie Minard and Haley Kinslow, Sherwood, daughter.

Marriage Licenses

Herbert Ackley Jr., 60, of Upper Chichester, and Dorothy Leatherwood, 59, of Maumelle.
Felipe Billanfante, 65, and Luz Diaz, 56, both of Little Rock.
Vito Chiechi Jr., 46, and Claibanne Williamson, 45, both of Little Rock.
Matthew Floyd, 47, and Haley Hall, 29, both of Little Rock.
Jorge Marquez, 45, and Maura Tabora, 46, both of Little Rock.
Robert Lewis Jr., 35, and Tina Anderson, 50, both of North Little Rock.
Brandon Merriweather, 22, of Sherwood, and Kifanny Weston, 23, of Jacksonville.
Yony Orellana, 29, and Jocelyn Atilano, 23, both of Little Rock.
Gareth Patterson, 23, and Dorothy Curry, 22, both of Little Rock.
Justin Poe, 20, and Ashley Erwin, 19, both of Jacksonville.
James Powers, 63, and Laura Remmel, 58, both of Little Rock.
Matthew Rowe, 31, and Annie Ray, 34, both of Little Rock.
Roger Scarborough, 46, and Kristi Kyzer, 45, both of Little Rock.
Craig Simmons, 51, and Tamara Parker, 40, both of Little Rock.
Richard Wayland, 31, and Shelby Delcamp, 22, both of Hensley.

Divorces

FILED

15-2540. Stephanie Benning v. Jennifer Benning.
15-2542. Benjamin Chase v. Robin Chase.
15-2543. Lindsey Schamber v. Christopher Schamber.
15-2544. Jamie Mucciarelli v. Edward Gains Jr.
15-2546. Clayton Watkins v. Rebecca Watkins.
15-2547. Katherine Downing v. Bruce Downing.
15-2548. Tamara Gantz v. Steve Gantz.
15-2549. Tammy Ward v. James Ward Jr.
15-2550. Tonya Nichouls v. Curtis Nichouls.
15-2552. Bathsbeba Chandler v. Michael Chandler.
15-2556. Rebekah Lee v. Simon Lee.
15-2558. Dottie Moore v. Dennis Moore.
15-2560. Kelley Pruitt v. Morris Pruitt.
15-2561. Keshia Bradley v. Francis Okaro.
15-2563. Megan Lacy v. Coy Lacy II.
15-2567. Pennie Sims v. Richard Sims.

GRANTED

12-4516. Angela Yarberry v. Alvin Yarberry.
15-257. Charles Bushe v. Donna Bushe.
15-1113. Mayra Aleem v. Luis Guadian-Nava.
15-1193. Chandra Harris v. Adrian Thompson.
15-1421. Susan Nichololson v. John Nichololson.
15-1670. Ronald Sitton v. Tanya Sitton.
15-1689. Authur Bass v. April Bass.

UAFS hosts forum on Common Core

ARKANSAS DEMOCRAT-GAZETTE
FORT SMITH — The Governor's Council on Common Core Review is hosting a public forum from 5 to 7 p.m. today at the University of Arkansas at Fort Smith.

Tonight's forum is the last of nine forums the council has held on its statewide "Listening Tour" about Arkansas' public school standards in math and English/language arts.

Gov. Asa Hutchinson appointed the council of educators, business leaders and parents earlier this year to evaluate and suggest possible changes to the education standards and to the testing program based on those standards. Lt. Gov. Tim Griffin is chairman of the council.

Arkansas and a majority of other states adopted the Common Core State Standards in 2010.

The council's forum will be at The Blue Lion, University of Arkansas at Fort Smith, Downtown, 101 N. Second St.

The session will be live streamed via Periscope.



Arkansas Democrat-Gazette/RICK McFARLAND

A Little Rock police officer and crime scene investigator team up to get the vehicle number from a pickup at the mobile home park at 8100 block of Stanton Road in Little Rock on Wednesday where one man fatally stabbed another man in the chest.

Stabbing deadly; LR man held

ARKANSAS DEMOCRAT-GAZETTE

A man who was stabbed Wednesday afternoon on Stanton Road in Little Rock died Wednesday night, according to police.

Geovanone Carbajal, 22, died from injuries he received during an altercation at a southwest Little Rock park-

ing lot, according to Lt. Steven McClanahan, spokesman for the Little Rock Police Department. Police did not release an address for Carbajal.

About 2 p.m. police went to 8118 Stanton Road, where two men had been arguing in the parking lot before one stabbed the other, McClanahan said.

Johnny Tacu, 20, of Little Rock was arrested on a charge of first-degree battery and remained on the Pulaski County jail roster Wednesday night. McClanahan said in an email that homicide detectives would be amending those charges to first-degree murder this morning.

Police beat

ARKANSAS DEMOCRAT-GAZETTE

Police: No attack; cut self-inflicted

Maumelle police have determined that a man's stab wound was self-inflicted and he was not attacked as he previously claimed, according to a release from the department.

On Monday, police were called to the Maumelle Fire Department at 100 Millwood Circle at 1:27 p.m. to investigate a stabbing. Steven Wilson, 39, had a cut in his abdomen and told officers that he had been sitting in his car at a stop sign when a man walked up to his car and stabbed him, the release said.

At the time, officers sus-

pected that it was not a random attack. In news release sent out Wednesday, police said they now believe that wound was self-inflicted.

NLR man arrested in 5-car LR pileup

A North Little Rock man was arrested Wednesday after his vehicle struck a street-sweeping machine, causing a five-vehicle crash,

according to a police report.

The crash happened at 500 W. Markham St. in Little Rock about 4:15 p.m. Witnesses said Matt Butler, 54, was driving fast when he turned onto West Markham Street from Broadway, the report said. It was after making the turn that he hit the street-sweeping machine, which caused a five-vehicle chain reaction, the report said.

The report did not mention any injuries in the crash.

Butler was booked into the Pulaski County jail on charges of driving with a suspended or revoked license, fourth offense driving while intoxicated, refusal to submit to a chemical test and careless driving. He was still listed on the jail roster Wednesday night.

Death sought in Arkansans' killings

THE ASSOCIATED PRESS

ST. LOUIS — Missouri prosecutors are seeking the death penalty for a 35-year-old man accused in the killing of an Arkansas couple. He is already serving life sentences for six slayings in Illinois.

Prosecutors in Jefferson County south of St. Louis filed notice on June 8 of their intent to seek Nicholas Sheley's execution if he's convicted in the Festus, Mo., killings of Jill and Tom Estes of Sherwood.

Police say the Esteses were attacked outside a hotel after leaving a graduation party in 2008. Sheley is accused of loading their bodies into a pickup that belonged to another of his victims and dumping the bodies near a gas station a short distance away.

Sheley is serving six life sentences at a Pontiac prison for a string of killings that began in his Illinois hometown of Sterling. Four victims whose bodies had been bludgeoned with a hammer were found in a Rock Falls apartment. They ranged in ages from 2 to 29. The other victims were a 65-year-old man whose body was found behind a Galesburg grocery store in northwestern Illinois and a 93-year-old man killed in Sterling.

In February, Sheley was

extradited to Missouri where, unlike in Illinois, offenders can be sentenced to death.

Jefferson County Prosecuting Attorney Forrest Wedge declined to comment, as did the assistant prosecutor handling Sheley's case. The June 8 court filing outlining the state's decision cites Sheley's convictions in the six Illinois killings as well as three other aggravating circumstances, including his attempt to rob the Arkansas couple while committing an "outrageously

or wantonly vile, horrible or inhuman" killing.

Public Defender David Kenyon, one of two St. Louis-based attorneys appointed to represent Sheley, declined to comment. An arraignment is scheduled for July 6.

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State inmate stabbed, dies at Searcy hospital

ARKANSAS DEMOCRAT-GAZETTE

A state prison inmate died Wednesday after being discharged once from a hospital for a stab wound, Arkansas Department of Correction spokesman Cathy Frye said in a news release.

Joe K. Harter, 32, an inmate at the Grimes Unit in Newport died at 3:32 a.m. Wednesday at the White River Medical Center in Searcy.

About 24 hours earlier, correctional officers responded to an altercation in the housing barracks and discovered Harter with puncture wounds in his chest. A homemade weapon was confiscated from a fellow inmate, the release said.

Harter was taken by ambulance to Harris Hospital Newport, where he was treated and released. Prison medical staff became concerned about Harter's condition on Tuesday, and he was transported back to the hospital.

Harris Hospital staff members determined that Hester needed to be transferred to White River Medical Center, where he died early Wednesday.

The name of the inmate suspected of stabbing Hester

was not released. Frye said, however, that the inmate was immediately placed in solitary confinement.

Frye said the prison notified internal affairs and the Arkansas State Police immediately after Hester was stabbed. Three investigators were sent to the site.

Arkansas State Police will continue its investigation into both the altercation and Harter's death. His body will be sent to the Arkansas Crime Laboratory for an autopsy.

Harter — who arrived in prison in September 2006 — was serving a 15-year sentence out of Grant County for manufacturing, delivery and possession of a controlled substance.

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ACADEMICS PLUS CHARTER SCHOOL

Plans to submit an application to open a public charter school in or near Scott, Arkansas.

Notice Of Public Hearing

All Souls Church

4601 Walker's Corner Road

Scott, AR 72142

July 9, 2015 • 6:30 p.m.

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Sand return



Arkansas Democrat-Gazette/STEPHEN B. THORNTON

North Little Rock Street Department workers (from left) Steve Hubbard, John Davidson and Allen Buie push sand deposited by the Arkansas River back into the river Wednesday at a parking area beneath Interstate 30.

Ex-bank teller pleads guilty to embezzling

ARKANSAS DEMOCRAT-GAZETTE

A former teller at the Cantrell Road branch of Allied Bank in Little Rock admitted Tuesday to embezzling \$197,100 from the bank between May 2013 and October of that year.

Karla D. Morris, 31, of Little Rock pleaded guilty to an embezzlement charge before U.S. District Judge D. Price Marshall Jr., who will sentence her at a later date, after a presentence report is prepared.

According to what Assistant U.S. Attorney Jana Harris told the judge, Morris had been taking cash from the teller drawer and the vault, and then falsifying audit reports to make it appear the cash was still there. But when the bank required Morris to take a vacation in October 2013, over her protests, a cash count in the vault showed a shortage.

When confronted about the missing money, Morris confessed that she had initially taken small amounts for herself to buy personal items, and said she was later approached by a friend who needed larger amounts of money for a business venture. Harris said Morris was hesitant at first, but then agreed to take money for her friend as well, after he said he would pay it back, though he never did.

Morris, who was represented by attorney Nicole Lybrand of the federal public defender's office, faces a potential prison sentence of up to 30 years and a fine of up to \$1 million.

3 separate crashes kill 3 Arkansans

EMILY NITCHER

ARKANSAS DEMOCRAT-GAZETTE

A Forrest City man was hit and killed along Interstate 40 in St. Francis County on June 11, according to a crash report released Monday by the Arkansas State Police.

Perry Robinson, 47, was walking eastbound near the fog line on I-40 at 3:16 a.m. when he was hit by a 2012 Honda Accord also traveling eastbound, according to the report. Robinson was pronounced dead at the scene.

The name of the driver was not released. Beginning earlier this month, state police are no longer providing the names of survivors in fatal car crashes.

A Huntsville man was killed in a two-vehicle crash Tuesday morning in Washington County, according to a state police report.

David Scott, 28, was driving a 2000 Chevrolet and was stopped at a yield sign at the intersection of Arkansas 303 south and U.S. 412 east about 10 a.m., according to the report. Scott pulled out into the intersection and was hit by a westbound 2004 Honda, the report said.

The name of the other driver was not listed in the report. At the time of the crash, the weather was clear and roads were dry.

Also Tuesday, a motorcycle and tractor crash on U.S. 412 killed a Springdale man in Madison County, a state police report said.

Billy Burchard, 57, was driving a 2004 Harley-Davidson motorcycle behind a 2011 New Holland tractor in the westbound lane of U.S. 412 at 4:25 p.m., according to the report. The motorcycle hit the back of the tractor and turned onto its side, ejecting the driver.

Daily record

Meeting announcements published exclusively on Arkansas Online, the newspaper's website, can be found at www.arkansasonline.com/tools/meetings/. An electronic form is available on the website to submit support group meeting announcements or changes. Readers can access that form by going to www.arkansasonline.com/contact/supportgroupform/ and submitting the appropriate information.

Births

The following is a list of those births reported to the Arkansas Democrat-Gazette by area hospitals. It may not be a complete list since parents may ask the hospital not to publicly release the news of a birth.

BAPTIST HEALTH MEDICAL CENTER- LITTLE ROCK

May 6
Garcio and Jasmine Buggs, El Dorado, daughter.

June 5
Ephraim and Brooke Baumann, Little Rock, daughter.

June 11
Heath and Brooke Harper, Little Rock, twin sons.

June 12
Ramey and Holli Harrington, Little Rock, son.
Alexius Johnson, Little Rock, son.

June 14
Christopher and Kimberly Brown, Cabot, son.

June 15
Kyle and Mary Kastner, Ward, son.
Dometia Bogard, Little Rock, twin sons.
Gunda Langford, Cabot, son.

June 16
John and Natalie Huggins, North Little Rock, son.

June 17
John and Kelly Hickey, Benton, daughter.

June 18
Ashia James, Pine Bluff, son.
Brittany Hairsten, Paron, daughter.
Mitchell and Jennifer Henard, Mabelvale, son.

June 19
Jess Bishop and Paige Davis, Pocahontas, son.

June 16
Vincent and Jennifer Pedersen, Little Rock, son.

June 17
Seth and Rachel Latture, Conway, daughter.

June 18
Frederick Brewer and Tranena McClinton, England, daughter.

June 19
Jason and Samantha Nation, Jacksonville, daughter.

June 20
Bobby Rudley and Jamyle Hunt, Little Rock, daughter.

June 21
Reginald Ransom Jr. and Tiashea Jones, Little Rock, son.

June 22
Michael and Naomi Hamline, Little Rock, triplet sons.

June 23
Kevin and Kelsey Livengood, Cabot, twin sons.

June 17
Chris and Gina Bennett, Conway, son.
Nathaniel and Jordan Rutledge, Little Rock, daughter.

June 18
Kylar Whitmore and Tanesha Williams, Little Rock, son.

June 19
Lauren Zeagler, Little Rock, son.

June 20
William and Telissa Evans, Greenbrier, daughter.

June 21
Mark and Stephanie Harris II, Little Rock, daughter.

June 22
Michael and Melinda Jones, Jefferson, daughter.

June 23
Sanjay Maraboyina and Monica Verma, Little Rock, daughter.

June 19
Latisha Burnett, North Little Rock, daughter.

June 20
Gloria Thomas, Sherwood, daughter.
Tarra Anderson, Jacksonville, daughter.

June 21
Brian and Joi Leonard, Little Rock, daughter.

June 22
Amanda Christopher, North Little Rock, daughter.

June 23
Latonya Singleton, Little Rock, son.
Christene Caldwell, North Little Rock, daughter.

June 24
Kirby Pifer, Little Rock, twins.

June 21
Metallica Moore, England, son.
Josh and Nikina Allen, Bigelow, son.

June 22
Lewis and Kimberly Young, Sherwood, son.

CHI ST. VINCENT INFIRMARY MEDICAL CENTER

May 29
Lawanna Gaines, Little Rock, daughter.

June 1
LeDetra Walls, Little Rock, daughter.

June 2
Richard and Tiffany O'Brien, Little Rock, son.

June 3
Brandon and Ashley Evans, Little Rock, twin sons.

June 4
Terri Williams, Jacksonville, daughter.

June 5
Jacob and Stephanie Smith, Little Rock,

daughter.

June 5
Willicia Tidwell, Little Rock, son.

June 6
Nicole Sims, Little Rock, daughter.
Michael and Katie Holland, North Little Rock, son.

June 8
Brandon and Brittani Jackson, Little Rock, daughter.

June 9
Ashle Hankton and Deandra Ward, North Little Rock, daughter.

June 10
Tywanda Barbee and Charley Walker, North Little Rock, daughter.

June 11
Tashara Thomas and Travis Nelson, Little Rock, daughter.

June 12
Diamond Lindsey, Conway, son.
Allegra Dukes, Little Rock, daughter.

June 13
Dare and Randa Saul, Des Arc, daughter.

June 14
Brittany Johnson, Little Rock, son.

June 15
Teresa Del Toro and Eduardo Acevedo, Bauxite, daughter.

June 16
Rickeisha Babbs, North Little Rock, son.
Mr. and Mrs. David Whitehead, North Little Rock, daughter.

June 17
Gregory and Bivia Hunt, North Little Rock, daughter.

June 18
Brandi Crook and Xavier Raino, Little Rock, son.

June 19
Donnye Hill, Little Rock, son.
Leslie Arra and Brock Walden, North Little Rock, daughter.

June 20
Deterica Porchia, Little Rock, daughter.

June 21
Kayla Mitchell and Donovan Harris, Little Rock, son.

June 22
Carla Sanders, Little Rock, daughter.
Drew and Laura Frith, Little Rock, son.
Carol Bowie, Little Rock, daughter.

June 23
Alexis Green and Llewelyn Rogers Sr., Little Rock, son.

Marriage Licenses

Anthony Brown, 44, and Patricia Johnson, 38, both of Bryant.

Denton Egger, 26, and Kati Bellamy, 26, both of Little Rock.

Reynaldo Arthur, 42, and Angie Lewis, 33, both of North Little Rock.

David Miles III, 37, and Karen Rains, 34, both of North Little Rock.

Jose Miranda, 25, and Maria Valadez, 27, both of Little Rock.

Matthew Ojukwu, 31, of North Little Rock and Adrea Coley, 28, of Little Rock.

Darryl Pulver, 46, and Alice Moore, 46, both of Jacksonville.

Kenneth Rawlins, 56, and Yvonne Russell, 50, both of Little Rock.

Jeffrey Ward, 34, and Katlin Jones, 33, both of Little Rock.

Robert Williams, 55, and Judith Manning, 49, both of Little Rock.

Divorces

FILED

15-2641. Tyler Chandler v. Justin Shelley.
15-2645. Shawn Garrett v. Cythia Garrett.

15-2654. Craig Roe v. Melissa Roe.
15-2657. Jacob Killian v. Lucy Killian.

15-2662. Jeneisis McClinton v. Will McClinton.
15-2663. Curtis James v. Chris James.

GRANTED

14-4929. Robin Bishop v. Matthew Bishop.

14-5266. Shannon Foy v. Brandon Foy.
15-538. Michael Scales Sr. v. Rockelle Hudson.

15-542. Clifton Joy v. Suzanne Joy.
15-596. Denise Spencer v. Maurice Spencer.

15-694. Phillip Chappell v. Jennifer Chappell.

15-809. Kenya Walker v. Elijah Walker.
15-1407. Jimmy Lewis Jr. v. Negril Douglas.

15-1465. Lorna Scott v. Michael Scott Sr.

ACADEMICS PLUS CHARTER SCHOOL

Plans to submit an application to open a public charter school in or near Scott, Arkansas.

Notice Of Public Hearing

All Souls Church
4601 Walker's Corner Road
Scott, AR 72142
July 9, 2015 • 6:30 p.m.

All are welcome to attend and learn more about Academics Plus and the opportunities to be offered to your community.



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Governor tells city chiefs global engagement vital

MARA KLECKER

ARKANSAS DEMOCRAT-GAZETTE

Gov. Asa Hutchinson spoke about a recent economic development trip to Europe and the importance of job-skill education to several hundred municipal officials from across the state Wednesday.

Speaking at the opening-night banquet of the 81st annual Arkansas Municipal League convention, Hutchinson told of pitching Arkansas to French and German companies looking to build manufacturing plants.

"Global engagement by the governor of Arkansas is absolutely essential," Hutchinson said before explaining that he wants the state to be competitive in an increasingly global market.

"The world knows about Arkansas and Wal-Mart, Arkansas and Dillard's," he said. "These stories have been told."

Hutchinson hopes to add more names to that list, he said. "Now the world is learning about Arkansas and aerospace, about Arkansas and steel, and Arkansas and computer science."

The governor said reducing trade tariffs would help attract

global companies to Arkansas, and he made mention of talking with an unnamed German automobile company while he was in Europe.

He also encouraged the municipal league members to support the computer science initiative and make sure teachers are well-prepared to teach the curriculum. The initiative will make Arkansas the first state to mandate computer coding classes in every high school, he said.

Last year, Arkansas ranked 35th in business climate "because we were lacking in innovation," Hutchinson said. "Now when I'm in Germany meeting with SAP — a software development company — and when I talk about the computer science initiative, they have their eyes open."

After the governor's speech, Arkansas first lady Susan Hutchinson stepped up to the lectern to ask for the municipal officials' support for adding more Children's Advocacy Centers across the state. The nonprofit centers work with abused children.

"We are trying to make the whole state aware of a missing link between children being safe and heard, and the great

laws we have in place to help them," she said. "It's like Little Red Riding Hood having to face the big bad wolf in the courtroom," when abused children have to tell their stories over and over again to people who aren't trained to talk with children, she said. "We are the missing link, and we are there for the children."

Though he did not address the dispute over the Confederate flag in his Wednesday night speech, the governor mentioned his live interview Wednesday morning on CN-BC's *Squawk Box* program. In the interview, Hutchinson took questions on Wal-Mart's decision to stop selling Confederate flags. "[Wal-Mart] set an example and a high standard, and hats off to Wal-Mart," he said. The governor declined to make further comment on the issue Wednesday afternoon.

The governor repeatedly thanked the municipal officials for their help creating jobs in the state and for working to help him with his "passion of economic development."

"We are adding important chapters to the story of Arkansas," he said.

Ex-teacher rejects plea deals, to fight rape charges at trial

TRACY M. NEAL

NWA DEMOCRAT-GAZETTE

BENTONVILLE — A former Siloam Springs teacher has rejected all plea offers to resolve her criminal case concerning allegations that she had a sexual relationship with a 13-year-old boy.

Mary Faith McCormick, 33, is charged with rape, a Class Y felony. She is accused of engaging in sexual intercourse with the boy between June 1, 2014, and July 31.

Her jury trial is scheduled to begin July 28.

She appeared in court Wednesday afternoon for a hearing. Circuit Judge Brad Karren wanted to know whether all plea offers had been relayed to McCormick.

Chief deputy prosecutor Stuart Cearley told Karren that he had given the offers to Joel Huggins, McCormick's attorney. Huggins said he had talked with McCormick about the offers.

Karren wanted to know whether McCormick understood she was rejecting the offers and proceeding to trial. McCormick said she understood.

Neither Cearley, deputy prosecutor Carly Marshall nor Huggins discussed details of the plea offers.

McCormick, who was arrested Aug. 13, previously pleaded innocent in the case. She is free on \$50,000 bond.

Siloam Springs police began an investigation Aug. 8 after receiving information accusing McCormick of engaging in sexual acts with the boy.

The boy told police he began exchanging messages with McCormick via SnapChat two weeks after the school year ended. The boy said McCormick sent him a photograph of her breasts, and he sent a photo of himself to her, according to the affidavit.

SnapChat is an electronic

application allowing users to send photos and videos that disappear after a specified time, usually seconds, once the recipient views them.

The boy told police that he had two sexual encounters with McCormick.



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- June 30, 7:30 pm, \$15

- Arkansas Governors' Mansion

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Kyung-Eun Na, Piano

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Robinson

• Continued from Page 1B

all of the challenges of protecting our historic exterior and protecting the historical significance of this project, while basically gutting the entire interior to provide a world-class performing art center and an expanded brand-new conference center on the west side," said Gretchen Hall, president and chief executive officer of the Little Rock Convention and Visitors Bureau.

The visitors bureau has administrative control of the center and spearheaded the campaign to renew Little Rock's 2 percent hospitality tax to repay bonds over a 30-year period to fund the project. Construction company CDI/Hunt Robinson Joint Venture signed a \$60 million construction contract. The remaining bond funds will go toward furniture, decorations and other supplies for the interior of the building.

When the center reopens in November 2016, the theater stage will sit three stories lower, allowing for tiered seating that is closer to the stage. Boxed seating will wrap the side walls, and two balconies will be installed, as well as an orchestra pit.

The 75-year-old building will also have the glass-walled ballroom for conferences, banquets and other special events. That space will connect to the Doubletree Hotel next door, which is undergoing its own multimillion-dollar renovations.

"I'm so excited about [November] 2016. It will be here before you know it," said Capi Peck, who led the Restore Robinson campaign and is a member of the city's Advertising and Promotion Commission. "This beautiful, grand lady, this icon that we all have history with. All of us. We've either danced or been in the audience, seen countless ballets, Broadway performances and graduations. I mean it has such a rich, rich history and the architectural team has done a wonderful job of blending the old with the new."

From the ballroom, visitors



Arkansas Democrat-Gazette/RICK McFARLAND

Construction continues inside Robinson Center during a topping out ceremony for the center's new conference facility Wednesday in Little Rock. The ceremony marked a one-year milestone in the \$68 million renovation and expansion of the center that opened in December 1939.

will be able to see the art deco architecture of Robinson Center's exterior through glass walls. The elevator and lobby area of the ballroom has a direct view of engravings on the Broadway side of the building.

At the news conference Wednesday, more than 100 people signed a white beam that will be placed inside the ballroom, displaying the signatures of city officials, members of the media and construction crews who attended what Mayor Mark Stodola called a historic day.

"This is a transition of a building into the 21st century that's going to live long beyond most of us," Stodola said. "It is a new beginning, not only a restoration, but a true transformation of a wonderful facility into one of the finest performing arts buildings that will be in the United States."

CDI/Hunt has employed 470 construction workers throughout the building process so far, which Stodola said is an example of the economic impact the renovations have already had on Little Rock. He said 73 percent of the project's subcontractors are local.

More than 90 percent of the material gutted from the building has been recycled, representing almost 10,000 tons.

"The issue of tearing out the guts of this building and leaving the walls standing was something I think the engineers, who were very confident this could happen, were secretly asking themselves, 'OK, now how are we going to get this done?'" Stodola said, adding that the feat has been accomplished and the center will soon serve as an anchor of a thriving downtown.

Ohio follows Arkansas, exits testing consortium

CYNTHIA HOWELL
ARKANSAS DEMOCRAT-GAZETTE

Ohio government leaders have pulled out of the same multistate student-testing consortium that Arkansas left last month after giving the tests in just one year.

John Kasich, the Republican governor of Ohio, on Tuesday signed a legislative budget bill that prohibits that state from spending any money on the Partnership for Assessment of Readiness for College and Career exams, better known as PARCC tests, and directs the Ohio Department of Education to find an alternative test.

The Columbus Dispatch, a newspaper in Ohio's capital city, reported Wednesday that Ohio leaders acted after hearing complaints from the public that the PARCC testing time — amounting to as many as 13 hours — was excessive and the results took too long to be returned.

Arkansas and Ohio are the latest states to withdraw from the consortium that was once made up of nearly two dozen states that formed to develop student tests based on the Common Core State Standards. A majority of the 50 states, including Arkansas, adopted the 2010 standards in math and English/language arts and then had to find or develop tests based on those standards to comply with federal law.

The consortium — without Arkansas and Ohio — now consists of seven states and the District of Columbia.

The federal No Child Left Behind Act of 2002 requires states to test students in grades three through high school in math and literacy.

Failure to administer tests would put millions of federal education dollars to a state in jeopardy.

The states must use the results of their annual tests to evaluate school perfor-

mance as well as individual students.

Arkansas Gov. Asa Hutchinson, heeding the sentiment of some in the Legislature and acting on the advice of the Governor's Council on Common Core Review, directed his state's education leaders on June 8 to end the state's relationship with the PARCC consortium and enter into a contract with ACT Inc.

He wanted students to take the ACT college-entrance exam and the related ACT Aspire tests in the coming 2015-16 school year.

The state Board of Education, all appointed by Hutchinson's predecessor, Gov. Mike Beebe, bucked the governor, voting June 11 against using the ACT Inc. products and to stay with the PARCC tests.

But Hutchinson cited a provision in the state's 2010 memorandum of understanding with PARCC that requires a new governor to affirm in writing the state's continued commitment to participate in the consortium — which Hutchinson did not do. The governor again directed that the relationship between Arkansas and PARCC be severed and that the state Education Board exercise its statutory responsibility to select a new test provider.

That test-selection matter is on the agenda for the Education Board's July 9 meeting.

Lt. Gov. Tim Griffin, the

chairman of the Governor's Council on Common Core Review, said Wednesday that this week's decision in Ohio validates what Arkansas did.

"This is a state that is very different than Arkansas but has drawn the same exact conclusions," Griffin said.

"The governor and legislators in Ohio have reportedly been hearing objections to the PARCC test similar to what we have heard from parents and teachers in Arkansas," he said. "It's not surprising that Ohio has decided to end its relationship with PARCC and seek a better alternative."

The state of Arkansas paid about \$8.5 million for this past year's PARCC exams that were given in two parts — in March and May. The state is not expected to receive the results of those tests until October or November, as the result of going through the process of setting different achievement levels — such as basic, proficient and advanced on new tests.

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Two teachers in state earn national recognition

ARKANSAS DEMOCRAT-GAZETTE

WASHINGTON — A pair of Arkansas teachers were recognized Wednesday by President Barack Obama as two of the top math and science educators in the country.

Brian Leonard, a math teacher at Lake Hamilton High School in Garland County, and Amanda Jones, a science teacher at Poyen High School in Grant County, are among

108 recipients of The Presidential Award for Excellence in Mathematics and Science Teaching, according to a news release from the White House.

They will receive \$10,000 from the National Science Foundation and a trip to Washington later this year to be recognized.

"These teachers are shaping America's success through their passion for math and sci-

ence," Obama said in the news release. "Their leadership and commitment empower our children to think critically and creatively about science, technology, engineering, and math. The work these teachers are doing in our classrooms today will help ensure that America stays on the cutting edge tomorrow."

Recipients of the award are chosen by a panel of sci-

entists, mathematicians and educators after a selection process at the state level, according to the White House. Established in 1983, the award alternates annually between teachers teaching kindergarten through sixth grade and those teaching seventh through 12th grades. The recipients named Wednesday teach seventh through 12th grades.

Education notebook

CYNTHIA HOWELL
ARKANSAS DEMOCRAT-GAZETTE

3 schools receive \$3.1M in grants

Three Arkansas schools are the latest in the state to receive federal School Improvement Grants worth approximately \$3.1 million in the first year.

Baseline Elementary School in the Little Rock School District will receive \$1,649,518.88, Bellepoint Alternative School in the Fort Smith School District will receive \$1,020,954 and Osceola High School in the Osceola School District will receive \$453,467.50 for the forthcoming school year.

These funds are renewable for up to five years, pending federal allocations.

"These schools will greatly benefit from the additional funds," Arkansas Education Commissioner Johnny Key said. "The funds will allow schools to think outside the box and provide additional resources to help students achieve academic success."

School districts underwent a competitive application process requiring them to show how they would implement school improvement models approved by the federal government. These models include curriculum changes, professional development and extended learning time.

Recipients can use the federal funds for before- and after-school instructional planning, planning for extended school days, and additional support staff and interventions to help reduce suspensions and dropouts. Funds also can be used for technology initiatives, weekend tutoring programs, hiring

firms that specialize in improving schools and partnering with higher education to highlight science and math careers.

Since 2009, when the school grant program was redesigned, Arkansas has received more than \$60 million.

4 new members join charter panel

Arkansas Education Commissioner Johnny Key has appointed several new members to the Charter Authorizing Panel that oversees the establishment, renewal, revision and revocation of charters for open-enrollment and district charter schools.

The Arkansas Quality Charter Schools Act of 2013 requires the commissioner to appoint agency staff members to the panel.

The new members are Mark Gotcher, deputy commissioner; Greg Rogers, assistant commissioner for fiscal and administrative services; Jennifer Liwo, an attorney for the department's professional licensure standards board; and Bobby Lester, director of the federal programs unit.

Other members who remain on the panel are Debbie Jones, assistant commissioner for learning services, who will serve as vice chairman; Annette Barnes, assistant commissioner for public school accountability; Ivy Pfeffer, assistant commissioner for educator effectiveness and licensure; and Eric Saunders, assistant commissioner for research and technology.

Deborah Coffman, the department's chief of staff who has served on the panel since 2013, will serve as the chairman.



Arkansas Democrat-Gazette/STEPHEN B. THORNTON

World War II veteran Neal Johnson's son, Arthur Johnson, with Neal's wife, Ruth, watch Wednesday as U.S. Sen. Tom Cotton — a veteran of the wars in Iraq and Afghanistan — talks to the elder Johnson at his Greenbrier home.

Medals

• Continued from Page 1B

and relatives.

"Thank you for your service," the 38-year-old Cotton told Johnson, who in turn thanked the senator.

Cotton, a veteran of war in Iraq and Afghanistan, admired the medals on display in two black-and-gold cases with the words "United States of America."

Johnson, who was in the Army Reserve and assigned to the 76th Infantry, recalled that he was 19 when the Battle of the Bulge was fought in the war's final, bitterly cold winter.

"My whole division was on the front lines for three days," he said.

In another battle fought somewhere near the Rhine River, Johnson was wounded when a piece of shrapnel struck him as he was carrying the way for others to carry the bodies of dead soldiers off the battlefield.

"They just patched me up and sent me back," he said.

"When you thought you were ready to quit, you were

just starting, he said.

Cotton thanked Johnson and said "the World War II generation" had helped make America the greatest country and helped ensure freedom for millions of people.

Johnson and his future wife were "just sweethearts" when he went to war, she recalled.

Seventeen days after he returned home to Quitman, they were married.

Jancey Sheats, a spokesman for the senator, said she thought the problem of lost medals happens "quite often."

"But people don't know how to go about getting them" again, she said. By contacting the senator's office, Johnson's neighbor was able to help this time, though.

Johnson's other medals include the Good Conduct Medal, the European-African-Middle Eastern Campaign Medal with three bronze service stars, the World War II Victory Medal, the Combat Infantryman Badge 1st Award, the Honorable Service Lapel Button World War II and the Marksman Badge with Carbine Bar with Rifle Bar.

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Academics Plus Charter School

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rob.mcgill@academicsplus.org

June 11, 2015

Dr. Jerry Guess
Superintendent
Pulaski County Special School District
925 East Dixon Road
Little Rock, AR 72216

Dear Dr. Guess,

Pulaski Charter School, Inc., dba Academics Plus Charter School a 501(c)(3) non-profit organization, intends to apply for an open-enrollment charter school during the 2015 application cycle. Pulaski Charter School, Inc. plans to open the new Scott Charter School during the 2016-2017 school year.

The contact for Scott Charter School is:

Nita Gray, Ed.S
Academics Plus Charter School
900 Edgewood Drive
Maumelle, AR 72113
Office 501-803-0066 ext. 215
Fax 501-803-9748
nita.gray@academicsplus.org

Scott Charter School will be located in east Pulaski County or west Lonoke County. It is anticipated that the school will serve students in kindergarten through sixth grades during the first year of operation and will add one grade per year until it serves K-12. The school will be located within the Pulaski County Special School District. At full capacity, the school will serve 975 students.

Notice of Public Hearing:
All Souls Church
4601 Walker's Corner Road
Scott, AR 72142
July 9, 2015
6:30 p.m.

Please contact Ms. Gray or me if you have questions.

Best Regards,

Rob McGill
Executive Director

PRODUCING HIGH PERFORMERS!



Academics Plus Charter School

900 Edgewood Drive Maumelle, Arkansas 72113

Academics Plus Charter School plans to submit an application to open

Scott Charter School

in Scott, Arkansas.

Notice of Public Hearing

All Souls Church
4601 Walker's Corner Road
Scott, AR 72142
July 9, 2015
6:30 p.m.

All are welcome to attend and learn more about the planned Scott Charter School and the opportunities to be offered to your community.

Producing High Performers



NAME

1. Mary Taylor
2. Jeffrey Robinson
3. Stuart Vess
4. Rita Vess
5. Shannon Armond
6. Carol Koort
7. Nebraki J. J. J.
8. Tyler Burnett
9. Lacresha Snow
10. David Perry
11. Leida Miller
12. RAX VANZANDT
13. Ralph J. J.

NAME

1. Lucretia Turner

2. Martin & Sara Gipson [REDACTED]

3. Jess Sweare

4. Corrie Wooten

5. Charles Lusk

6. Tina Sartoro

1. Scott Walker [REDACTED]

2. Melissa Wierck [REDACTED]

3. Stella + Amanda Amato

4. Mary Edwards [REDACTED]

5. Edward D. Schostek [REDACTED]

6. EULA LUSK [REDACTED]

7. Dee

8. Tammyl L. Greer [REDACTED]

1. Leigh Sneed [REDACTED]

2. Tim Robertson 2

3. Susan Robertson

1. Ju Stunt

2. _____

3. _____

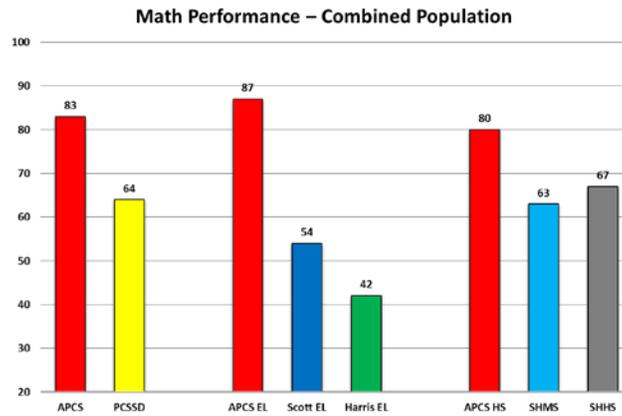
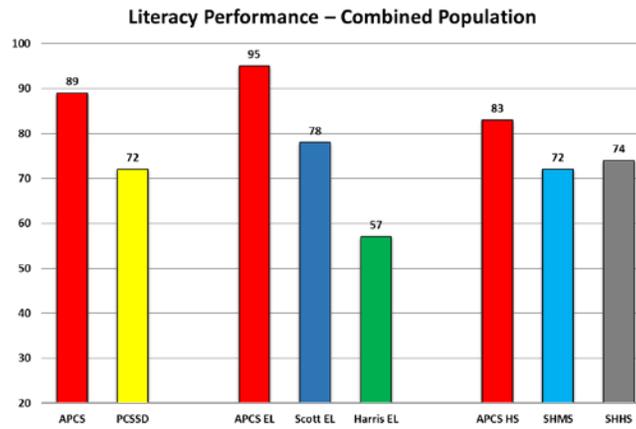
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7. _____

The charts below show students scoring Proficient and Advanced.



School Ratings from Arkansas Department of Education:

- Academics Plus Charter Elementary School – A
- Academics Plus Charter High School – A
- Scott Elementary – C
- Harris Elementary – D
- Sylvan Hills Middle School – D
- Sylvan Hills High School - C

Scott Charter School Proposed Sample Daily Schedule
Kindergarten – Third Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:45	Student Arrival				
7:45-8:00	Bellringers	Bellringers	Bellringers	Bellringers	Bellringers
8:00-8:30	Intervention	Intervention	Intervention	Intervention	Intervention
8:30-8:45	Morning Meeting				
8:45-10:00	Reading Workshop				
10:00-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:45	Word Study				
10:45-11:45	Writing Workshop				
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:30	Recess	Recess	Recess	Recess	Recess
12:30-1:50	Math Workshop				
1:50-2:30	Specials*	Specials*	Specials*	Specials*	Specials*
2:30-3:15	Science/ Social Studies				
3:15-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Scott Charter School Proposed Sample Daily Schedule
Fourth, Fifth, & Sixth Grades

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:45	Student Arrival				
7:45-8:00	Bellringers	Bellringers	Bellringers	Bellringers	Bellringers
8:00-8:30	Intervention	Intervention	Intervention	Intervention	Intervention
8:30-8:45	Morning Meeting				
8:45-10:30	Literacy	Literacy	Literacy	Literacy	Literacy
10:30-10:45	Recess	Recess	Recess	Recess	Recess
10:45-12:15	Math	Math	Math	Math	Math
12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:15	Recess	Recess	Recess	Recess	Recess
1:15-2:30	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies
2:30-3:15	Specials*	Specials*	Specials*	Specials*	Specials*
3:15-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Name of Individual with Prior Charter Experience Rob McGill

Position with Proposed Charter Executive Director

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Executive Director	Operating	900 Edgewood Dr. Maumelle, AR 72113	https://adesrc.arkansas.gov/ ReportCard/View? lea=6040700&schoolYear=201 4

Name of Individual with Prior Charter Experience Michael O'Leary

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
SAVA Charter School	Principal	Operating	5330 Power Inn Rd. Suite D Sacramento, CA 95820	data1.cde.ca.gov/dataquest

Name of Individual with Prior Charter Experience J. E. Jess Sweere

Position with Proposed Charter Board of Trustee

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&schoolYear=2014

Name of Individual with Prior Charter Experience Luke Ribich

Position with Proposed Charter Board of Trustee

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&schoolYear=2014

Name of Individual with Prior Charter Experience Sean Hagan

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&schoolYear=2014

Name of Individual with Prior Charter Experience Adria Wilson Conklin

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&schoolYear=2014

Name of Individual with Prior Charter Experience Dr. Don Henderson

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&schoolYear=2014

Name of Individual with Prior Charter Experience Russ Galbraith

Position with Proposed Charter Board of Trustee

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&schoolYear=2014

Name of Individual with Prior Charter Experience Chris Patton

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&schoolYear=2014

Name of Individual with Prior Charter Experience Will Crawford

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&schoolYear=2014

2016-2017
Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$67,816.00	1	\$69,117.00
2	Central Office Staff to include Executive Dir.,	0.15	\$358,054.00	0.18	\$368,574.00
3	Business Manager, Dir. of Tech.,				
4	HR Officer, Registrar, Dir. of Maintenance,				
5	Admin. Assistant				
6					
7	Subtotal:		\$121,524.10		\$135,460.32
8	Fringe Benefits (rate used 22%)		\$26,735.30		\$29,801.27
9	Total Administration:		<u>\$148,259.40</u>		<u>\$165,261.59</u>

Line#	Regular Classroom Instruction:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
10	Teachers	10	\$39,000.00	14	\$40,000.00
11	Aides				
12	Subtotal:		\$390,000.00		\$560,000.00
13	Teacher Fringe Benefits (rate used 22%)		\$85,800.00		\$123,200.00
14	Aide Fringe Benefits (rate used _____)				
15	Total Regular Classroom Instruction:		<u>\$475,800.00</u>		<u>\$683,200.00</u>

Line#	Special Education:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
16	Teachers	1	\$40,000.00	1	\$41,000.00
17	Aides				
18	Subtotal:		\$40,000.00		\$41,000.00
19	Teacher Fringe Benefits (rate used 22%)		\$8,800.00		\$9,020.00
20	Aide Fringe Benefits (rate used 22%)		\$0.00		\$0.00
21	Total Special Education:		<u>\$48,800.00</u>		<u>\$50,020.00</u>

Line#	Gifted and Talented Program:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
42 Counselor	1	1
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used 22%)		
49 Total Guidance Services:		

Health Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
50 Nurse	1	1
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used 22%)		
57 Total Health Services:		

Media Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions				
59 Waiver				
60				
61				
62				
63 Subtotal:				
64 Fringe Benefits (rate used _____)				
65 Total Media Services:				

Fiscal Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
66 List Positions		
67 Included in Central Office Staff		
68		
69		
70		
71 Subtotal:		
72 Fringe Benefits (rate used <u>22%</u>)		
73 Total Fiscal Services:		

Maintenance and Operation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
74 List Positions		
75 Lead Maintenance/Custodian	1	1
76 Night Custodian	1	1
77		
78		
79 Subtotal:		
80 Fringe Benefits (rate used <u>22%</u>)		
81 Total Maintenance and Operation:		

Pupil Transportation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
82 List Positions		
83 Bus Driver	0.25	0.25
84		
85		
86		
87 Subtotal:		
88 Fringe Benefits (rate used <u>22%</u>)		
89 Total Pupil Transportation:		

Food Services:

	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90	Supervisor _____	1	\$24,000.00	1	\$24,500.00
91	Workers _____	1.5	\$22,800.00	1.5	\$23,500.00
92	_____				
93	_____				
94	_____				
95	Subtotal:		\$58,200.00		\$59,750.00
96	Fringe Benefits (rate used <u>22%</u>)		\$12,804.00		\$13,145.00
97	Total Food Services:		\$71,004.00		\$72,895.00

Data Processing:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
98	Computer Tech _____	0.5	\$23,040.00	0.5	\$23,500.00
99	Administrative Assistant (240 days) _____	1	\$23,040.00	1	\$23,750.00
100	Administrative Assisant (183 days) _____	0.5	\$14,640.00	0.5	\$15,000.00
101	_____				
102	_____				
103	Subtotal:		\$41,880.00		\$43,000.00
104	Fringe Benefits (rate used <u>22%</u>)		\$9,213.60		\$9,460.00
105	Total Data Processing:		\$51,093.60		\$52,460.00

Substitute Personnel:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
106	Number of Certified Substitutes _____				
107	Number of Classified Substitutes _____				
108	Subtotal:				
109	Certified Fringe Benefits (rate used _____)				
110	Classified Fringe Benefits (rate used _____)				
111	Total Substitute Personnel:				

112	TOTAL EXPENDITURES FOR SALARIES:		\$948,280.50		\$1,181,216.59
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**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

Line#		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017		
1	No. of Students <u>164</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$1,089,944.00</u>	
2	No. of Students <u>164</u> x <u>\$26.00</u> Professional Development	<u>\$4,264.00</u>	
3	No. of Students <u>131</u> x <u>\$522.00</u> eligible rate* NSL Funding	<u>\$68,382.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5	_____		
	2017-2018		
6	No. of Students <u>232</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$1,541,872.00</u>
7	No. of Students <u>232</u> x <u>\$26.00</u> Professional Development		<u>\$6,032.00</u>
8	No. of Students <u>185</u> x <u>\$522.00</u> eligible rate* NSL Funding		<u>\$96,570.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10	_____		
11	Total State Charter School Aid:	<u><u>\$1,162,590.00</u></u>	<u><u>\$1,644,474.00</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts	<u>\$250,000.00</u>	
13	Federal Grants (List the amount)	<u>\$50,000.00</u>	<u>\$55,000.00</u>
14	Special Grants (List the amount)	<u>\$82,000.00</u>	<u>\$116,000.00</u>
	Other (<i>Specifically Describe</i>)		
15	Food Service Funding _____	<u>\$101,004.00</u>	<u>\$102,895.00</u>
16	Total Other Sources of Revenues:	<u><u>\$483,004.00</u></u>	<u><u>\$273,895.00</u></u>
17	TOTAL REVENUES:	<u><u>\$1,645,594.00</u></u>	<u><u>\$1,918,369.00</u></u>

EXPENDITURES

Administration:

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	<u>\$148,259.40</u>	<u>\$165,261.59</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____		
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$3,000.00</u>	<u>\$3,000.00</u>
25	Equipment	<u>\$3,000.00</u>	<u>\$0.00</u>
	Other (List Below)		
26	Copy Machines _____	<u>\$7,000.00</u>	<u>\$9,000.00</u>
27	Board Expense (15% and 18%) _____	<u>\$4,950.00</u>	<u>\$6,120.00</u>
28	Parent Involvement _____	<u>\$200.00</u>	<u>\$200.00</u>
29	Central Office Utilities (15%) _____	<u>\$720.00</u>	<u>\$864.00</u>
30	_____		
31	Total Administration:	<u><u>\$167,129.40</u></u>	<u><u>\$184,445.59</u></u>

Regular Classroom Instruction:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
32	Salaries and Benefits	\$475,800.00	\$683,200.00
	Purchased Services - List Vendors Below		
33	V - CI 1 _____	_____	_____
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	\$10,000.00	\$7,000.00
39	Equipment	_____	_____
	Other (List Below)		
40	Furniture	\$53,500.00	\$5,000.00
41	2 Computer Carts/lab	\$25,000.00	_____
42	2 Computers in each classroom	\$4,500.00	\$1,500.00
43	Technology Setup in each room	\$38,000.00	\$7,000.00
44	Software	\$10,000.00	\$12,000.00
45	Total Regular Classroom Instruction:	<u>\$616,800.00</u>	<u>\$715,700.00</u>

Special Education:			
46	Salaries and Benefits	\$48,800.00	\$50,020.00
	Purchased Services - List Vendors Below		
47	V - SE1 Speech Therapy	\$10,000.00	\$12,000.00
48	V - SE 2 Occupational Therapy	\$6,000.00	\$7,500.00
49	V - SE 3 Physical Therapy	\$4,000.00	\$5,000.00
50	V - SE 4 Testing	\$3,200.00	\$3,200.00
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	\$500.00	\$500.00
53	Equipment	\$2,000.00	\$500.00
	Other (List Below)		
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	Total Special Education:	<u>\$74,500.00</u>	<u>\$78,720.00</u>

Gifted and Talented Program:			
60	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
61	V - GT1 Waiver	_____	_____
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	\$2,000.00	\$2,000.00
67	Equipment	_____	_____
	Other (List Below)		
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	Total Gifted and Talented Program:	<u>\$2,000.00</u>	<u>\$2,000.00</u>

Alternative Education Program/ Alternative Learning Environments:

2016-2017 Amount:

2017-2018 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 Waiver	_____	_____
76	V - ALE2	_____	_____
77	V - ALE3	_____	_____
78	V - ALE4	_____	_____
79	V - ALE5	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
82	Other (List Below)	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>_____</u>	<u>_____</u>

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1	_____	_____
90	V - ELL2	_____	_____
91	V - ELL3	_____	_____
92	V - ELL4	_____	_____
93	V - ELL5	_____	_____
94	Supplies and Materials	\$500.00	\$500.00
95	Equipment	_____	_____
96	Other (List Below)	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	<u>\$500.00</u>	<u>\$500.00</u>

Guidance Services:

102	Salaries and Benefits	\$47,580.00	\$48,800.00
	Purchased Services - List Vendors Below	_____	_____
103	V - GS1	_____	_____
104	V - GS2	_____	_____
105	V - GS3	_____	_____
106	V - GS4	_____	_____
107	V - GS5	_____	_____
108	Supplies and Materials	\$500.00	\$500.00
109	Equipment	\$1,500.00	_____
110	Other (List Below)	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$49,580.00</u>	<u>\$49,300.00</u>

Health Services:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
116	Salaries and Benefits	\$43,920.00	\$45,140.00
	Purchased Services - List Vendors Below		
117	V - HS1 Waiver		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$2,000.00	\$1,000.00
123	Equipment	\$3,000.00	
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:	<u>\$48,920.00</u>	<u>\$46,140.00</u>
Media Services:			
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 Waiver		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials	\$30,000.00	\$5,000.00
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	Total Media Services:	<u>\$30,000.00</u>	<u>\$5,000.00</u>
Fiscal Services:			
144	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
145	V - FS1 A/C Repair	\$4,000.00	\$3,000.00
146	V - FS2 Miscellaneous	\$5,000.00	\$5,000.00
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	Phone System	\$15,000.00	\$6,500.00
153	A/C Replace	\$5,000.00	\$5,000.00
154	Security System	\$7,000.00	
155			
156			
157	Total Fiscal Services:	<u>\$36,000.00</u>	<u>\$19,500.00</u>

Maintenance and Operation:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	\$57,096.00	\$58,560.00
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Entergy	\$30,000.00	\$32,000.00
160	V - MO2 Centerpoint Energy	\$3,000.00	\$3,200.00
161	V - MO3 Disposal/Sanitation	\$5,000.00	\$5,200.00
162	V - MO4 Water/Sewer	\$15,000.00	\$15,500.00
163	V - MO5 Phone	\$1,000.00	\$1,200.00
164	Supplies and Materials	\$13,000.00	\$14,500.00
165	Equipment	\$1,500.00	\$1,500.00
	Other (List Below)		
166	Lawn Mower	\$7,000.00	
167	Tools	\$1,000.00	
168			
169	Fuel	\$1,500.00	\$1,500.00
170			
171	Total Maintenance and Operation:	\$135,096.00	\$133,160.00

Pupil Transportation:			
172	Salaries and Benefits	\$4,727.50	\$4,880.00
	Purchased Services - List Vendors Below		
173	V - PT1		
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180	Fuel	\$4,000.00	\$4,500.00
181	Bus	\$15,000.00	
182			
183			
184			
185	Total Pupil Transportation:	\$23,727.50	\$9,380.00

Food Services:			
186	Salaries and Benefits	\$71,004.00	\$72,895.00
	Purchased Services - List Vendors Below		
187	V - FD1 Ben E. Keith	\$30,000.00	
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment	\$55,000.00	
	Other (List Below)		
194			
195			
196			
197			
198			
199	Total Food Services:	\$156,004.00	\$72,895.00

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	Data Processing:		
	Salaries and Benefits	\$51,093.60	\$52,460.00
	Purchased Services - List Vendors Below		
201	V - DP1 Compsys - Data Backup	\$3,600.00	\$3,700.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208	Data Rm - 3 servers, POE switch, UPS, rack	\$24,000.00	
209	Internet	\$12,000.00	\$12,000.00
210			
211			
212			
213	Total Data Processing:	<u>\$90,693.60</u>	<u>\$68,160.00</u>
	Substitute Personnel:		
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1 Subteach	\$16,470.00	\$17,500.00
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$16,470.00</u>	<u>\$17,500.00</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$150,000.00	\$150,000.00
	Facility Upgrades - List Upgrades Below		
222	Paint	\$15,000.00	
223	Strip, wax, replace floor tiles	\$2,000.00	\$2,000.00
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$4,000.00	\$4,100.00
230	Content Insurance for One Full Year		
231	Total Facilities:	<u>\$171,000.00</u>	<u>\$156,100.00</u>

Debt Expenditures:

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	<u>_____</u>	<u>_____</u>

Other Expenditures:

List Other Expenditures Below

235	<u>After School Program Salaries/Benefits</u>	<u>\$12,000.00</u>	<u>\$18,300.00</u>
236	<u>After School Program Supplies/Snacks</u>	<u>\$4,000.00</u>	<u>\$3,000.00</u>
237	<u>Staff Milage to and from central office</u>	<u>\$4,500.00</u>	<u>\$4,500.00</u>
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	TOTAL EXPENDITURES:	<u><u>\$1,638,920.50</u></u>	<u><u>\$1,584,300.59</u></u>

242	Net Revenue over Expenditures:	<u><u>\$6,673.50</u></u>	<u><u>\$334,068.41</u></u>
-----	---------------------------------------	--------------------------	----------------------------

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

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

Lessor(Owner): Pulaski Co. Sp. Sch. District or Academics Plus Charter School

Lessee(Tenant): Scott Charter School

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:

APCS is currently negotiating the terms to purchase or lease the Scott Elementary School campus owned by PCSSD. Scott Elementary was closed by PCSSD in June 2015. It is th

Address of Premises: 15306 Alexander Rd,
Scott 72142

Square Footage: TBD

Terms of Lease: TBD

Rental Amount: TBD

Contingency: The terms of this agreement are contingent upon

Scott Charter School

Sponsoring Entity

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

Statutory Language Concerning No Indebtedness:

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

Lessee: Scott Charter School

By: _____ Date _____

Lessor: Pulaski Co. Sp. Sch. District or Academics Plus Charter School

By: _____ Date _____

ACADEMICS PLUS CHARTER SCHOOL

Calendar for 2016/2017 School Year

July 2016						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Date	Event
July	
7/4/16	Fourth of July - No School
August	
8/3/16	Open House 6:00pm - 7:30pm
8/4/16	First Day of School
September	
9/5/16	Labor Day- No School
October	
10/5/16	End of First Quarter
10/10 - 10/14	Fall Break - No School
10/18 & 10/20	Parent/Teacher Conferences*
November	
11/21 - 11/25	Thanksgiving Break - No School
December	
12/16/16	End of Second Quarter
12/19 - 1/2/15	Christmas Break - No School
January	
1/3/17	First Day of Third Quarter
1/16/17	MLK Jr. Day - No School
February	
2/20/17	President's Day - No School XDY Snow Day Make Up
March	
3/10/17	End of Third Quarter
3/14 & 3/16	Parent/Teacher Conferences*
3/20 - 3/24	Spring Break - No School
April	
May	
5/26/17	Last Day of School
5/29/17	Memorial Day - No School
5/30 - 6/2	XDY Snow Day Make Up

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

February 2017						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

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

April 2017						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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

June 2017						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Parent/Teacher Conference Schedule

10/20/2016	3:30 - 7:30 p.m.	
10/22/2016	3:30 - 7:30 p.m.	
3/15/2017	3:30 - 7:30 p.m.	
3/17/2017	3:30 - 7:30 p.m.	

Testing Schedule		
TBA		

Qtr 1	8/4 - 10/5	44
Qtr 2	10/6 - 12/16	42
Qtr 3	1/3 - 3/10	47
Qtr 4	3/13 - 5/25	50
Total Student Days		183
Total Teacher Days		200

**Scott Plantation Settlement
15525 Alexander Road
PO Box 214
Scott, AR 72142**

July 6, 2015

Deborah Coffman, Chairman
Charter Authorizing Panel
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

RE: Scott Charter School:

Dear Chairman Coffman:

The Scott Plantation Settlement is pleased to learn that a charter school is a possibility for the old Scott Elementary School location. Our facilities are right across the street from the school. I am enclosing our brochure with information about our non-profit corporation. One of our services is tours of our historic buildings. We would love to be a partner with the school and provide tours of our facilities. I feel these guided tours will provide insight for the students about plantation life and farm life that most people know very little about. Over the years we have given tours to many schools.

We wholeheartedly support the Scott Charter School and hope to have the opportunity to be an educational partner with the school.

Sincerely,



Anne Crosby, President
Scott Plantation Settlement

From: [Rob McGill](#)
To: [Diane Gross](#)
Subject: Scott Charter School - Support
Date: Wednesday, July 8, 2015 10:50:30 AM

See email below.

Rob McGill

Executive Director

Academics Plus Charter School

900 Edgewood Drive
Maumelle, AR 72113
Phone (501) 803-9730 ext. 325
Fax (501) 803-9742

From: Barbara Armstrong [mailto:scottheritagefarm@yahoo.com]
Sent: Wednesday, July 08, 2015 10:30 AM
To: Rob McGill; ritves@aol.com; Barbara Armstrong; scottheritagefarm@gmail.com; arkansafarmtotable@gmail.com
Subject: Fw: Scott Charter School

Our relationship with Scott Elementary was very successful this past year as well as with students from UCA. We continue to work with UCA and look forward to continuing the educational component with Scott. I am also the cofounder and manager if the CAFM/Argenta Farmers Market and would love to add this experience to the curriculum Agriculture Education is very important in the schools in order to c

From:

Barbara Armstrong ;

To:

Scott Heritage Farm ; ;

Subject:

Scott Charter School

Sent:

Wed, Jul 8, 2015 1:27:53 PM

We are very excited about the possibility of a Charter School in Scott!

Our farmers, volunteers and farm family are looking forward to the possibility of continuing a relationship with our school to provide a educational, fun and unique experience for the children of our community and surrounding areas. Our farm requires the hearts, hands and minds to create and to sustain a one of a kind farm.

Our commitment to provide educational sessions as well as hands on training for the school children remains strong! On farm and in classroom programs have been developed

Scott Heritage Family Farm/Arkansas Farm To Table Community-Supported Agriculture (CSA) is committed to food production, in a wholesome and educational experience for those who are interested in both

increasing the quality of food and the quality of care given the land, plants and animals while, substantially reducing potential food losses and financial risks for the farmer. It is also a method for small-scale farmers and gardeners to have a successful, small-scale closed market. focusing on the production of high quality foods using ecological, organic farming methods.

A farm visit that explores how food is grown and how animals are raised is an ideal way for children to understand and connect with where their food comes from. By learning how a farm works, children experience the natural world in a new way and make a vital connection between the social, ecological, and economic importance of agriculture in their lives. Scott Family Farm aims to provide an experience of environmental education and nutritional learning by connecting people to food, environmentally friendly farming practices, and the wild and domesticated animals that call this farm home.

Along with your field trip to the Plantation, a guided farm experience can be scheduled.

Farm visits can easily meet curriculum requirements based on the following concepts:

- Science & Math: Food webs, life cycles, habitat, soil exploration, watershed health concepts, photosynthesis, collecting data, measuring, problem solving and counting etc.
- Language Arts & English Language Development: scavenger hunts, letters to farmers, vocabulary development
- Nutrition and Health: farm fresh snacks, label reading, physical activity

Scott Heritage Farm operates with a much greater-than-usual degree of involvement of consumers/ shareholders resulting in a stronger relationship and connection with their farmer and the food grown for the families. We have developed a cohesive consumer group that is willing to fund a ten (10) month growing season and we share the risk of food waste and/or financial loss.

Shareholders do not pay for pounds of produce, but rather support the budget of the whole farm and receive weekly/bi weekly what is seasonally ripe. This approach eliminates the marketing risks and costs for the farmer and an enormous amount of time, often manpower, and allows producers to focus on quality care of soils, crops, animals, and on serving the

families. There is little to no loss (i.e. waste) in this system, since the producers know in advance who they are growing for and how much to grow, etc.

An advantage of the close consumer-producer relationship is increased freshness of the produce, because it does not have to be shipped long distances. The close proximity of the farm to the members also helps the environment by reducing pollution caused by transporting the produce. A CSA is the only way to assure families where their food is coming from and having a close connection to the land and people who support this type of farming.

Farmer Barbara
870-283-9065

**PERFORMANCE DATA
FROM OTHER CHARTER
SCHOOL OPERATED
BY SAME
SPONSORING ENTITY**

OVERALL DISTRICT STATUS:	ACHIEVING
---------------------------------	------------------

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	344	344	100.00	394	394	100.00
Targeted Achievement Gap Group	112	112	100.00	117	117	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	60	60	100.00	62	62	100.00
Hispanic	17	17	100.00	18	18	100.00
White	258	258	100.00	304	304	100.00
Economically Disadvantaged	91	91	100.00	98	98	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	29	29	100.00	30	30	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	288	322	89.44	79.29	91.00	196	232	84.48	77.14	93.00
Targeted Achievement Gap Group	83	106	78.30	65.91	91.00	53	71	74.65	64.23	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	823	949	86.72	79.29	91.00	542	638	84.95	77.14	93.00
Targeted Achievement Gap Group	271	355	76.34	65.91	91.00	178	234	76.07	64.23	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	41	56	73.21	66.38		29	37	78.38	62.50	
Hispanic	12	14	85.71	76.32		9	11	81.82	81.25	
White	226	243	93.00	83.09		152	178	85.39	81.98	
Economically Disadvantaged	66	85	77.65	67.19		43	59	72.88	64.35	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	22	29	75.86	43.75		13	16	81.25	47.50	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	311	371	83.83	80.19	92.00	158	233	67.81	78.75	81.00
Targeted Achievement Gap Group	80	111	72.07	70.83	92.00	37	71	52.11	75.77	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	870	1115	78.03	80.19	92.00	406	640	63.44	78.75	81.00
Targeted Achievement Gap Group	274	406	67.49	70.83	92.00	118	234	50.43	75.77	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	36	58	62.07	68.15		19	37	51.35	69.32	
Hispanic	13	15	86.67	76.32		5	11	45.45	75.00	
White	252	288	87.50	83.88		128	179	71.51	81.98	
Economically Disadvantaged	65	92	70.65	72.73		33	59	55.93	75.41	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	19	30	63.33	43.75		5	16	31.25	55.00	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
	# Actual Graduates		# Expected Graduates		Percentage
All Students	32		34		94.12
Targeted Achievement Gap Group	n < 10		n < 10		n < 10
Three Year Average Performance	# Actual Graduates		# Expected Graduates		Percentage
All Students	89		101		88.12
Targeted Achievement Gap Group	17		19		89.47
ESEA Subgroups	# Actual Graduates		# Expected Graduates		Percentage
African American	n < 10		n < 10		n < 10
Hispanic	n < 10		n < 10		n < 10
White	24		25		96.00
Economically Disadvantaged	n < 10		n < 10		n < 10
English Language Learners	n < 10		n < 10		n < 10
Students with Disabilities	n < 10		n < 10		n < 10

2014 ESEA DATA

OVERALL DISTRICT STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	8789	8982	97.85	10060	10272	97.94
Targeted Achievement Gap Group	5615	5721	98.15	6400	6526	98.07
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	4019	4105	97.90	4592	4689	97.93
Hispanic	543	548	99.09	634	647	97.99
White	3968	4065	97.61	4559	4656	97.92
Economically Disadvantaged	5267	5341	98.61	6011	6113	98.33
English Language Learners	260	260	100.00	299	300	99.67
Students with Disabilities	1107	1166	94.94	1209	1263	95.72

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	5989	8208	72.97	76.47	91.00	3964	5621	70.52	79.25	93.00
Targeted Achievement Gap Group	3323	5171	64.26	69.32	91.00	2251	3602	62.49	73.48	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	18244	24718	73.81	76.47	91.00	12277	16660	73.69	79.25	93.00
Targeted Achievement Gap Group	10009	15438	64.83	69.32	91.00	6981	10613	65.78	73.48	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	# Achieved	# Tested	Percentage	2014 AMO		
African American	2396	3714	64.51	69.27	1601	2543	62.96	74.21		
Hispanic	361	507	71.20	77.34	253	352	71.88	80.28		
White	3028	3745	80.85	82.71	1993	2578	77.31	83.41		
Economically Disadvantaged	3188	4838	65.89	70.50	2168	3415	63.48	74.37		
English Language Learners	141	244	57.79	68.00	99	164	60.37	79.47		
Students with Disabilities	277	1034	26.79	44.21	218	673	32.39	51.90		

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	6035	9429	64.00	77.13	92.00	2714	5810	46.71	72.06	81.00
Targeted Achievement Gap Group	3142	5926	53.02	70.73	92.00	1363	3727	36.57	66.05	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	18985	28187	67.35	77.13	92.00	8831	16852	52.40	72.06	81.00
Targeted Achievement Gap Group	10132	17583	57.62	70.73	92.00	4661	10741	43.39	66.05	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	# Achieved	# Tested	Percentage	2014 AMO		
African American	2188	4276	51.17	68.22	897	2612	34.34	64.27		
Hispanic	360	589	61.12	79.18	175	381	45.93	71.61		
White	3269	4304	75.95	85.20	1522	2653	57.37	79.37		
Economically Disadvantaged	2982	5556	53.67	71.56	1299	3521	36.89	66.84		
English Language Learners	141	278	50.72	71.82	66	185	35.68	66.06		
Students with Disabilities	320	1133	28.24	44.21	124	695	17.84	46.43		

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	839	1151	72.89	65.91	94.00
Targeted Achievement Gap Group	382	558	68.46	62.44	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	2445	3688	66.30	65.91	94.00
Targeted Achievement Gap Group	1086	1759	61.74	62.44	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	405	543	74.59	66.44	
Hispanic	40	59	67.80	56.88	
White	363	513	70.76	66.20	
Economically Disadvantaged	336	497	67.61	62.30	
English Language Learners	n < 10	n < 10	n < 10	56.25	
Students with Disabilities	90	123	73.17	66.30	

**BACKGROUND DATA
COMPILED BY ADE**

Maumelle Charter School (formerly Academics Plus)

CURRENT DATA

Maximum Enrollment	1,300
Approved Grade Levels	K-12
Grades Served 2015-2016	K-12

2015-2016 Enrollment by Grade

Kindergarten	100
1st Grade	96
2nd Grade	72
3rd Grade	72
4th Grade	75
5th Grade	78
6th Grade	77
7th Grade	77
8th Grade	52
9th Grade	47
10th Grade	48
11th Grade	31
12th Grade	28

2015-2016 Enrollment by Race

Two or More Races	0
Asian	27
Black	123
Hispanic	60
Native American/Native Alaskan	8
Native Hawaiian/Pacific Islander	2
White	633
Total	853

2014-2015 Student Status Counts

Migrant	0
LEP	1
Gifted & Talented	0
Special Education	70
Title I	0*
Source: District Cycle 4 Report	

*194 as reported on Permission to Server Letters

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
731.16	719.55	721.66	713.53

BACKGROUND

Authorized May 14, 2001
 Contract Expiration June 30, 2020

Amendment Request Considered and APPROVED

Increase enrollment cap from 375 to 400

July 9, 2007

Amendment Request Considered and APPROVED

Increase enrollment cap from 400 to 650

August 11, 2008

<p>Amendment Request Considered and DENIED Increase enrollment cap from 650 to 1,300</p>	<p>February 14, 2011</p>
<p>Amendment Request Considered and APPROVED Increase enrollment cap from 650 to 850</p>	<p>February 19, 2014</p>
<p>Renewal Request Charter renewed for three years Amendment denied to increase enrollment cap from 650 to 1,300 Amendment approved/denied to description of amendment request</p>	<p>April 9, 2012</p>
<p>Renewal Request Charter renewed for five years Amendment approved to increase enrollment from 850 to 1,300 Amendment approved the name change to Maumelle Charter School</p>	<p>February 18, 2015</p>
<p>Appearance before the Board Concerns over financial status School was able to enroll additional students and alleviate financial concerns. No action was taken.</p>	<p>July 10, 2006</p>
<p>Appearance before the Board ADA compliance deficiencies report</p>	<p>August 13, 2007</p>
<p>Appearance before the Board Annual report as required by 2012 renewal</p>	<p>November 13, 2013</p>
<p>Appearance before the Board Annual report as required by 2012 renewal</p>	<p>January 10, 2014</p>

MAUMELLE CHARTER (FORMERLY ACADEMICS PLUS)

APPROVED WAIVERS

District LEA:	60-40-700	Elementary School LEA:	60-40-702
City:	Maumelle	Middle School LEA:	N/A
Opening Date:	Fall 2001	High School LEA:	60-40-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	1300	Grades Served 2015-2016:	K-12

6-10-106	School year dates
6-13-608	Length of director's terms
6-13-611	Vacancies generally
6-13-619	Meetings
6-13-619(c)(1)(A)	Concerning the physical presence of a Board member to be counted for quorum or vote
6-13-620(5)(A)	Concerning the employment of staff
6-13-630	Election by zone and at large
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-17-111	Certified personnel duty-free lunch
6-17-114	Concerning instructional planning time
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-303(b)(1)	Concerning reimbursements to kindergarten through sixth grade teachers for classroom materials
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.3.9	Keyboarding instruction
10.02	Class size
14.03	Clock hours for units of credit
15	Personnel
16.02	Media Services
16.03.1	School Nurse
18	Gifted and Talented Education
19	Supplementary Educational Opportunities

Waivers from Other Rules:

ADE Rules Governing Waivers for Substitute Teachers

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

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules for Gifted and Talented Program Approval Standards

**ADE LEGAL
DESEGREGATION
ANALYSIS**



MEMO

DATE: November 6, 2015
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Academics Plus

I. INTRODUCTION

Academics Plus is an open-enrollment charter school located within the boundaries of the Pulaski County Special School District. The school is approved to serve grades kindergarten (K) through twelve (12) with an enrollment cap of 1,300.

Academics Plus is seeking a license to operate a school in Scott, AR. The Scott campus would serve grades kindergarten (K) through twelve (12) with an enrollment cap of 975

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board "shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

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

A desegregation analysis submitted by the charter school is attached. Pulaski County Special School District has submitted opposition to the proposed campus in Scott.

IV. DATA FROM THE DEPARTMENT

Enrollment as of October 1, 2015, for the three traditional public school districts in Pulaski County and the open-enrollment charter schools in Pulaski County is as follows:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
School Districts in Pulaski County							
Little Rock School District	272 1.17%	567 2.45%	15,070 65.06%	3,124 13.49%	66 0.28%	4,065 17.55%	23,164 --
N. Little Rock School District	57 0.68%	88 1.05%	4,974 59.12%	680 8.08%	31 0.37%	2,583 30.70%	8,413 --
Pulaski Co. Spec. School District	557 3.36%	341 2.06%	7,220 43.59%	1,248 7.54%	87 0.53%	7,109 42.92%	16,562 --
DISTRICT TOTAL	886 1.84%	996 2.07%	27,264 56.64%	5,052 10.49%	184 0.38%	13,757 28.58%	48,139 --
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0 0.0%	27 3.2%	123 14.4%	60 7.0%	10 1.2%	663 77.7%	853
Covenant Keepers (LRSD)	0 0.0%	0 0.0%	98 57.3%	72 42.1%	0 0.0%	1 0.6%	171
E-Stem (LRSD)	46 3.1%	45 3.1%	658 45.0%	84 5.7%	3 0.2%	626 42.8%	1,462
Jacksonville Lighthouse (PCSSD)	1 0.1%	16 1.6%	555 55.3%	94 9.4%	8 0.8%	330 32.9%	1,004
Lisa Academy (LRSD/NLRSD)	22 1.4%	186 12.2%	562 36.9%	247 16.2%	19 1.2%	489 32.1%	1,525
LR Prep Academy (LRSD)	0 0.0%	0 0.0%	381 88.6%	46 10.7%	0 0.0%	3 0.7%	430
Premier High School (LRSD)	0 0.0%	0 0.0%	98 84.5%	4 3.4%	0 0.0%	14 12.1%	116
SIATech Little Rock (LRSD)	0 0.0%	1 0.6%	150 90.4%	2 1.2%	0 0.0%	11 6.6%	166
CHARTER TOTAL	69 1.2%	275 4.8%	2,625 45.8%	609 10.6%	40 0.7%	2,137 37.3%	5,727
COUNTYWIDE	955	1,271	29,889	5,661	224	15,894	53,866

TOTAL	1.8%	2.4%	55.5%	10.5%	0.4%	29.5%	
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Source: ADE Data Center, Oct. 1, 2015 Enrollment

V. ANALYSIS FROM THE DEPARTMENT

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

In 2002, the Little Rock School District was declared unitary with respect to the majority of its desegregation plan obligations and released from court supervision in those areas. *Little Rock School District v. Pulaski County Special School District*, 237 F. Supp. 2d 988, 999 (E.D. Ark. 2002). In 2007, LRSD successfully completed its desegregation efforts and was declared fully unitary by the federal court. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. This order was affirmed by the Eighth Circuit Court of Appeals on April 2, 2009. *Little Rock School District v. Pulaski County Special School District*, 561 F.3d 746 (8th Cir. 2009). In February and March 2010, the federal court held hearings on the motions of NLRSD and PCSSD to be declared unitary. On May 19, 2011, the federal court held that neither district was fully unitary. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed May 19, 2011. However, on December 28, 2011, the Eighth Circuit Court of Appeals ruled that NLRSD is fully unitary but that PCSSD is not. *Little Rock School District v. State of Arkansas*, 664 F.3d 738 (8th Cir. 2011).

On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case gave final approval to a settlement agreement between the Joshua Intervenors, Knight Intervenors, Little Rock School District, North Little Rock School District, PCSSD and the State of Arkansas. Pursuant to the settlement agreement, the only remaining obligation of the State of Arkansas is to continue the distribution of desegregation payments to the three Pulaski County school districts through the 2017-2018 school year. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

Because Academics Plus draws students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in any manner negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

As noted above, PCSSD remains under federal court supervision with regard to five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting the amendment will negatively affect PCSSD's efforts to achieve full unitary status.

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:

Parents and guardians of the enrolled students and other members of the community will be involved with SCS and positively impact the charter school's educational programs by participating in the charter Parent Teacher Organization, by attending functions at the school, by partnering with the school in the agricultural science focus. Parents and guardians will be provided with Literacy and Math night opportunities as well as student led conferences. Three parents or guardians will serve on the Advisory Board and assist in the decision making that directly affects the students of SCS. All parents and guardians of enrolled students will be voting members and participate in the Board of Trustees election process.

22. 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:

SCS will locate its open-enrollment public charter school in Scott, Arkansas, within the boundaries of the Pulaski County Special School District. SCS expects to obtain most of its students from within the boundaries of the Pulaski County School District, with its remaining students coming from the England, Lonoke, North Little Rock and Little Rock School Districts.

SCS is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Scott Charter School has substantiated that the Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been found by the Federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District (PCSSD) has been determined by the Federal District Court to be unitary in all respects concerning inter-district student assignment. Scott Charter School's review has determined that the Lonoke School District (Lonoke) is not or ever has been subject to any federal desegregation court orders; the England School District (England) is currently under a Federal District Court desegregation order, but after carefully examining the effect of the opening of SCS in Scott, the applicant is convinced that such action shall not hinder England in meeting its court-ordered desegregation obligations. The importance of the attainment of unitary status of the LRSD and NLRSD, and the status of the PCSSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public charter for Scott Charter School cannot be said to have a negative impact on the LRSD, NLRSD, and PCSSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

SCS is asking for an enrollment cap of nine hundred seventy five (975) students. According to the 2014-2015

school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the PCSSD had a student population of 16,592 students, the NLRSD had a student population of 8,576 students; the LRSD had a student population of 23,363 students; England had a student population of 752 and Lonoke had a student population of 1,754. Ark. Code Ann. §6-23-106 requires that SCS must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project racial composition. Ark. Code Ann. §6-23-106 also requires that Scott Charter School's operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Scott Charter School's careful review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts and the student populations of such districts, as well as the England and Lonoke School Districts, shows that that such negative effect is not present here.

In January, 2014 Federal District Judge D.P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case NO. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division) involving the three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of its appeal to the Eighth District Circuit Court of Appeals concerning charter school issues.

In conclusion, SCS submits that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD and PCSSD, nor the 1989 Settlement Agreement, nor the Federal District Court desegregation order affecting England prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

23. 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:

The charter founders and other leaders are highly engaged in the success of SCS. They will exhibit a high degree of focused leadership and stewardship when it comes to the fiscal needs of SCS. They will abide by all laws and expectations within the charter agreement with the Arkansas Department of Education. Charter founders and other leaders will work to recruit and maintain the level of student enrollment and participation to ensure sustainability of the educational program.

**MATERIALS SUBMITTED
IN OPPOSITION**

MITCHELL | WILLIAMS

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November 3, 2015

Via E-mail - Alexandra.Boyd@arkansas.gov

Ms. Alexandra Boyd
Public School Program Coordinator
Four Capitol Mall
Rm. 401-B
Little Rock, Arkansas, 72201

Re: Notice of Charter Authorizing Panel Hearing
Academics Plus Charter School Licensing Request

Dear Ms. Boyd:

I have a copy of your letter dated October 27, 2015 to Mr. McGill advising that the Charter Authorizing Panel will consider the Academics Plus Charter School Licensing request during hearings scheduled for November 17 -19, 2015.

On behalf of the Pulaski County Special School District, we reiterate our opposition to the licensing request and in support thereof submit and incorporate by reference our previous letters to you dated October 2, 2015 and October 7, 2015. We also submit and incorporate by reference our Response to the ADE Desegregation analysis which response was submitted to you on October 7, 2015.

We would also note that the Application submitted in support of the license provides that the site for the Scott Charter School will be located at 15306 Alexander Road, Scott, Arkansas 72142, and that the budget for the new school specified an amount for the lease purchase of the facility.

PCSSD owns the site and no agreement with Academics Plus has been reached whereby Academics Plus would secure the site from PCSSD by lease, purchase or otherwise.

Also, we received a letter from John W. Walker earlier stating the view of the Joshua Intervenors that approving a charter in this location would have a negative impact on the desegregation of PCSSD. We agree.

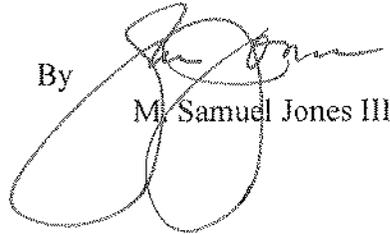
If additional information is required or if you cannot readily locate your copies of the referenced correspondence, please feel free to call upon me for assistance.

Ms. Alexandra Boyd
Public School Program Coordinator
November 3, 2015
Page 2

Cordially,

MITCHELL, WILLIAMS, SELIG,
GATES & WOODYARD, P.L.L.C.

By



Mr. Samuel Jones III

MSJ:kn

cc: (via e-mail)

Superintendent Jerry Guess (Pulaski County Special School District)

jguess@pcssd.org

Superintendent Eddie Johnson (England School District)

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Superintendent Suzanne Bailey (Lonoke School District)

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October 2, 2015

Via E-mail - Alexandra.Boyd@arkansas.gov

Ms. Alexandra Boyd
Public School Program Coordinator
Four Capitol Mall
Rm. 401-B
Little Rock, Arkansas, 72201

Re: Scott Charter School Proposal

Dear Ms. Boyd:

Again, thank you very much for assisting me with locating the application for this proposed charter school. Thank you also for providing submission deadlines for PCSSD to submit further analyses in opposition to this new charter request. In the meantime, we wanted to send this letter so that the Charter School Panel would be informed, at least, that the PCSSD opposes this new charter request.

First, virtually all of the submissions sound familiar to us. They are basically the submissions, representations and generalities submitted in previous years by Academics Plus both in support of their charter renewal and for an increase in enrollment.

For a specific critique of Academics Plus, and by extension the new charter, we refer you to our letters of February 2, 2015 and February 11, 2015 and our submissions, all of which are attached, made in support of that opposition as well as the proceedings of the State Board of Education meeting held on February 18, 2015 at which we opposed both the charter extension and the enrollment cap with some limited success.

In sum, even though this application does add a reference to exposing the proposed students to agricultural education, the proposal is totally lacking as to specifics in that regard and otherwise simply reflects what Academics Plus always submits; i.e. glittering generalities, non-specific curricular promises and, we think most significantly regarding open-enrollment charter schools, nothing that describes or promises any kind of really innovative approach to education that is not otherwise available in public schools and in the PCSSD in particular.

We also wish, at this point, to note an especially perplexing circumstance; i.e. that the State has taken over the PCSSD, that the State approved the closure of Scott Elementary School and that now the State is being asked to approve the establishment of an open-enrollment charter school in the same building that was closed by PCSSD as part of its State required and State

Ms. Alexandra Boyd
October 2, 2015
Page 2

approved fiscal distress recovery plan. In other words, the State is being asked to approve the opening of a school in a location for which it just approved a closure.

This circumstance has many tentacles so to speak. First, PCSSD has reassigned the former Scott students to Harris Elementary a hard to desegregate school, but one proximate to the location of Scott Elementary. PCSSD previously reassigned Scott middle and high school students to the Sylvan Hills campuses for desegregation purposes.

Now, PCSSD, still under State control, is faced with the irony of the State potentially approving the reestablishment of a school in Scott that would serve not only elementary students but middle and high school students as well.

All the Scott campuses over time proved too inefficient for the PCSSD, a traditional public school district operating pursuant to ALL State Standards and Requirements, to operate efficiently, the maintenance of which contributed in some measure to its fiscal distress status. Yet, the State is now being asked by an open-enrollment charter school which has the benefit of multiple waivers of State Standards and Requirements to let it open and, inevitably, attract many of the students PCSSD has reassigned, back to this facility. The complexion of those students is not hard to predict. While PCSSD is required to provide transportation for ALL students, Scott Charter School has made it plain that it might have a bus only for field trips and some extracurricular events but no transportation to and from school. Translation, those students of low income, who are more often than not African American in this county, will not have access to the new charter school and it will inevitably be populated, especially as time passes, by middle and upper class students who are, in this county, predominantly white.

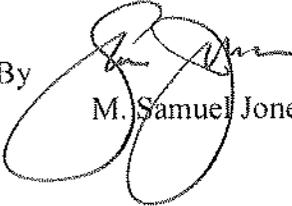
The irony is palpable. The State is being asked to approve what will eventually become a predominantly white school in an area that has historically been desegregated but became too inefficient for the PCSSD to operate because it had to comply with all State Standards and Requirements. Yet, Academics Plus believes it can efficiently operate such a school no doubt because it does not have to comply with many State standards and by not providing transportation for this large area, would have a homogenous student population that could largely educate itself.

What is wrong with this picture? We think the answers are obvious. We will likely follow up this letter with a more specific analysis within the deadline set for our response. In the meantime we wanted to acquaint the Panel with these thoughts which, we believe, are irrefutable given the State's experience with charter schools in Pulaski County to date.

Ms. Alexandra Boyd
October 2, 2015
Page 2

Cordially,

MITCHELL, WILLIAMS, SELIG,
GATES & WOODYARD, P.L.L.C.

By 
M. Samuel Jones III

MSJ:kn

cc: (via e-mail)
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Superintendent Eddie Johnson (England School District)
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Superintendent Suzanne Bailey (Lonoke School District)
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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

Office of the Superintendent

February 2, 2015

Panel Members
Charter Authorizing Panel
c/o Cindy Hogue
Arkansas Department of Education
Four Capitol Mall, Box #6
Little Rock, AR 72201

Re: Notice of Charter Authorizing Panel Hearing
Academics Plus Charter School

Ladies & Gentlemen:

Please accept this letter as part of the PCSSD “paper opposition” to the charter school renewal applications submitted by Academics Plus in December. As it has consistently done in the past, PCSSD opposes both the requested enrollment increase and the requested increase in the length of the charter largely for the same reasons that State Board of Education members articulated when these matters previously came before the state board (please see state board minutes dated February 14, 2011). In addition to this paper submission, we plan to submit an electronic supplement on or before February 11, 2015.

Before addressing the particulars of the Academics Plus application, PCSSD thinks it is important to remind the panel that while Academics Plus claims some successes, nowhere in the renewal application is there any description of any innovative instructional techniques calculated to result in extraordinary student gain and growth. We understand these to be the reason that the charter school experiment was authorized in the beginning. PCSSD simply believes that when viewed as a whole, Academics Plus cannot demonstrate innovation, and cannot demonstrate growth above what one would expect of an essentially homogenous middle class student body, a student body that cannot be reasonably compared to schools in the PCSSD or statewide, a factor which has been emphasized by previous state boards of education.

The Vision Statement

The current application for a new charter school requires that the applicant provide the mission statement of the proposed school. See page 4 of 2014 application.

The APCS mission statement is found at its website under the category of “state required reports” and is part of the annual report.

Academics Plus supplies the same mission statement it has historically set out. This includes promising an academically rigorous college preparatory program regardless of

student status and the expectation that all children can learn when challenged by big expectations, etc.

The 2014 Application Requirements

The next section of the application requires the applicant to describe the key programmatic features that the school will implement to accomplish the mission.

Page 10 of the 2014 application requires the applicant to “Describe the innovations that will distinguish the charter from other schools.”

Section 8 of the 2014 application requires the applicant to explain how certain student services, including the guidance program, health services, media center, special education, transportation, alternative education, English language learners and gifted and talented programs would be delivered.

Its vision statement, also found within its website, and required by the 2014 charter application for new charter schools, again reiterates its goal to be the most successful college preparatory school in the country. However, one can examine the four corners of the current application and find no evidence of success in meeting the vision statement, no convincing evidence regarding innovative strategies to realize the mission statement and no explanation of why Academics Plus fits the criteria for entitlement to a charter.

Further, Academics Plus minority enrollment continues at a low level with insufficient sub-populations to demonstrate or even measure growth by sub-populations.

The report contains an enrollment race breakdown showing that its African-American population is only 16%.

The Pending Application

The current application begins with a desegregation analysis and a description of its claimed progress since approximately 2012.

It boasts that it has achieving schools but given its largely middle class student body it should have these results.

It gives non-particularized statements regarding transportation, but simply stated, no meaningful or enlightening evidence is presented that Academics Plus is offering transportation or transporting a significant number of students to change its core student body.

2012-2013 finances are likewise shown. Only 3% of its total budget is devoted to child nutrition; there are no expenditures shown for student transportation.

Recruitment

Probably the most significant thing about the recruitment description is there is no affirmative statement that recruitment promises transportation. This makes one wonder if the described recruitment efforts are actually hollow if no transportation is promised.

Academics

Nowhere in this analysis does the Academics Plus application make any reference to the Dear Colleague letter. At page 15 Academics Plus makes the statement that quality teachers are the number one reason APSC student achievement has increased during the past several years. While that is certainly an excellent goal to seek, there is nothing innovative about any school district seeking to hire quality teachers.

At page 16, Academics Plus laments the fact that high school math teachers are the most difficult positions to fill and that it's challenging to find quality math teachers and even harder to keep them since there is a state-wide shortage. This statement is illuminating, and PCSSD does not quarrel with it. However, this lack of high quality math teachers, especially in quantity, is not a new phenomenon. It has existed in Arkansas during the entirety of Academics Plus history. Nevertheless, Academics Plus chose to promise student gains in math courses as its primary emphasis. To PCSSD, this is the area where Academics Plus should have displayed innovation and creativity in determining how to deliver math instruction in a way that justifies its charter and all of the exemptions it has been allowed.

Academics Plus Bar Graphs

For the most part, Academics Plus continues to lag behind the state in most academic assessment categories. PCSSD believes this is a significant indicator that Academics Plus is nowhere near approaching its goal of being the best college preparatory school in the country.

The same is true on the graph showing other comparisons between Academics Plus and the state overall.

Another chart shows 3 year ACT overall comparisons to itself and the results are either declining or flat at best. This is an indicator that Academics Plus is enrolling middle class students who perform well when entering school and show good test outcomes in the early grades but who do not maintain this status and show losses as they enter the high school years.

Stated another way, in the face of the lack of enough highly qualified math teachers, a charter application describing this problem that as the beginning point but then describing and promising strategies of innovation and creativity to overcome that shortage would be a compelling reason to grant the charter in the first place, or to extend it if the results met the promises and goals.

However, Academics Plus seems to be doing just the opposite and relying on the fact that Arkansas lacks sufficient math teachers as an excuse to explain why it is not realizing all its goals in math, why it has to emphasize improvement in math instead of producing extraordinary math gains superior to similar peer schools. These are factors which militate against an enrollment increase or extension of its charter until such a demonstration is made. If they cannot make it, they should not receive an enrollment increase or an extension of their charter.

The Annual Report

It is instructive to look at the goals now articulated by Academics Plus as set forth in the annual report at its website.

They wish to improve literacy skills, increase math skills, improve physical fitness and nutritional well being. None of these are any different from goals at any other traditional school.

Under the actions section of the state report, the reader can scrutinize the actions to be implemented and readily see that they indicate nothing unique or innovative as an instructional or curriculum strategy.

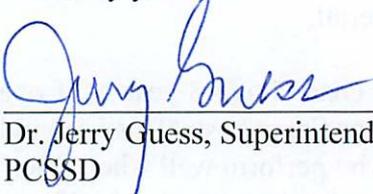
In discussing the high school, Academics Plus highlights a 2013 graduate who completed forty-five credit hours during high school. Such students are not unique to Academics Plus.

While for one of the first times Academics Plus discusses special education, one must question their real commitment to this when one sees that the budget proposed for special education is de minimis.

As we understand the deadlines, this current submission is due by February 4, 2015 with any electronic submission due by February 11, 2015.

Thank you very much.

Cordially yours,



Dr. Jerry Guess, Superintendent
PCSSD

JG:lo

cc: Cindy Hogue, Director – via e-mail
Office of Educational Options
Rob McGill – via e-mail

February 11, 2015

Panel Members
Charter Authorizing Panel
c/o Cindy Hogue
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201-1019

Re: Notice of Charter Authorizing Panel Hearing
Academics Plus Charter School

Dear Ms. Hogue:

Please accept and distribute this letter and exhibits as a supplement to the PCSSD opposition to Academics Plus request for an enrollment expansion and extension of its Charter.

The ACT Results

Toward the bottom of the pile of documents produced by Academics Plus in response to the PCSSD's FOIA request is a document dated August 20, 2014 from the ACT. It is attached as Exhibit 1. It is addressed to the principal and states in the beginning that:

"This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college level work."

Despite Academics Plus vision statement to be the highest performing college preparatory school in the country, the fact is that its students consistently lag behind the state average in all categories reported by the ACT.

In particular, in college Algebra, most of the students at Academics Plus, based on ACT results, are not college ready and except for English Composition, fewer than half of the students at Academics Plus appear to be college-ready. Indeed, this analysis by the ACT indicates that only 14% of the students graduating from Academics Plus are college-ready in the four categories reported.

While the state results are not immensely better, they are better overall. This report is hardly an indication that Academics Plus is doing anything to justify a continuation of its charter.

The 2014 Annual Report

Since our letter to the panel dated February 3, 2015, Academics Plus has finally posted its 2013-2014 Annual Report on its website.

It begins with the same mission statement previously noted which offers nothing unique with the familiar slogan that all children can learn when challenged by high expectations, etc. The vision statement remains the same: It is our vision to be the highest performing college preparatory educational institution in America.

The recognitions page of the website recites that most schools are “achieving” and that the high school received an award for “most improved geometry.”

Under the category of test scores, A Plus boasts that it outperforms the Pulaski County public schools as well as Conway in areas tested, but there is no “control” for poverty or similar distinctions among Academics Plus and the public school districts to which it chooses to compare itself. Despite this omission, it is interesting to note that Academics Plus often lags behind the Conway School District in many of the comparisons it chooses to publish on its website despite the lack of “control” for socioeconomic status or poverty differences.

No Innovation or Uniqueness is Shown

An analysis of Arkansas Districts similar to APCS is attached as Exhibit 2. When controls are made for poverty APCS is exposed as merely ordinary.

Later in the website, if one examines the A Plus school improvement indicators selected by Academics Plus, the evaluator will see that the goals and objectives differ not at all from those of traditional public schools in Arkansas. In other words, the innovation upon which justification for such open enrollment charter schools was based remains singularly lacking in the case of Academics Plus.

References to Common Core, analyzing test data, identifying student needs and training in math instruction simply fail to show anything distinctive about the approach or delivery of academic services by Academics Plus.

Indeed, under the heading of additional actions to increase learning, the strategies set out including professional development, multiple sources of technology, and the offering of a rich curriculum as well as e-mail and service on school committees hardly distinguishes Academics Plus from traditional public schools in Arkansas. At the high school level, Academics Plus promises to engage students with a rigorous model of instruction aligned with Common Core, that teachers will use student learning data to identify needs for instructional support and that they will create assessments to help students and that last year they used data to assess the strength of students in math and will provide a math foundation class. They will also remediate students and use Title 1 funds to purchase materials to enhance learning of targeted students and will help students raise their ACT scores. Teachers will emphasize writing and high school students will have a writing help class; teachers will have access to professional development and that the school will provide a special education supervisor as well as other traditional strategies such as Pathwise, parental involvement plans, homework and academic alerts.

The website concludes with descriptions of such traditional public school offerings as concurrent credits, AP courses, and clubs and activities including a Lego club, a year book, tennis, golf and a jazz band.

The Original Application From 2000

In its application process, requirements for admission, Academics Plus states that its students “will leave high school ‘college ready’ ”.

In other documents obtained pursuant to the FOIA and under the heading of what is a charter school, Academics Plus explains that “a charter school is a form of public school that is waived from some of the restrictive laws that govern traditional public schools. This allows a charter school more flexibility to implement creative and innovative programs and policies. In return for this freedom, a charter school is held more accountable for student success. ... we are expected to produce better results.”

Further, APCS explains that “APCS uses an extended school day and a highly focused curriculum to improve the academic success of the students. We also encourage innovative teaching practices to increase opportunities for learning.”

Later in this section, APCS explains that APCS was the first of these flagship schools and is the oldest charter school in Arkansas.

“Our vision – It is the vision of Academics Plus Charter School to be the highest performing college preparatory educational institution in America. Our Mission – The mission of Academics Plus Charter School is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origins, national background, or socioeconomic level. All children can learn when challenged by high expectations. We believe that attitude, behavior, attendance and effort, as well as ability, determine academic success. About Us – APCS uses an extended school day and a highly focused curriculum to improve the academic success of the students. We also encourage innovative teaching practices to increase opportunities for learning. We have a safe, nurturing environment, and we offer after school opportunities for enrichment and tutoring based on the individual needs of all students. We provide a choice in the education of children. There is no tuition for a student to attend APCS.”

Departures from the Original Application

The original application for Academics Plus proposed grades 6 and 7. It was dated to open in 2001-2002.

At page 2, the application states that “A+ will rely primarily on the Core Knowledge Sequence, developed by Dr. E.D. Hirsch, Jr. supplemented with experiential learning.”

PCSSD finds no recent mention of Dr. E.D. Hirsch, Jr. in Academics+ submissions.

On page 2 under the heading of Impact on Desegregation Efforts, A+ pledged that:

“the founders of A+ envision a school that will serve a diverse student population that is reflective of this large geographic area from which students come. A+ ensures compliance with the Pulaski County Special School District (PCSSD) desegregation order of 20-41% minority students for secondary schools and firmly believes the charter school will not negatively impact the racial balance of PCSSD or the Little Rock and North Little Rock School Districts. Additionally, A+ will meet all other obligations in hiring faculty and staff, maintaining diversity on the Board of Trustees of Pulaski Charter School, Inc. (PCS) and in any other areas of the desegregation order.”

Academics Plus now simply submits desegregation is no longer an issue.

At page 3, A+ pledges that:

“The founders, faculty, staff and parents of A+ will work together with the goal of eliminating gaps in test scores that may exist between white and black students.”

However, Academics Plus never recruited enough African-American students to make this comparison or to pronounce achievement with this goal.

The original application and justification stated:

“After years of desegregation of the three Pulaski County school districts, racial disparity in student achievement remains. Recently district officials in Little Rock ‘acknowledged below-average test scores’ in its school district but blamed it on high percentages of minority students from economically disadvantaged homes. (Source: “‘Energized’ or not, voters decide school tax today,” Arkansas Democrat-Gazette, May 9, 2000.) However, many schools across the country provide academic excellence for all children, even those deemed “at-risk”. One such school, KIPP Academy, a charter middle school located in Houston, Texas, served as a model for A+. Although KIPP has a 90% minority enrollment with a 95% free and reduced lunch rate, students consistently perform well above national and state averages on standardized tests.”

“Equal educational opportunity for minority students, one of the main goals in the integration of public schools, is not currently being met in Pulaski County. A+ plans to offer educational excellence to all students, refer to the goals for improving academic achievement as outlined in item #4, pages 13-17, and the educational program as discussed in item #5, pages 17-20.)”

Again, this is no longer mentioned in recent Academics+ submissions.

Academics+ also promised that:

“To assist in the recruitment of black students from Little Rock, PCS has contracted with EduTeam International, Inc, a minority educational consulting firm.”

There is no mention of EduTeam International, Inc. in any recent filings by Academics Plus.

The “Core Knowledge Sequence”

Attachment 3 to the original application at page 46 purports to be the “Introduction to Core Knowledge” and purports to explain:

“What is the Core Knowledge Sequence?”

Attachment 3 states:

“The Core Knowledge Sequence is a detailed outline of specific content to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of the school’s curriculum, it can provide a solid, coherent foundation of learning, while allowing flexibility to meet local needs.”

While we acknowledge that Attachment 3 goes on to use a lot of words, we respectfully submit that nowhere within its four corners does it actually explain what in the world it is.

Attachment 3 continues at page 47. Academics Plus states there that:

“For any curriculum to be both excellent and fair, it must demonstrate four qualities that we at the Core Knowledge Foundation refer to as the four S’s: 1) shared, 2) solid, 3) sequenced, and 4) specific.

- Shared Knowledge – It is important for our children to share a body of knowledge for reasons that have to do with literacy, Americans’ high mobility, and social cohesion.
- Solid Knowledge – It is knowledge that persists from generation to generation, indeed, that makes it possible for generation to communicate with another generation.
- Sequence Knowledge – Extensive research in learning theory has proven that children learn new knowledge by building on what they already know.
- Specific Knowledge – By specifying a core of knowledge that all children should share, we guarantee access to that knowledge. This insures that disadvantaged children do not suffer from low expectations and/or a watered-down curriculum.”

Respectfully, this seems like just so much gobbledygook. Despite this observation, it may be important to note that the so called “Core Knowledge” concept is not mentioned in recent filings by the Academics Plus proponents nor do they mention any continuing adoption or use of the Kipp School Model.

Indeed, they do not set out any particular innovative model or unique approach to instruction in their filings of the last four or five years. They seem content to have simply become an ordinary school with results that no one can classify as extraordinary.

The Extended Instructional Day has Vanished

In Attachment 4 at page 50, a Commitment to Excellence Form is presented. Students are required to commit to remain at school until 5:00 p.m. except for Fridays (See page 50) and teachers commit to arrive by 7:45 and remain at A+ until 5:00 p.m. everyday except Friday.

The current website of Academics Plus states under the heading of “Afternoon Release Procedures” that now “the release time is 3:15 p.m. Apparently, the original promised instructional time extending until 5:00 p.m. has been abandoned. However, the daily schedule posted at 55 of the original application designated 8 periods with the period of 4:30 – 5:00 p.m. set aside for homeroom/sports/clubs. Reading, writing, spelling and communications workshops were to continue until 4:25 p.m.

Transportation

According to an e-mail dated January 26, 2015 from Chris Pegg to Stephanie Harris, 11 children are transported in the morning and 13 in the afternoon.

Panel Members
c/o Cindy Hogue
February 11, 2015
Page 7

Further, according to FOIA documents, no more than 9 and as few as 7 students avail themselves of Central Arkansas Transit bus passes to attend Academics Plus.

The enrollment race report shows another slight dip in African-American enrollment which is now down to 15% with white enrollment creeping up to a level that is now 77%.

Special Education

According to documents obtained pursuant to the Arkansas Freedom of Information Act, Academics Plus budgeted \$1,409.93 for speech pathology for fiscal year 15 and \$1,409.93 for physical/occupational therapy for a total of \$2,819.86 for special education as established by a report dated October 24, 2014.

An additional report also dated October 24, 2014 seems to indicate an appropriation for a resource room of \$2,396.42.

2013-2014 finances, depicted as a pie chart, apparently do not include enough expenditures for transportation or special education to even express those expenditures as a percentage of the total school's budget.

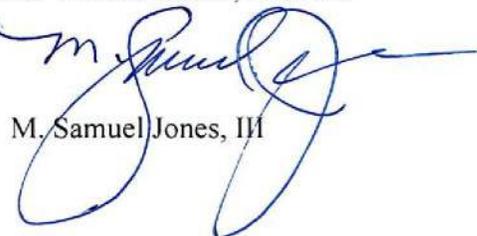
In short, APCS has failed to support the current application. If copies of documents we refer to are needed, they are available upon request.

Thank you very much.

Cordially yours,

MITCHELL, WILLIAMS, SELIG,
GATES & WOODYARD, P.L.L.C.

By



M. Samuel Jones, III

MSJ/lo
JG:lo

cc: Cindy Hogue, Director – via e-mail
Office of Education Options
Rob McGill – via e-mail
Dr. Jerry Guess – via e-mail
Dr. Robert Clowers – via e-mail

College Readiness Letter for:
ACADEMICS PLUS CHARTER SCHOOL

August 20, 2014
 Code: 041528

PRINCIPAL
 ACADEMICS PLUS CHARTER SCHOOL
 900 EDGEWOOD DR
 MAUMELLE, AR 72113



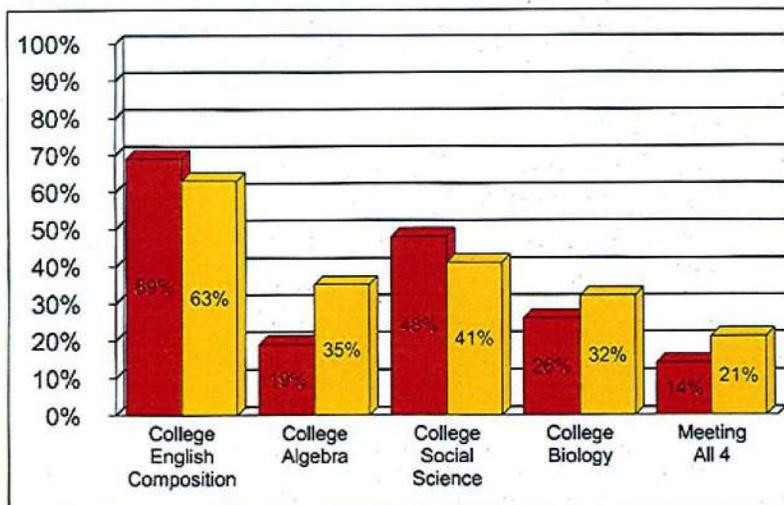
011061110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2010	30	24,578	21.2	20.1	18.3	19.9	22.6	20.6	20.1	20.2	20.7	20.3
2011	22	27,020	21.9	19.6	19.7	19.7	22.2	20.2	20.0	19.8	21.1	19.9
2012	47	26,058	21.4	20.0	19.8	20.0	20.9	20.6	21.0	20.1	20.9	20.3
2013	38	25,875	20.1	19.9	18.2	19.9	19.9	20.5	19.1	20.1	19.5	20.2
2014	42	26,821	20.5	20.1	18.2	19.9	20.8	20.8	19.5	20.3	19.9	20.4

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

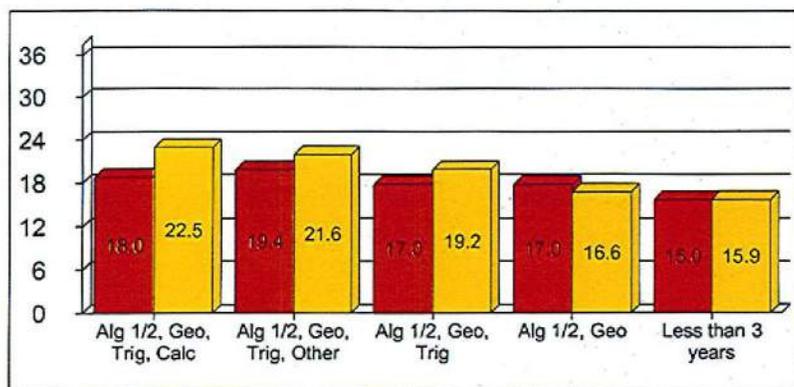
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for
ACADEMICS PLUS CHARTER SCHOOL

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

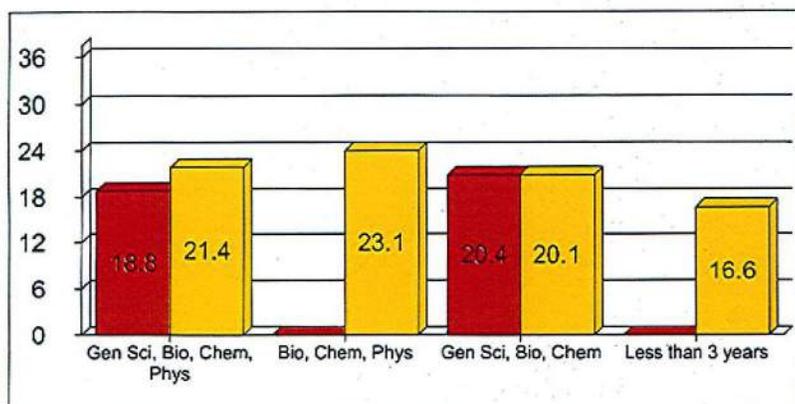
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or customerservices@act.org.

A basic statistic, the Pearson correlation coefficient, was used to look at the strength of the relationship between poverty rates and proficiency percentages.

More specifically, this statistic was run on districts with two schools and with enrollments of roughly 600 to 800 students, which reflect peer districts of Academics Plus Charter School (APCS).

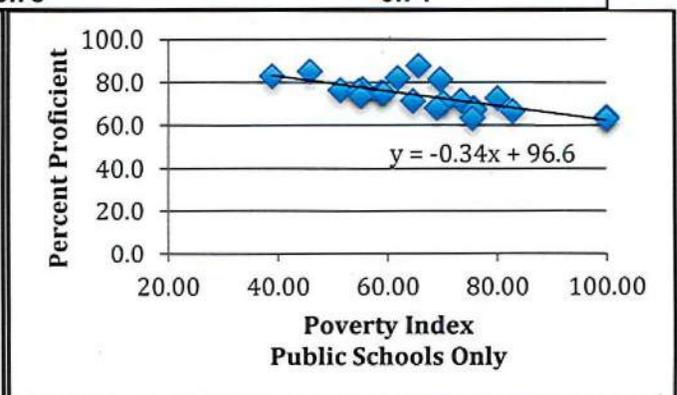
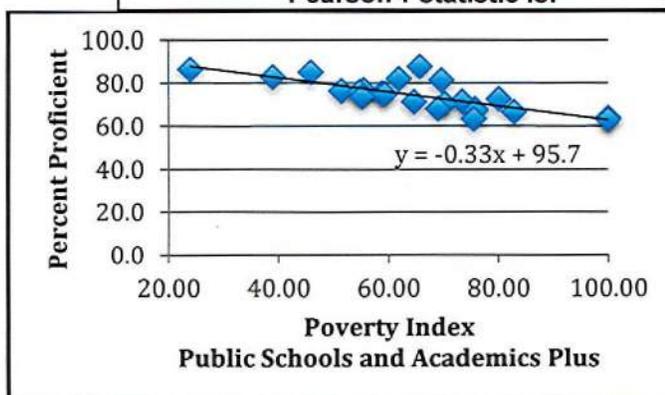
- When this statistic was run for the group of 23 school districts, the statistic came out at **-0.78**.
- When this statistic was run for the group of 22 school districts, which excluded Academics Plus, the statistic came out at **-0.74**.
- The value of this statistic may range from -1 to +1 (i.e., negative one to positive one).
- A correlation of 0.80 (absolute value) but may be regarded as very high in the social sciences.
- Both with and without Academics Plus included in the statistic, the correlation is high.
- Footnote that Benton County School of Arts and Lisa Academy were removed from this correlation study so that Academics Plus could be gauged relative to the other regular, public schools in this student population range.

It is informative to note that when Academics Plus is included in this mix the correlation coefficient increases just slightly. This is interpreted to mean that Academics Plus makes the poverty rate/percent proficient relationship just slightly stronger, yet confirms that Academics Plus fits in with its peer public school districts on the poverty/proficiency relationship.

Because this statistic went up slightly with Academics Plus added in, this translates to their having a slightly stronger relationship between poverty and proficiency; that is, more exclusive, given that Academics Plus has the lowest poverty rate among these peers.

- *This exercise clearly demonstrates a strong relationship between a district's poverty index and the percentage of students scoring proficient or advanced.*
- *A regular, non-chartered district would appear to produce similar test results as Academics Plus.*
- *Said another way, Academics Plus would appear to produce similar test results as a regular school district.*

2012-2013 Report Cards Arkansas Districts of 2 Schools & Enrollment of 600-800 (+/-10)	% Poverty Rate	% Prof/Adv. 2014	% Poverty Rate	% Prof/Adv. 2014
Academics Plus School District	24.00	86.4	<i>Without APCS</i>	<i>Without APCS</i>
Salem School District	65.70	87.7	65.70	87.7
Magnet Cove School District	45.91	85.0	45.91	85.0
Parkers Chapel School District	38.98	82.9	38.98	82.9
McCrary School District	61.88	82.0	61.88	82.0
Cotter School District	69.67	81.4	69.67	81.4
Pangburn School District	55.50	76.7	55.50	76.7
Smackover School District	51.45	76.3	51.45	76.3
East End School District	54.82	75.9	54.82	75.9
Carlisle School District	58.82	75.1	58.82	75.1
Hackett School District	59.31	74.8	59.31	74.8
Quitman School District	55.22	73.6	55.22	73.6
Two Rivers School District	80.05	72.6	80.05	72.6
Hector School District	73.40	71.4	73.40	71.4
Mamaduke School District	64.67	71.3	64.67	71.3
White Co. Central School Dist.	70.20	70.4	70.20	70.4
Mountain Pine School District	75.72	68.1	75.72	68.1
Hazen School District	69.01	68.0	69.01	68.0
Cross County School District	75.83	67.2	75.83	67.2
Lafayette County School District	82.87	66.6	82.87	66.6
Earle School District	100.00	63.7	100.00	63.7
England School District	75.49	63.3	75.49	63.3
Westside School District(Johnson)	100.00	63.0	100.00	63.0
Pearson-r statistic is:		-0.78	-0.74	



**APPLICANT
RESPONSE TO
MATERIALS
SUBMITTED IN
OPPOSITION**



Academics Plus Charter School, Inc.

900 Edgewood Drive
Maumelle, AR 72113
Ph 501.803.9730 • Fax 501.803.9742
rob.mcgill@academicsplus.org

November 4, 2015

Ms. Alexandra Boyd
Charter School Program Advisor
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Re: Response to Comments from Pulaski County Special School District and the Joshua Intervenors Concerning Application for Scott Charter School

Dear Ms. Boyd:

Academics Plus Charter School, Inc. (“Academics Plus”) provides this analysis in response to the concerns presented by the Pulaski County Special School District (“PCSSD”) and the Joshua Intervenors¹ to the Scott Charter School (“SCS”) proposal.

Academics Plus seeks to open SCS as a new open-enrollment public charter school in the Scott community, located in the PCSSD, in the PCSSD’s former Scott Elementary School building. Placing a high performing open-enrollment public charter school in an area of academic need and a building abandoned by the local school district is, on its face, a win-win situation for the children and families who may choose to attend SCS.

Yet PCSSD asserts that opening SCS in the old Scott Elementary School building will have a segregative impact on PCSSD or interfere with the remaining desegregation obligations of PCSSD. The governing standard for this argument is set forth in Ark. Code Ann. § 6-23-106(c), which states that the authorizer:

shall not approve any public charter school...that hampers, delays, or in any manner negatively affects the desegregation efforts of the public school districts in this state.

To assess PCSSD’s and the Joshua Intervenors’ claims, it is necessary to determine PCSSD’s current unitary status and current efforts to achieve unitary status. As demonstrated below, and as previously determined by the federal court supervising the desegregation actions of PCSSD, the concerns have no basis in fact or law.

¹ Mr. Sam Jones, on behalf of PCSSD, submitted a letter to Ms. Alexandra Boyd, Public School Program Coordinator, on October 2, 2015. Mr. John Walker submitted a letter on behalf of the Joshua Intervenors on October 22, 2015. The concerns from both pieces of correspondence are addressed together in this response.

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I. PCSSD's Current Desegregation Obligations

While PCSSD is not yet unitary in all areas, it has achieved unitary status in a number of areas, including student assignment. SCS will not cause PCSSD to engage in new segregation in student assignment. PCSSD has not yet achieved unitary status only with respect to facilities, staffing, student achievement, discipline, and monitoring. SCS will not affect any of these remaining desegregation obligations.

In fact, the district court overseeing PCSSD has already determined that open-enrollment charter schools do not substantially interfere with Pulaski County school districts' desegregation efforts. In 2010, the Little Rock School District ("LRSD") filed a motion contending that operation of open-enrollment public charter schools within Pulaski County interfered with the "M-M Stipulation" and the "Magnet Stipulation" to which the parties had previously agreed in their 1989 Settlement Agreement. PCSSD and the Joshua Intervenors joined with LRSD in this argument. On January 17, 2013, Judge D.P. Marshall Jr. rejected this argument, stating:

The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.

Little Rock School District v. Pulaski County Special School District, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed January 17, 2013. One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that effectively concluded the ongoing desegregation case involving the three Pulaski County school districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of LRSD's then-pending appeal to the United States Eighth Circuit Court of Appeals concerning these charter school issues.

On January 30, 2014, the Court approved a stipulation among the parties that PCSSD is unitary in the areas of assignment of students and advanced placement, gifted and talented and honors programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Importantly, PCSSD is now unitary in the area of student assignments. PCSSD has remaining desegregation obligations in the areas of facilities, staffing, student achievement, discipline, and monitoring. None of PCSSD's remaining obligations prohibit the State's charter school authorizer from granting a new charter for an open-enrollment charter school in Pulaski County.

II. SCS Will Not Cause PCSSD To Fail To Maintain Unitary Status in Student Assignment

Enrollment in SCS is open to any student in the state. These students can come from inside or outside the boundaries of PCSSD, and from public schools, private or parochial schools, home schooling, and even other open-enrollment public charter schools. Arkansas law specifically prohibits open-enrollment charter schools, including SCS, from engaging in "discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility" except as required by federal law. Ark. Code Ann. § 6-23-306. SCS cannot and will not engage in segregation in accepting children who seek admission.

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PCSSD and the Joshua Intervenors assert that SCS would be primarily a Caucasian school. While that speculative argument is addressed below, it does not even address the grounds set forth in the governing legal standard. That standard, Ark. Code Ann. § 6-23-106, turns on PCSSD's obligations, not the projected racial balance of SCS. The authorizer "shall attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts *to achieve and maintain a unitary system*" and "shall not approve any public charter school...that hampers, delays, or in any manner negatively affects the desegregation efforts of the public school districts in this state" Ark. Code Ann. § 6-23-106(b),(c). Thus, by complaining about the projected racial make-up of SCS, PCSSD and the Joshua Intervenors completely miss the mark under the governing legal standard guiding review of the SCS application. More importantly, PCSSD and the Joshua Intervenors make no argument whatsoever that SCS would have any possible effect of creating racial segregation in student assignment within PCSSD. Even if they tried to make this argument, they would be contradicted by Judge Marshall's rejection of it in 2013.

Now that PCSSD, by stipulation with the Joshua Intervenors, has achieved unitary status as to interdistrict student assignments, the federal court has declared PCSSD unitary in student assignment and has released PCSSD from supervision with respect to student assignment. This means that PCSSD and every other party in the long-running Pulaski County School Case have desegregated student assignment in PCSSD to the greatest extent practicable. There is no longer an issue concerning segregation of students in PCSSD. Necessarily, then, approving SCS will not negatively affect PCSSD's (completed) desegregation efforts concerning student assignment. Now that PCSSD is unitary in student assignment, there is no desegregation effort required in this area.

In the language of Ark. Code Ann. § 6-23-106, PCSSD must "maintain" unitary status in student assignment. PCSSD is in complete control of whether it remains unitary in assigning its students. To fail in this duty would require PCSSD to take new actions intended to segregate its students on the basis of race, a scenario that PCSSD (with good reason) never even hints will come to pass. PCSSD's unitary status in student assignment depends on how PCSSD treats the students enrolled in its schools, not on the actions of SCS or the review of this application.

To be absolutely clear, new racial segregation in the area of student assignment would require PCSSD and/or the State to take intentional action directed specifically to segregating its students into different schools by race. *Missouri v. Jenkins* ("*Jenkins II*"), 515 U.S. 70, 115 (1995). Neither PCSSD nor the Joshua Intervenors make any argument that approving SCS would cause PCSSD to engage in intentional racial segregation of the children who attend PCSSD's schools. Without such an argument, they make no point of relevance to the requirement of Ark. Code Ann. § 6-23-106 that PCSSD maintain unitary status in student assignment.

The argument that PCSSD and the Joshua Intervenors do make, which is not relevant under Ark. Code Ann. § 6-23-106, is that SCS will not provide transportation and therefore will have a racially unbalanced student body. PCSSD and the Joshua Intervenors state that because SCS does not plan to provide transportation to and from school, the only students who will attend are those whose parents can drive them to school. "The result," according to the Joshua Intervenors in their October 22, 2015 correspondence, "would be that the African American children will go to PCSSD and the white children will go to the charter." They provide no data to support this speculation. Open-enrollment public charter schools usually reflect the demographics of the area in which they are situated. Some are majority minority and some are not. If one wants to speculate, the best comparison probably is the last year of the operation of Scott Elementary in this same building, when the percentage of African-American children exceeded Caucasian children by a few percentage points, but neither comprised a

majority of the school population. Neither do they provide any insight into how the lack of school-sponsored transportation to and from SCS will impact PCSSD's desegregation efforts.

III. SCS Will Not Prevent PCSSD From Achieving Unitary Status in Facilities, Staffing, Student Achievement, Discipline, and Monitoring

PCSSD has not yet achieved unitary status in the areas of facilities, staffing, student achievement, discipline, and monitoring. SCS will not negatively affect PCSSD's ability to achieve unitary status on these areas, and PCSSD and the Joshua Intervenors do not even address most of them.

PCSSD and the Joshua Intervenors argue that SCS would hamper PCSSD's efforts to achieve unitary status because: (1) SCS lacks an obligation to have a racially integrated faculty or use fair employment practices, (2) SCS has no obligation to address the PCSSD achievement gap, and (3) SCS would use the former Scott Elementary School building to house the new charter. None of these criticisms affect PCSSD's ability to achieve unitary status in the areas in which it remains under court supervision.

a. Faculty hiring

The Joshua Intervenors state that, because of state waivers to Academics Plus, it is not obligated to have a racially integrated faculty or fair employment practices. To the contrary, Ark. Code Ann. § 6-23-306(15) requires that an open-enrollment charter must state that it will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys. SCS will absolutely not discriminate against qualified applicants on the basis of race or any other factor in its hiring decisions, and seeks only to hire the most qualified and best suited teachers and professionals for the school, regardless of their demographics. The Joshua Intervenors also fail entirely to identify how SCS's hiring practices would have any effect on PCSSD's desegregation obligations. Whether PCSSD achieves unitary status in the area of staffing depends on the actions and intentions of PCSSD, not SCS.

b. PCSSD achievement gap

The Joshua Intervenors also state that SCS is "not obliged to address the achievement gap" in the southeast quadrant of PCSSD. In its charter application, SCS presents detailed plans to address the student achievement gap in the Scott community, including analysis of student performance at the previous Scott Elementary School and student performance at Harris Elementary, where former Scott Elementary students must now attend. The current picture is grim: both Scott Elementary and Harris Elementary reported high poverty rates and low student scoring in the areas of literacy and math. According to the 2014 ESEA report for Scott Elementary and Harris Elementary Schools, approximately half of economically disadvantaged students are not achieving in both schools. Further, PCSSD students overall are not meeting student achievement goals in these areas.

PCSSD closed Scott Elementary School. PCSSD has plans to address the achievement gap in its remaining schools. PCSSD intends for previous Scott Elementary School students to be re-zoned to schools miles away from their current "home" school. At least one of the schools receiving former Scott students, Harris Elementary, is in academic distress and has student achievement issues. PCSSD's efforts to address the achievement gap in this area and these schools preexisted the closure of Scott Elementary School and presumably will take into account that closure and relocation of children going forward. These plans and efforts are within the control of PCSSD. SCS will have no impact on these efforts of PCSSD.

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SCS will provide families a quality elementary school option in the void created by PCSSD's closure of a low performing Scott Elementary.

c. Use of the former Scott Elementary School building

PCSSD objects to SCS locating in the former Scott Elementary School building. PCSSD claims that, because PCSSD could not maintain the building, SCS should not be able to either. PCSSD admittedly closed Scott Elementary because it proved "too inefficient" for PCSSD to operate and contributed to the district's fiscal distress.

Like the achievement gap, PCSSD made the decision to close Scott Elementary School before SCS sought to open a new school in the Scott Elementary building. SCS will not have an effect one way or the other on PCSSD's ability to maintain its other buildings or achieve unitary status with respect to facilities. PCSSD walked away from the Scott Elementary School building, and the subsequent use of the building should not impact PCSSD's future facilities expenses in any way. Certainly PCSSD has failed to provide any evidence to the contrary.

IV. Innovation

In yet another argument that is irrelevant under the governing legal standard of Ark. Code Ann. § 6-23-106, PCSSD claims that SCS's application should be denied due to a lack of innovation, claiming that the application is "totally lacking in specifics" and provides "nothing that describes or promises any kind of really innovative approach to education." This complaint has nothing to do with the PCSSD's achieving unitary status in the areas under which it remains subject to federal court desegregation orders. Thus this complaint has no bearing on the issues before this body.

Further, PCSSD made this same objection PCSSD in its February 11, 2015 letter opposing Academics Plus's charter renewal. The statutory requirements for the approval of an open-enrollment public charter school application do not include the proof of any innovations on behalf of the applicant. Rather, Ark. Code Ann. § 6-23-102 provides that charter schools are a method to accomplish certain enumerated goals, including improving student learning, increasing learning opportunities for all students, encouraging the use of different and innovative teaching methods, creating new professional opportunities for teachers, providing parents and pupils with expanded choices in educational opportunities, and holding charter schools accountable for meeting measurable student achievement standards. *Id.*

Even so, it is worth noting that as part of the "Educational Need" section of its application, Scott Charter School does list three innovations that would distinguish it from other schools: (1) continuous learning; (2) responsive classrooms; and (3) integration of agricultural science. Academics Plus's academic programs are innovative, as recognized by their continuous charter renewals, and successful, as demonstrated by their popularity with parents and success in the community. SCS students will benefit from these proven strategies.

In addition, it is innovative for a high performing open-enrollment public charter school to move to an area where students have a need for quality educational opportunities. Further, it is both innovative and prudent to take a discarded school building and return its use into a high-performing public school rather than allowing it to go to waste or for private use.

V. Conclusion

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The only relevant issue is whether and how approving Academics Plus's charter application for SCS will interfere with PCSSD's unachieved desegregation obligations. The current inquiry is limited solely to this analysis. Complaints and speculation as to how and why SCS may operate are irrelevant. While the State must and does take PCSSD's desegregation obligations seriously, PCSSD and the Joshua Intervenors have not provided any basis to question whether SCS will negatively impact PCSSD in achieving or maintaining unitary status in these discrete areas.

There could not be a more worthy, credible and innovative effort than for the State of Arkansas to provide an opportunity for a proven quality educational program for students living in an area where they have been underserved. Academics Plus is not in violation of any Arkansas laws or ethical requirements. Rather, Academics Plus has properly and lawfully submitted an application to expand a highly successful charter school program to an area that is in desperate need of a quality educational program for Arkansas students. The application should be approved.

We appreciate your time and consideration in reviewing these materials and welcome any questions regarding this submission. Please note that we reserve the right to submit additional information to the authorizer through you or at the hearing on the application if necessary.

Sincerely,



Rob McGill
Executive Director
Academics Plus Charter School
Applicant, Scott Charter School

cc: (via email)
Superintendent Jerry Guess (Pulaski County Special School District)
jguess@pcssd.org
Superintendent Eddie Johnson (England School District)
Eddie.johnson@england.k12.ar.us
Superintendent Suzanne Bailey (Lonoke School District)
Suzanne.bailey@lonokeschools.org
Commissioner Johnny Key
Johnny.key@arkansas.gov

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Academics Plus Charter School Amendment Request

An amendment request for a license to operate a K-12 school in Scott

Motion

To approve the request

Barnes	Lester	Rogers
Gotcher	Liwo	Saunders-2
Jones-M	Pfeffer	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			The charter has been consistent in successful academic outcomes and provides an additional opportunity for students to be successful. At the time of this presentation, no concrete evidence was provided to support negative impacts.
Gotcher			X	Further study on impact of unitary status of PCSSD is required for me to make a more informed vote on this matter.
Jones	X			I support this motion because Academics Plus has evidence of academic success. The Scott community needs a quality choice for education, and I feel confident this charter will provide that opportunity.
Lester				Absent
Liwo		X		I am not convinced that there isn't a possibility that the charter would not negatively interfere with the PCSSD's ability to maintain its current unitary status, and the charter could potentially hinder PCSSD's progress in achieving unitary status with regard to student achievement. I am also concerned about how the transportation waiver could possibly reduce the

				likelihood of lower income families taking advantage of the charter.
Pfeffer		X		There are unresolved issues. I have concern about desegregation issues and the lack of commitment for the facility at this time. The goal of including the agricultural education is tied to the location of the school's proximity to the farm in Scott. The lack of transportation will not provide an equitable opportunity for all students to attend this charter.
Rogers	X			I support the request due to the success Academics Plus as shown in Maumelle, and currently, there is not a school serving the Scott community.
Saunders	X			I support the expansion due to a history of success and placement into an area without a currently operating school.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: November 20, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

November 19, 2015

Johnny Key
Commissioner

**State Board
of Education**

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. Steven Green, Superintendent
Cave City School District
620 North Main Street
Cave City, Arkansas 72521

**RE: Notice of Charter Authorizing Panel Hearing
Cave City High School Career and Collegiate Prep School**

Dear Mr. Green:

On November 18, 2015, the Charter Authorizing Panel met and approved the district conversion charter application for Cave City High School Career and Collegiate Prep School. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. **Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 25, 2015, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, December 10, 2015.** Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on December 10th, and, at that time, the Board will determine whether or not to review the Panel's decision. If the Board decides to review the Panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Charter Schools, Program Coordinator

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

**CAVE CITY HIGH SCHOOL
CAREER AND COLLEGIATE
PREPARATORY SCHOOL**

SUMMARY

Cave City High School Career and Collegiate Preparatory School

School District: Cave City School District

Grade Levels: 9-12

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	9-12	1,200
2017-2018	9-12	1,200
2018-2019	9-12	1,200
2019-2020	9-12	1,200
2020-2021	9-12	1,200

Address of Proposed School: 620 North Main Street, Cave City, AR 72521

Mission Statement:

The Career and Collegiate Preparatory School of Cave City (CCPS) will provide rigorous and academically diverse programs of study using research based methods to teach students strong skills of analysis, critical thinking, creative thought, digital literacy, and independent thinking skills needed for success through extensive yet personalized industry based training opportunities. Through these training opportunities, students will acquire skills necessary to meet the needs of local and regional business and industry. CCPS is dedicated to assisting students in preparation of entry into the workforce or the pursuit of postsecondary education. CCPS will strive to create an environment of excellence and joy of learning in a nurturing community while preparing students to live principled and fulfilling lives after high school.

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

Cave City School District

77.24 % free and reduced-price lunch (2015-2016)

Needs Improvement District (ESEA 2014) - Literacy, Mathematics, and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support Included with Response Document

Richard Dawe, Ph.D.	Ozarka College
John Beller	Bank of Cave City
Richard Crawford	United States Congress, 1 st District, Arkansas
Deborah J. Frazier	University of Arkansas Community College at Batesville

Additional Letters of Support on File in Charter Office

Andrea Dito	Parent
Tara Bell	Parent
Patricia Hinds	Math Instructor, Cave City High School
Bobbie Paysinger	English Instructor, Cave City High School
Dave Jarvis	Cave City Nursing Home

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

EXECUTIVE SUMMARY

The applicant has not developed a transportation plan for students who will take advantage of extended school hours even though the extended hours are already occurring three times per week.

C3: EDUCATIONAL NEED

The applicant has not developed a transportation plan for students who will take advantage of extended school hours even though the extended hours are already occurring three times per week.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

It remains unclear that the committed funding is adequate to provide the programs discussed.

C12: STUDENT SERVICES

The applicant did not explain how the social and emotional needs of G/T students will be met.

The applicant has not developed a transportation plan for students who will take advantage of extended school hours even though the extended hours are already occurring three times per week.

C22: SUSTAINABILITY OF THE PROGRAM

It remains unclear that community and industry support will be adequate to fund the charter over time.

OTHER:

The 2014-2015 enrollment for Cave City High School was 401. Although it is stated that not all Cave City High School students will be part of the Career and College Preparatory School, an enrollment cap of 1,200 is requested for the charter.

The applicant response to comments about C-5, Schedule of Courses Offered, states, "CCPS will follow the established process for approval to embed courses as outlined by the ADE Curriculum and Instruction Unit." However, in response to legal comments that a waiver is not necessary to embed courses, the applicant response states, "The Applicant asks permission to seek approval of its request to embed courses through this conversion charter application. If such permission is denied, the Applicant will follow the approval process set forth in the ADE Standards Rules."

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Cave City High School Career and Collegiate Preparatory School

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

Concerns and Additional Questions

- **Clarify the length of each school day. Different sections of the application indicate that 3 to 5 days will be lengthened, and a waiver request asks to shorten the day.**

Applicant Response:

We use the phrase “extended school day” to describe the hours after 3:05 that our campus and facilities are open and available for students and/or community. This is a service that we currently provide to all CCHS students and is not contingent upon the approval of the charter. We included the extended day component to demonstrate our commitment to the success of our students. CCPS will provide this same service; this service will assist in creating flexibility in student schedules by providing extra time and access to campus facilities to allow students the opportunity to complete internet based components of their individualized training programs or online course requirements.

The waiver for a ‘shortened’ day only applies to CCPS students within the charter that are actively participating in a program of study or technical certification program that requires the students to be in training/class after the hours of 3:05 p.m. (as with the Apprenticeship program that will meet on Monday evenings for three hours). This waiver will allow these

students to begin their school day at 9:05, an hour later than the established 8:05 start time, up to three days per week. This waiver will not interfere with or alter the CCSD core course requirements or graduation credit requirements that are currently established.

Remaining Issues: The applicant has not developed a transportation plan for students who will take advantage of extended school hours even though the extended hours are already occurring three times per week.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Fully Responsive

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Clarify the length of each school day.

Applicant Response:

We use the phrase “extended school day” to describe the hours after 3:05 that our campus and facilities are open and available for students and/or community. This is a service that we currently provide to all CCHS students and is not contingent upon the approval of the charter. We included the extended day component to demonstrate our commitment to the success of our students. CCPS will provide this same service; this service will assist in creating flexibility in student schedules by providing extra time and access to campus facilities to allow students the opportunity to complete internet based components of their individualized training programs or online course requirements.

CCPS will increase the services provided during this extended hours of the school day. The established length of the district school day will not change and bus services will run at the normal time. However, the extra hour is a service to the students and CCPS will make resources and faculty/staff available to better meet the individual needs of students. CCPS will develop a plan to provide school transportation for the students who will take advantage of the extended services.

Currently, CCSD offers extended school day three days a week. Teachers, facilities, and technology/resources are currently provided for all CCHS students. If charter status is awarded, CCPS is committed to expanding the services and support for students by offering extra interventions, instructions, or preparation as needed on an individual basis; CCPS will also create a plan to provide transportation home for students that need to take advantage of services but cannot provide their own transportation.

CCPS will extend the school year as the need arises, and only for CCPS students. For example, if a senior lacks one course to complete a Technical Certification, then CCPS will expand the school year to accommodate this student’s need and assist the student in the completion of the certification course. CCPS would provide regular school services during the expanded year to include, breakfast services, lunch services, bus services, and facility and resources. This expanded year will be for technical courses only and will not interfere with normal school requirements or coursework.

Remaining Issues: The applicant has not developed a transportation plan for students who will take advantage of extended school hours even though the extended hours are already occurring three times per week.

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Provide the baseline year and/or baseline achievement data for the last 4 goals on the list.
- Confirm that alternative assessments will be provided to students when included in IEPs.

Applicant Response:

The data used to determine a baseline for each goal will be established in the 2016-2017 school years. The evaluation of the following goals will be conducted annually each Spring: (1) increasing the number of students participating in job shadowing, industry tours, and/or internships, (2) increasing the number of students that will complete at least 3 hours of college credit upon graduation, (3) increase the number of students participating in a program of study to obtain one industrial certification before graduation, and (4) increase the number of graduates attending college/technical school or workforce earning more than minimum wage.

In addition, CCPS is committed to providing alternative assessments for students as specified in IEPs.

C5: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Confirm that the process for approval to embed courses, as outlined by the ADE Curriculum and Instruction Unit, will be followed.

Applicant Response:

CCPS will follow the established process for approval to embed courses as outlined by the ADE Curriculum and Instruction Unit.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associated with the curriculum

Fully Responsive

Concerns and Additional Questions

- Explain what expenses will be reduced to free up NSLA funds to be used for the charter school.
- Provide evidence of commitments from local businesses to donate funds to support scholarships for students to help offset the cost of tuition and supplies. Explain the student eligibility criteria and projected award amounts for these scholarships.

Applicant Response:

The purpose of NSLA funds is to create equity between students regardless of family income. Low-income students face obstacles such as lack of funding for concurrent coursework that other students do not face. Using NSLA funds for technical programs and concurrent credit coursework is a way to close the achievement gap and improve educational outcomes in accordance with the annual ACSIP. \$100,000 of NSLA funding was budgeted for technical programs and concurrent credit courses for the 2015-2016 school year. These funds were previously used for technology; however, money was reallocated from Title I to cover technology needs and \$200,000 is still allocated from NSLA for technology. CCSD's percentage of students qualifying for the lunch program has also increased for the 2015-2016 school year. These additional funds will be used for tuition/resources/supplies for the charter school students.

In addition, CCPS will pursue collaborative efforts and supports from area businesses to support implemented programs of study. For example, First Community Bank of Sharp

County has recently agreed to sponsor the Certified Nursing Assistant program on the CCPS campus. The agreement states that FCB will commit to \$6,000 for start-up costs and \$3,500 for the 2016 school year. Collaborative efforts will be re-evaluated in 2017 to determine if sponsorship funding should be continued, altered, or discontinued (See Appendix A). A similar collaborative effort has been established with the Bank of Cave City. BCC has agreed to donate \$5,000 for costs associated with the Certified Welder program implemented in fall of 2015. Although this program was established before the charter status was achieved, nonetheless, the program of study will fall under the charter waivers for the duration of the program.

Remaining Issues: It remains unclear that the committed funding is adequate to provide the programs discussed.

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Confirm that IEPs will be followed with digital and online learning.**
- **Explain how it was determined that one hour a day will be sufficient for providing students with access to technology.**
- **Explain the minimum graduation requirements for students within the new parameters established by this charter proposal.**

Applicant Response:

CCPS is committed to affording all students equal opportunities for success. CCPS is committed to adhering to the established IEPs for students currently taking online and digital learning courses. CCPS will meet this objective by keeping open lines of communication with the collaborating post-secondary institution and instructors. Instructors in technical program courses and concurrent credit courses will be provided a copy of

students' IEPs and 504 plans. In addition, the disability support services at each institution will be contacted to ensure students receive accommodations according to the Americans with Disabilities Act.

According a study published in The Journal of Education Research in 2014, the amount of homework completed and the perceived quality of time management positively and significantly effects the academic achievement of adolescent students (Nunez, J., Suarez, N., Rosario, P., Vallejo, G., Cerezo, R., & Valle, A.). CCPS believes that one hour per day for three days a week is a good balance for homework support and time management for homework to increase success rates in online courses for 9-12 grade students. However, if the need for additional time becomes apparent, then CCPS will make further modifications to the extended hours to accommodate student need.

CCPS graduates will adhere to graduation requirements set forth by CCSD and Arkansas Department of Education. The minimum graduation requirements will not change for students within the newly established charter.

C8: CHARTER MODEL

Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

Fully Responsive

Concerns and Additional Questions

- Explain the ways in which developing and managing the budget and day-to-day operations will be conducted differently from other schools in the district.
- Explain how many days a week the school day will be extended.

Applicant Response:

Developing and managing the budget and day-to-day operations of CCPS will be somewhat different than other schools in the district. Since CCPS will be housed on the high school campus (CCSD only has one high school within the district), the management of CCPS will

be similar to that of the current high school budget and daily management protocols. However, CCPS will be different in that there will be associated costs for each implemented program of study. A budget will be needed to manage expenditures and debts accrued within the charter. CCPS will operate under the same autonomy as CCHS and will require the signature of administration before the purchase or distribution of resources. The CCPS budget will include debits and credits for (1) operations of programs of study, (2) certification programs, (3) technical courses, (4) online college courses, (5) embedded courses, (6) and concurrent credit college courses. CCPS will operate under the constraints of the current CCSD budget policy of getting an approved purchase order prior to every purchase.

CCPS will offer expanded hours three days a week; however, if there is a student need for additional days or hours then CCPS will make accommodations to meet this need.

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

Fully Responsive

Concerns and Additional Questions

- Explain what is meant by “these committees” in the last sentence of the response.

Applicant Response:

‘These committees’ refers to the stakeholders, parents, licensed faculty, and business partners that make up the school improvement committee as required by the current ACSIP for all public school districts.

C11: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

C12: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Partially Responsive

Concerns and Additional Questions

- **Explain how students will receive counseling services related to non-academic issues or in times of crises.**
- **Specify that special education services will be provided by a licensed special education teacher.**
- **Discuss what is meant by extended year mentioned in the transportation section.**
- **Explain the number of days per week the school day will be extended.**
- **Explain how the social and emotional needs of Gifted and Talented students will be addressed.**

Applicant Response:

The current CCHS counselor will continue to serve CCPS students as well as CCHS students on or off campus and during times of crisis. Counseling services related to non-academic issues or in times of crisis will be provided to CCPS students in the same manner that these services are provided to CCHS students. Students that received counseling services within CCPS will be provided the same resources, confidentiality, and time as provided for CCHS students. CCPS counselor will work closely with post-secondary counseling services as needed.

A licensed special education teacher will provide Special Education services for CCPS students. CCPS will adhere to all laws pertaining to special education as determined by the Arkansas Department of Education.

Transportation will be provided to CCPS students that take advantage of the extended day

services. Unless transportation is provided by CCPS, students in need may not be able to take advantage of the extended services as needed. Therefore, CCPS is committed to providing a means of transportation for these students. In addition, should the need arise to extend the school year (only in the case of specific immediate needs to complete a program of study), CCPS is committed to providing transportation for the students that need this service.

Initially, CCPS is committed to extending school resources, support, and services three days per week; however, CCPS is open to altering this service to meet the needs of students.

CCPS is dedicated to meeting the needs of all students. Specifically, CCPS is dedicated offering 6 advanced placement courses, expanding online and college courses, as well as embedded courses to meet the needs of Gifted and Talented student population. GT students will have the opportunity to achieve up to 60 college credit hours upon graduation. In addition, GT students will be able to complete a technical or certified program of study to advance their career after graduation and/or while achieving their college aspirations.

Remaining Issues:

- The applicant did not explain how the social and emotional needs of G/T students will be met.
- The applicant has not developed a transportation plan for students who will take advantage of extended school hours even though the extended hours are already occurring three times per week.

C13: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Confirm the understanding that ACT Aspire scores will not be available “at the conclusion of each school year.”

Applicant Response:

CCPS recognizes that ACT Aspire scores will not be available at the conclusion of each school year. Therefore, CCPS will make the annual report to the public available on the district website without the ACT Aspire data. This report will be updated in the fall, once the ACT Aspire results are made available.

C14: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Explain if all Cave City High School students will attend the proposed charter or if the proposed charter would operate as a school within a school.**

Applicant Response:

Not all CCHS students will attend the proposed charter; the proposed charter will operate as a school within a school. Therefore, if a student transfers to CCSD to take advantage of the opportunities provided through CCPS, those students will also be considered students of the CCSD.

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C16: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

Fully Responsive

Concerns and Additional Questions

- **Provide qualifications for all staff listed in the staffing plan.**

Applicant Response:

Professional qualifications for staff listed in the staffing plan:

Superintendent- Minimum qualifications include (1) current/valid Arkansas Superintendent License

Administration (Principal and/or Assistant Principal)- Minimum qualifications include (1) current/valid 7-12 Arkansas Administrator License, and (2) at least three years as of relevant classroom teaching experience.

Charter Director- Minimum requirements include (1) current/valid 7-12 Arkansas Administrator License, and/or (2) Current/Valid 7-12 Arkansas Teacher License, and (3) at least three years as of relevant classroom teaching experience.

Counselor- Minimum requirements include (1) current/valid 7-12 Arkansas Counselor License, and (2) at least three years as of relevant experience in a high school setting.

Career Coach- Minimum requirements include (1) current/valid 7-12 Arkansas Teacher license, and/or (2) Current/Valid certification as a Career Coach as established by the Arkansas Department of Career Education

Teacher- Minimum requirements include (1) current/valid 7-12 Arkansas Teaching License

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

Fully Responsive

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C21: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C22: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Explain the plan to generate financial assistance needed to sustain the school beyond its initial five years.**

Applicant Response:

CCPS will work diligently to obtain business partnerships/sponsorships for the technical programs of study within the charter. In addition, CCPS will work to establish support for college courses, tuition, and associated costs for online, concurrent credit, and college courses for all CCPS students. CCPS has no anticipation of, or intent upon, establishing a fee to be imposed upon CCPS students.

CCPS will continue to seek community support to maintain the resources and services offered through the charter. Such collaborative efforts have already been established with First Community Bank of Sharp County, Bank of Cave City, and the National Apprenticeship Training Foundation.

CCPS believes that the longevity of the charter will be contingent upon financial support from community businesses and industry. In addition, CCPS understand that the best way to

ensure this monetary support continues, is to provide local business and industry with a qualified workforce pool.

Remaining issues: It remains unclear that community and industry support will be adequate to fund the charter over time.

C23: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

OTHER:

- Provide calendar that shows the number of school days and employee days.
- Complete the following table with the grade levels and maximum enrollment to be served by year:

School Year	Grade Levels	Maximum Enrollment
2016-2017	9-12	1,200
2017-2018	9-12	1,200
2018-2019	9-12	1,200
2019-2020	9-12	1,200
2020-2021	9-12	1,200

Remaining Issues:

- **The 2014-2015 enrollment for Cave City High School was 401. Although it is stated that not all Cave City High School students will be part of the Career and College Preparatory School, an enrollment cap of 1,200 is requested for the charter.**
- **The applicant response to comments about C-5, Schedule of Courses Offered, states, “CCPS will follow the established process for approval to embed courses as outlined**

by the ADE Curriculum and Instruction Unit.” However, in response to legal comments that a waiver is not necessary to embed courses, the applicant response states, “The Applicant asks permission to seek approval of its request to embed courses through this conversion charter application. If such permission is denied, the Applicant will follow the approval process set forth in the ADE Standards Rules.”

Applicant Response: Proposed Calendar

July	Principal will schedule two days for advisor training
August 2, 3	Academic Advising Seniors, Academic Advising Sophomores and Juniors
August 4	Academic Advising Freshmen
August 9	1 st Registration for Concurrent Courses
August 15	First Day of School
August 19	Registration Closes for Concurrent Courses
September 6	First day of Computer Lab/Concurrent Lab open until 4
September 15	P/T Conferences
October 13/14	9-weeks tests
December 20	Last day first semester
December 21-Jan 1	Christmas Break
January 2	Second Semester Begins
March 9/10	3 rd 9-weeks tests
March 1-17	Personal Success Plans Conferences, Parent & Students
March 16	P/T Conferences
March 20-24	Spring Break
April 14	Good Friday
May 6	Last day of Computer Lab/Concurrent Lab open until 4
May 18	Last day of school
May 23-26	ACT Preparatory Course
May 30-June 2	ACT Preparatory Course
June 5-June 9	ACT Preparatory Course
June 10	June ACT @CCHS
Late May/Early June	Summer Term I Courses begin with Ozarka/UACCB at CCHS

- Calendar does not include snow days or state mandated testing days including interim assessments. Faculty training will also include state mandated training in June-August.
- 178 Student interaction days
- 2 Parent Teacher conference days
- 10 Professional Development days for Teachers
- ACT Preparatory Courses will not take the place of 178 required days
- Summer Terms will not take the place of 178 required days
- After school Computer Lab/Concurrent Lab open will not count as additional seat time
- Charter school will operate with same district calendar

Applicant Response: Appendix A



Where community comes first.

Dale Cole
Chairman & CEO

1325 Harrison Street
P.O. Box 4327
Batesville, AR 72503
(870) 612-3400
(870) 612-3412 FAX

October 19, 2015

Cave City School District
711 N Main St.
Cave City, AR 72521

To Whom It May Concern:

First Community Bank fully supports Cave City High School's request to become a conversion charter. It is clear that CCHS is committed to bringing the very best opportunities to their students.

CCHS Career and Collegiate Preparatory School (CCPS) and FCB have partnered to help prepare students for life after graduation and to help bring a higher quality workforce to local businesses.

FCB has agreed to sponsor a Certified Nursing Assistant program located on the CCHS CCPS campus. The program will do two things (1) it will allow students that are seeking a career in the medical field the rare opportunity to develop skills in high school that will assist them in obtaining a job while pursuing their college degree, and (2) it will allow those students that choose not to attend college directly after high school an opportunity to obtain meaningful employment at or above minimum wage.

FCB will offer monetary support in the amount of \$6,000 for the start up cost of the program and to fund the initial tuition costs for ten current high school students. FCB has also agreed to a reoccurring donation of \$3,500 per year for the next three consecutive years that will fund ten high school students' tuition costs each year. At the end of the three years, FCB will review the program's performance and strongly consider continued funding.

Sincerely,

Dale E. Cole
Chairman & CEO
First Community Bank

www.firstcommunity.net

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

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

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

**Cave City High School Career and College Preparatory School
Waivers Requested in Original Application
2015 District Conversion Application**

1. Professional Development (withdrawn)

Ark. Code Ann. § 6-17-701 et seq.

Section 15.04 of the ADE Rules Governing the Standards for Accreditation

ADE Emergency Rules Governing Professional Development

To the extent that a waiver is necessary, the Applicant requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed instructors to meet the state's teacher professional development requirements. This waiver will apply to Technical areas only, no core areas. CCPS's first choice will be to utilize the technical staff through a collaborative higher education institution or technical school. However, in the event that CCPS does employ an expert in a high need technical area to lead instruction of CCPS students, that person will meet Highly Qualified Teacher requirements as set by the ADE, with the exception of licensure. In addition CCPS will establish its own training to acclimate new, unlicensed teachers to their teaching roles. This waiver will allow CCPS to utilize higher education technical instructors without placing additional professional development requirements on those instructors. CCPS feels that higher education instructors will be more eager to collaborate with the understanding that there are no extra trainings involved. This waiver will help CCPS meet its established goal of increasing the number of students participating in a program of study to obtain at least one industrial certification before graduation.

Legal Comments: This waiver is not necessary. Non-licensed educators do not have to follow the professional development requirements.

Applicant Response: In light of the ADE's Legal Comments, the Applicant wishes to withdraw this waiver request.

Remaining Issues: None

2. Physical Education as Embedded Course

Ark. Code Ann. § 6-16-132

Section 9.03.4.9 of the ADE Rules Governing the Standards for Accreditation

Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

The Applicant requests a waiver of the above mentioned requirement only for those students that compete on the school's Golf, Tennis, Track, and Cross-Country and Cheerleading teams, as these sports teams have practice and competitions which extend outside the regular school day. The teachers and coaches in these extra-curricular activities will provide instruction in the named sports and will embed the Physical Education curriculum into the sports instruction. Teacher/Coaches in these areas will meet all curriculum and framework guidelines. These extra curricular activities are not required in CCPS curricula, students not participating in the mentioned sports will comply with ADE regulations regarding Physical Education in the traditional sense (meaning they have a practice period built into their regular school day). This waiver will help CCPS meet its state goal regarding increased number of students that will complete at least three hours of college credit upon graduation. Embedding PE curriculum into the schedules of students if the need arises. This flexibility will be needed for juniors and seniors that are completing their value added diploma. CCPS will not alter the PE standards or expectations by embedding the course; instead, CCPS will closely monitor teachers/coaches by requiring lesson plans that are directly tied to PE requirements. See Sample Lesson with embedded PE Appendix #9.

Legal Comments: Waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

Applicant Response: The Applicant asks permission to seek approval of its request to embed courses through this conversion charter application. If such permission is denied, the Applicant will follow the approval process set forth in the ADE Standards Rules.

Remaining Issues: On page 5 of its response, the applicant indicates it will comply with the course approval process. Although waivers can be granted to embed courses, the Charter Authorizing Panel has recently preferred schools to proceed through the course approval process for embedding courses so the school will have the necessary course codes.

3. Licensure

Ark. Code Ann. §6-15-1004 Qualified teachers in every public school classroom

Ark. Code Ann. § 6-17-302 Public School Principals- Qualifications and responsibilities

Ark. Code Ann. § 6-17-309 Licensure- Waiver

Ark. Code Ann. § 6-17-401 Teacher's license requirement

Ark. Code Ann. § 6-17-919 Warrants void without valid certificate and contract

ADE Rules – Licensure- Educator Licensure

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Standards for Accreditation 15.02 and 15.03

The Applicant is requesting this waiver to the extent that it may be necessary to utilize an individual employed by a higher education institution or technical institution who possess outstanding credentials and/or work history but do not hold a valid Arkansas Teaching License. Any individual utilized in this manner will meet all other requirements such as Highly Qualified Teacher status, criminal background check, and Child Maltreatment Registry checks. In addition, this waiver may be utilized when no other option is available. This waiver will allow CCPS students to take technical courses or college level courses and received graduation credit for those courses even though the instructors do not hold a valid teaching license. However, this waiver will be used mostly (if not totally) for instruction of non-core courses. In the event that CCPS employs a non licensed expert to teach on campus, CCPS will provide training for the non-licensed instruction to help them acclimate the classroom setting. This waiver will allow CCPS flexibility to offer technical courses that would not otherwise be available for low-income/poverty students in a traditional public school setting. This waiver is needed to help CCPS meet two goals 1) increase the number of students participating in job shadowing, industry tours, and/or internship/apprenticeship programs; 2) increase the number of graduating seniors that will attend college or technical school or will enter the workforce at entry-level or higher positions paying more than minimum wage.

Legal Comments: None

Remaining Issues: None

4. Planned Instructional Day

Standards for Accreditation Section 10.01.4

With the Personalized Success Plans that will be developed for each individual student of the charter, each student will earn a value-added diploma. CCSD is requesting a waiver for the Planned Instructional Day stipulations to better individualize offerings throughout the charter while still meeting all curriculum requirements. These individual needs may be met in less than thirty hours per week. It is important to note that even though these students' schedules may look different, traditional education will still be occurring throughout the instructional day and week as usual. And, these students will comply with all other educational activities and instruction that occur during any time remaining after completing their various technical courses. In addition, CCPS would like the option to shorten the school day for two hours for 4 days per week only for students of specific technical certification programs. For example, students involved in the Electrician Apprenticeship program through NATF will meet one evening per week for four hours. CCPS would like to shorten the day Monday through Thursday, allowing those students' school day to begin at 10:00 instead of 8:00. CCPS would like to allot time to students to use for study time, internships homework, or make-up work. This waiver will help CCPS achieve the goal regarding increased number of students participating in internships

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Information provided by Applicant is in italics.

and/or apprenticeships.

Legal Comments: In order to effectuate this waiver, the Applicant also needs a waiver of Ark. Code Ann. § 6-16-102.

Applicant Response: The applicant wishes to amend this waiver request to include a waiver of Ark. Code Ann. § 6-16-102.

Remaining Issues: None

5. Required Clock Time for Unit of Credit

Standards for Accreditation 14.03

The Applicant requests a waiver for seat time requirements to allow the integration of necessary graduation credit courses with other courses. This waiver will allow CCPS the opportunity to create flexibility in student schedules to allow for more substantial instruction in relevant and meaningful career pathways to meet the goals determined in students' Personalized Success Plan. In addition, the Applicant assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses. We will adhere to the full curriculum alignment with the Arkansas frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any information necessary in this regard. This waiver will help CCPS achieve the goal regarding increased number of students participating in internships and/or apprenticeships.

Legal Comments: None

Remaining Issues: None

6. Health and Safety Education (Embedding Curriculum) (withdrawn)

Standards of Accreditation Section 9.03.4.9

The Applicant is asking for a waiver of the mentioned requirement with the stipulation that the state established course curricula be embedded within other courses to be provided and determined by the conversion charter school. CCSD pledges that the charter students will receive instruction concerning the educational standards in Health and Safety Education class that meets or exceeds the current state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed Health curriculum in courses where there is an obvious overlap of curriculum frameworks (i.e. Health and Safety Education curriculum within varying Allied Health and Industrial Technology courses). CCPS would like to state that there is no intent to waive the .5 unit for Health. CCPS would like to be awarded this waiver with the understanding that Health curriculum will be embedded into courses only in the event there is obvious overlap in the course

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

frameworks and for the sole purpose of creating future flexibility in student schedules for the purpose of obtaining a value added diploma. This waiver will help CCPS meet the goal to increase the number of students completing a program of study to obtain at least one industrial certification before graduation.

Legal Comments: Waivers are not necessary to embed courses. The applicant, if approved, should seek course approval for its embedded course.

In light of the ADE's Legal Comments, the Applicant wishes to withdraw this waiver request.

Remaining Issues: None

7. Licensed Library Media Specialist

Ark. Code Ann. § 6-25-103 & 104

Standards for Accreditation 16.02.3

CCSD is required to have a Licensed Media Specialist overseeing the library during all school hours. The Applicant is seeking a waiver of this requirement in order to utilize a library aide to manage hourly duties as assigned by the Media Specialist. This aide will allow the Media Specialist to leave the library for an hour at a time to focus attention on assisting students with Personalized Success Plans and meet the individual needs of students. The waiver will also allow the Media Specialist to work with CCPS staff in locating resource for classroom instruction and instructional materials concerning career pathway or college/concurrent credit courses. The Library/Media Center will be an environment where anytime/anywhere learning transpire complete with a certified Library Media Specialist or a trained Library Aide available during school hours. This waiver will allow CCPS the flexibility to utilize the Library Media Specialist outside his/her statutory role, and will allow CCPS to use an aide (employee of CCDS to fulfill some of the statutory required functions. For example, CCPS Library Specialist is also certified to teach Comp I & II, this waiver will allow CCPS to have an aid in the Library to free up the current Librarian in order to offer this course on-campus. This waiver will help CCPS meet the goal of increasing the number of students that will complete at least three hours of college credit upon graduation.

Legal Comments: None

Remaining Issues: None

**ADE LEGAL
DESEGREGATION
ANALYSIS**



MEMO

DATE: November 6, 2015
TO: Charter Authorizing Panel
FROM: ADE Legal Staff
SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Five public school districts submitted applications for district conversion charter schools:

- Cave City School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Fayetteville School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 500 students;
- Gentry School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 500 students;
- Hot Springs School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Springdale School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 2,000 students.

II. Statutory Requirements

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

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

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. Each applicant's desegregation analysis is attached to this memo.

IV. ANALYSIS FROM THE DEPARTMENT

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

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs World Class High School, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.

goals. Student academic progress reports will be used to update parents and/or guardians, and will be available at week 3, 5, and 7 of every academic quarter. Parents/Guardians also have daily access to student progress through Home Access Center (HAC) link that is found on the CCSD website. Parents, guardians, and community members will also be invited to attend academic celebrations such as Academic Awards Banquets, EAST/Radio/TV Awards Banquets, Academic Signing Day celebrations, and Athletic Signing Day celebrations to share in the celebration of success at CCPS.

3. Other members of the community will be asked to serve in an advisory capacity for different programs of study and career pathway course selection. CCPS will actively seek the input of community leaders who have been recognized as leaders in business, industry, entrepreneurship, education and service to serve on advisory panels. The input of these individuals will play a key role in driving the course offerings, programs of study added, course content, and skills taught within CCPS. Some community members will be utilized as resources to connect the theories taught in the classroom to real world practice. These community members will be invited to speak to students as guest speakers to offer advice and training on soft skills, application processes, interview processes, and assist in project based learning. As students build relationships with local business leaders through projects and real-life scenarios, they are also making connections and building skills needed for workforce or college careers. Strong community connection will be a vital component of the success of CCPS in our community.

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

Applicant Response:

The Cave City School District's receipt of a conversion charter for its high school will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. All potential students of CCPS, as stated in our response to #12, must be eligible to attend classes in the Cave City School District. The Cave City School district is not under any federal desegregation order or court-ordered desegregation plan, and neither are our surrounding districts. Nothing in the operation of CCPS will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

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:

Cave City School District and the leaders of CCPS are committed to ensuring the success of the charter. It is evident by the projected financial commitment of CCSD to the implementation of the charter that this district is fully vested in the success of the school. CCSD had pledged close to 400K over the next five years to sustain CCPS; however, without financial help, the continued growth of CCPS may be limited. The 'easy' part is to

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Wednesday, September 9, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Cave City High School Career and Collegiate Preparatory School

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Cave City High School Career and Collegiate Prep School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 1200

Name of School District: Cave City School District

Name of Contact Person: Steven Green, Superintendent

Address: 620 North Main Street City: Cave City

ZIP: 72521 Daytime Phone Number: (870) 283-3333 FAX: (870) 283-3322

Email: sgreen@cavecity.ncsc.k12.ar.us

Charter Site Address: 620 North Main Street

City: Cave City

ZIP: 72521 Date of Proposed Opening: August 2016

Name of Superintendent: Steven Green

Address: 711 North Main Street City: Cave City

ZIP: 72521 Daytime Phone Number: (870) 283-5391

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Career and Collegiate Preparatory School of Cave City (CCPS) will provide rigorous and academically diverse programs of study using research based methods to teach students strong skills of analysis, critical thinking, creative thought, digital literacy, and independent thinking skills needed for success at the collegiate level. CCPS will also equip students for future career success through extensive yet personalized industry based training opportunities. Through these training opportunities, students will acquire skills necessary to meet the needs of local and regional business and industry. CCPS is dedicated to assisting students in preparation of entry into the workforce or the pursuit of postsecondary education. CCPS will strive to create an environment of excellence and joy of learning in a nurturing community while preparing students to live principled and fulfilling lives after high school.

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

Applicant Response:

- 1. Business and Collegiate Partnerships-** Utilizing strong collaborative partnerships with local colleges and business/industry, CCPS will provide students with early access to college and/or career trainings. These partnerships will allow CCPS to provide diverse career pathways to meet the interests of students, the economic needs of the community, and the local business/industry need for highly skilled workers.
- 2. Data Driven Curriculum** will be developed to ensure CCPS is directly aligned with needs and goals of post-secondary institutions and local business/industry. Data from ACT Aspire, and ACT will be used to develop an intervention plan for every student and drive classroom instruction. Project based learning and community partners will play a role in students' acquisition of 21st century skills including: Technology, teamwork, problem-solving, effective communication and by providing resources and real-life experiences for students.
- 3. Personalized Success Plan (PSP)-** A joint effort between CCPS student advisors, students, parents, post-secondary education and business/industry partners will help each student set personal goals and develop a plan to achieve those goals. Data used from Kuder, ACT Aspire, industrial credential exams, and the ACT will help determine individualized academic goals. Personalized Success Plans will help to guide the student through high school and obtain a value-added diploma upon graduation. PSP can be modified and adjusted.
- 4. Flexibility in schedules for completion of Value added diploma-** CCPS students will enjoy increased flexibility in their schedules and course offerings, due to the expanded school day, embedded, and online courses. These attributes create space in junior and senior student schedules to make time for technical or college pathway courses. Expanded curricula offerings will assist students in achieving a value added diploma. In addition, CCPS will offer extended hours on campus for students who have limited home resources.
- 5. Value Added Diploma-** CCPS grads can achieve a value added diploma via technical/industrial certifications, increased college credit hours through concurrent, embedded, and online courses, or even an Associate's Degree. With this, CCPS grads can enter the work force above minimum wage and/or increase college success.

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 August 27, 2015 in the Cave City High School Library from 6:00-7:30 to discuss the district conversion charter and proposal process with nineteen people in attendance (partially due to a volleyball game that was scheduled after the public meeting date was set and because of a parent meeting on August 6, 2015 where the charter process was discussed). The CCSD advertised the meeting date for four consecutive weeks August 5, 12, 19, and 24, 2015 in the *Batesville Daily Guard*, the local newspaper.

CCSD used other methods of media to advertise as well. The meeting was advertised August 8 & 9, 2015 at the local Cave City Watermelon Festival via informational brochure handed out by Mr. Steven Green and Mr. Marc Walling. The meeting date was displayed on August 13, 2015 during the district Open House. In addition, advertisements were published on the high school marquee sign, the district website, the central office sign, and the district radio station on August 13, 2015 through August 27, 2015.

The meeting agenda was as follows:

Welcome and Introduction: Steven Green, District Superintendent
Background and need for Conversion Charter: Marc Walling, High School Principal
Programs of Study: Vickie Green, High School Counselor
Charter Overview: Cheryl Bell, High School Vocational Teacher
Question and Answer Session: Marc Walling, Vickie Green, and Cheryl Bell
Closing Statements: Marc Walling

Questions and comments were positive and the meeting received positive support for the proposed charter. A parent, Mrs. Ashley Beller, expressed how thankful she was that CCHS was pursuing the charter stating, "It will greatly impact our students and community in a economic way." In addition, Vickie Green and Cheryl Bell presented information to the faculty, staff, community partners, and school board on August 13, 2015 at the District School Board meeting. Sharing and educating parents and community members of the charter process continues on an individual basis as both the superintendent and the principal meet with parents and community partners.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located *at least three weeks prior to the date of the meeting.***

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

Applicant Response:

The Career and Collegiate Preparatory School of Cave City (CCPS) will provide rigorous and academically diverse programs of study using research based methods to teach students strong skills of analysis, critical thinking, creative thought, digital literacy, and independent thinking skills needed for success at the collegiate level. CCPS will also equip students for future career success through extensive yet personalized industry based training opportunities. Through these training opportunities, students will acquire skills necessary to meet the needs of local and regional business and industry. CCPS is dedicated to assisting students in preparation of entry into the workforce or the pursuit of postsecondary education. CCPS will strive to create an environment of excellence and joy of learning in a nurturing community while preparing students to live principled and fulfilling lives after high school.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Cave City School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	83.38	86.55	90
Targeted Achievement Gap Group	79.99	82.96	
African American	81.25	100	
Hispanic	62.5	70	
White/Caucasian	83.5	86.58	
Economically Disadvantaged	80.76	83.48	
English Language Learners/ Limited English Proficient	n<10	n<10	
Students with Disabilities	47.7	60.06	

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Cave City School District		
Campus Name	Cave City High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	65	84	90
Targeted Achievement Gap Group	62	83	
African American	n<10	n<10	
Hispanic	n<10	n<10	
White/Caucasian	64	84	
Economically Disadvantaged	64	83	
English Language Learners/ Limited English Proficient	n<10	n<10	
Students with Disabilities	25	100	

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Cave City School District		
Campus Name	Cave City High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	65	84	90
Targeted Achievement Gap Group	62	83	
African American	n<10	n<10	
Hispanic	n<10	n<10	
White/Caucasian	64	84	
Economically Disadvantaged	64	83	
English Language Learners/ Limited English Proficient	n<10	n<10	
Students with Disabilities	25	100	

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Cave City School District		
Campus Name	Cave City Middle School		
Grade Levels	5-8		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	81.7	67.6	
Targeted Achievement Gap Group	78.5	59.5	
African American	n<10	n<10	
Hispanic	n<10	n<10	
White/Caucasian	81.4	68.5	
Economically Disadvantaged	78.5	59.5	
English Language Learners/ Limited English Proficient	n<10	n<10	
Students with Disabilities	14	14	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Cave City School District (CCSD) is located in Sharp County; this district is in a rural area of Northeast Arkansas and serves a 285-mile radius. The district population is approximately 1300 students. Being in a rural area, 74% of the student population at CCSD participates in the free and reduced lunch program. This number has steadily increased from approximately 62% to over 70% within the last five years, and if this alarming number continues to grow then the effects will be devastating on our small community. In addition, according to school data, over 40% of district students directly qualify for the lunch program, which means that the families of these students participate in the Supplemental Nutritional Assistance Program. In an essence, a majority of CCSD students are at an extreme disadvantage economically. CCSD views education as a solution to this growing problem. It is for this reason CCSD would like to implement a program at the high school level in an attempt to improve the current living standard in this community. It is no longer good enough for our goal to simply be to graduate students; CCSD is committed to graduating students with a value-added diploma to lay a foundation for success in life after high school.

CCSD is classified as a Needs Improvement school based on the 2013 standardized test scores and TAGG group scores in Literacy and Math. From the data above it is evident that we have a sizeable gap between our general population scores and our TAGG group, which is overwhelmingly made up of our economically challenged group and our SPED population. CCHS has been successful in providing a pathway to college for those students that are college bound. However, after we analyzed the student data, it was apparent that additional educational opportunities and strategies are needed to better prepare non-college bound students for their post high school careers. We believe a conversion charter model will allow us to implement a number of diverse technical certification programs of study and will help our students focus on a future career pathway that best fits their needs and interests. This model along with opportunity for career-enriched experiences will assist students in the completion of a technical program of study, increase student test scores, and graduate with a value added diploma. CCPS will work to ensure that all its graduates that complete a certification program or are working to complete a certification program will be well prepared to enter the workforce above minimum wage. We feel that this charter will allow students increased autonomy in their career choice. Students will have a vested interest in their career pathway and will be able to take ownership in their education.

CCSD is an ever-evolving district; we believe that a conversion charter is the next progressive step for our high school campus. By converting to a charter and by utilizing our requested waivers, we will have the needed flexibility to provide added support for the identified portion of our student population. This flexibility will provide a valuable intervention component as well as adviser/mentoring opportunity that will maintain the student's interest in his/her future and also provide much needed support for student success.

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:

As noted above, the information provided above is for our middle school and high school students. No further comparisons of districts are needed at this time.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

In our area, CCPS is unique in three ways: (1) our commitment to raising the standard of living for our community members; (2) development of diverse programs for students to earn value-added diplomas by achieving a technical certificate, industrial certification, expanding online, embedded, and concurrent credit offerings; and (3) its partnership with local business, and UACCB, ASU, and Ozarka College.

To achieve these goals, CCPS will address the needed skills for success in several ways. First by creating Personal Success Plans for each incoming freshman, by expanding technical curricular offerings both on CCPS campus as well as off site, by targeting instruction time for remediation/intervention, by adding concurrent credit and online offerings for students seeking a two-year or four-year degree, by building flexibility into student schedules to pursue technical certificates or college course, and lastly by creating partnerships with local business and industry.

Personal Success Plan

Each incoming freshman will be assigned an academic adviser that will continue with the student through graduation. The academic adviser will formally meet with the student and parent/guardian to set individual goals unique to the student. The adviser will then meet with the student four times per year to assess student progress toward his/her personal success plan and make adjustments to the plan as needed. CCSD is aware that students can and will have a change in career pathways and advisers will assist students make those changes with a seamless effort. Academic advisers will act as a mentor/adviser to the assigned student. Every student may or may not have a guardian/ parent present for the PSP conferences. Therefore, support for the student will go beyond academics in that the adviser may give academic advise as well as set up tutoring sessions, arrange for transportation for access to the extended CCPS school hours, and even help locate financial support for the cost of technical and/or college courses.

Expanding Technical Certificate and Industrial Certification Opportunities

By partnering with local business, industry, and colleges, CCSD students will be able to graduate high school with a technical certificate, a nationally recognized industrial certification, up to 30 hours of college credit, and/or an Associate's Degree. This advantage will have an enormous impact on the poverty cycles in our community. Students will not only graduate with technical skills and/or college credit, they will also have acquired 21st Century skills. With the help of area businesses, each program of study will embed 21st Century skills to help fill the skills gap evident in today's local job market. Our partnership specifically with Ozarka College will allow CCPS to diversify the programs of study to meet the interests of the students while simultaneously meeting the needs of local employment needs. For example, CCPS will collaborate with NATF (National Apprenticeship Training Foundation) to offer real-world training for students via on-campus internship and apprenticeship opportunities for those students interested in a career as a Certified Electrician. Certified NATF trainers will teach the required courses one night a week, for four hours per night. It will be a four-year program to achieve the level of a Certified Electrician. CCPS students will begin the program during their senior year and continue the program after graduation until they achieve their certification. CCPS will also make the NATF program available to community members interested in this field of work.

Expanded School Hours and school year for CCPS

Although the community of Cave City is vested in tradition, CCSD leaders recognize that its goals are not obtainable through a traditional school setting, and that the traditional school setting is not conducive for all learners. CCSD is excited to bring training to its 9-12 grade students. Since CCHS students will not typically have access to Internet at home, CCPS is extending the school day one hour per day to accommodate these students. CCPS will hold hours from 7:30 am to 4:15 pm. Students will have an extra hour each day to complete their online or concurrent credit course work.

This extra hour will also be used to provide remediation or intervention for students who did not score proficient on the ACT aspire assessments or for classroom intervention/remediation within a given subject. This time can also be utilized as a standard make-up exam period so that students will not have to miss additional instruction time by having to complete a make-up exam during regular class time. We will also use this extended time to provide enrichment activities such as tutoring, study hall, ACT prep, or extra AP/Concurrent Credit/College Course instruction.

In addition, technical certification programs of study typically consist of five courses; therefore, CCPS will expand the school year to provide extra time for students to finish their last course to complete a program of study on as needed basis. This opportunity will not only set graduates up for success after high school, but also contribute a highly skilled workforce to meet the needs of high-demand jobs in the local area.

Targeted Instruction time for Remediation and/or Interventions

CCPS proposes to extend the school day to add an hour at least three days per week during the school year. During this hour, students will receive interventions to help with state test remediation, current subject remediation, Advanced Placement enrichment, ACT prep opportunities, online courses, and access to technology to assist with college research and/or course work. Occasionally, throughout the school year, this extra time will also be utilized for career seminars with speakers that are experts in different areas of technical and/or industrial skills. The speakers will inform students about knowledge and skills relevant to their career choice pathway. CCPS realizes that many of the students that will take advantage of the extended school day will also need transportation home; therefore, CCPS proposes to provide transportation home for these students.

Expanded Concurrent, Online, and College Courses

CCHS Career & Collegiate Preparatory School (CCPS) is committed to individualized education for diverse students. CCPS will educate students through use of both the classroom and real world settings, and CCSD is willing to change tradition to ensure the success of its graduates after high school. Using a curriculum developed collaboratively with area business/industry and colleges, students will be able to enroll in concurrent credit and/or online courses in non-technical and technical classes. Online courses and extended school hours will allow students to progress at their own rate and help students reach the goals set in their Personal Success Plan. Extended hours will help students that are enrolled in concurrent credit course extra time each day for research and computer access.

Seat time Alterations for CCPS students

CCPS will also change tradition by abandoning the seat time requirement for its students. Many students who are pursuing a technical certificate or industrial certificate must leave campus to receive those courses. CCPS will not be able to accommodate for some specific program courses; therefore, students will need to be bussed to and from UACCB and/or Ozarka campuses for training. In order to make this opportunity possible, one hour to travel per day must be allotted for these students. In addition, some CCPS students will be awarded mentorships or apprenticeships with local business or industry; therefore, this opportunity must also be recognized and accepted to meet graduation requirements.

Teacher Licensure/Community Expertise and Resource

Since many of the technical courses will be taught off CCPS campus, it is important to recognize the value of a field expert. CCPS is willing to accept trained professionals as competent teachers for its students in the specific field of their expertise if they are employed by either a 2 or 4 year higher education institution or technical college. Community partners as well as collegiate partners will teach CCPS students in certain areas, and CCPS will recognize these courses to meet the required seat time and course code requirements for graduation. CCPS will take full advantage of community members that can offer specific training

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

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
CCPS will increase the number of Seniors who meet the four ACT College Readiness Benchmarks	ACT	Increase 3% Annually	establish baseline in 2016-2017 Actual goal assessed annually each Spring beginning in 2018
CCPS will meet or exceed the state average in reading, writing, and language on the Aspire assessment	ACT Aspire	Meet or exceed state average	Annually
CCPS will meet or exceed the state average in Mathematics on the Aspire assessment	ACT Aspire	Meet or exceed state average	Annually
Increase the number of students participants in job shadowing, industry tours, and/or internships	Personalized Success Plan (PSP) Documentation	Increase 5% annually with a goal of 90% participating by 2020	Annually
Increase the number of students that will complete at least 3 hours of college credit upon graduation	Personalized Success Plan (PSP)	Increase percentage each year; Have and maintain 90% achievement by 2020	Annually
Increase number of students participating in a program of study to obtain one industrial certification before graduation	Personalized Success Plan (PSP)	Increase percentage each year; Have and maintain 90% achievement by 2020	Annually
Increase the # of graduates attending college/ technical school/ or workforce earning more than min. wage	Follow-up Survey with graduates	Have or maintain 90% achievement by 2020	Annually

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:

If the above-mentioned goals are attained then this is a strong indicator that school is fulfilling its mission. CCPS is committed to improving student success during high school to help increase the standard of living after high school. Helping students become self-sufficient college and/or career ready is the goal of CCPS. While CCPS understands that not every student will attend college immediately out of high school, our mission is to lay a foundation rich with technical and college ready skills so that graduates can ensure success at a career of their choice and/or pursue a college education. CCPS will demonstrate its commitment to the betterment of all students in the following ways:

-All incoming CCPS freshmen will be assigned a certified teacher to act as the student's academic advisor through graduation. The academic advisor will assist the student in creating a **Personalized Success Plan** as well as schedule any interventions that student may need in order to help him/her be successful in a CCPS program of study. The academic adviser will also keep a digital portfolio for the student. The digital portfolio will serve to house student work, accomplishments, transcripts/grades, letters of recommendations, and PSP.

-**Scoring proficient on the Aspire exam in both math and literacy**, and eventually science, will demonstrate that students completing the CCPS curriculum are at or above the state standard in those areas. This accomplishment will demonstrate an increase in college and career readiness skills needed for success after high school. Students not scoring proficient will receive interventions need to help that student achieve a proficient score in any area of deficiency.

-All CCPS students will take the ACT during the spring of their junior year. CCPS will host a summer ACT preparatory course in May each year. In order to help students reach their PSP goals, CCPS is prepared to pay for the June ACT exam for all juniors that attend the summer prep course. In addition, **ACT preparatory and test-taking training** will be available as an **intervention strategy** throughout the school year for any student not meeting his/her ACT score goal set in the PSP or by college entry requirements.

-**An increase in online and concurrent credit offerings.** Studies show that students who earn 30 hours of college credit are 90% more likely to complete a four-year degree (NACEP). If CCPS can increase the number of students who earn college credit before graduation and increase the number of college credit opportunities for these students, then this also increases the student's chance of successfully completing a four-year degree. In addition, CCPS partnership with Ozarka has resulted in the agreement that when a student completes twelve consecutive credits through Ozarka on CCPS campus or online, then that student will qualify for **twelve additional credits to be taken on the Ozarka College campus at no charge.**

-**Job shadowing/Internships/Apprenticeships** are critical elements to the success of career readiness in the student's field of choice. These opportunities teach students the skills that cannot be taught in the regular classroom setting. Skills like building relationships with potential employees, hand-on experience, and even on-the-job training are invaluable to a student entering the workforce upon graduation. These opportunities do two things: gives the students a chance to apply the skills and knowledge acquired through the CCPS experience; and gives CCPS a chance to self-evaluate and make changes to the technical programs of study as the workforce needs evolve. CCPS is committed to being a living program, adaptable to current local business/industry needs and trends. For example, CCPS's partnership with NATF will offer students real world training via apprenticeships as well as assist them with finding meaningful employment in their certification area after graduation. This option will be available mainly to seniors; however, the CCHS Career and Collegiate Prep School will recognize individuality with student abilities and will offer flexibility as needed.

-**Technical Certification/Nationally Recognized Industrial Certification/ College Credit** is vital to CCPS student success. CCPS students will leave high school with a value-added diploma to validate his/her industrial expertise and/or commitment to higher education. Collaboration with local colleges and/or industry and business experts ensures the high quality of academic rigor of each CCPS program of study. The job market in this community for jobs paying above minimum wage and is highly competitive. Completion of a program of study will

give validation to employers that the CCPS graduate has a level of expertise a step above the average applicant. In addition, CCPS students will feel confident that the training/education they received is of the highest quality and will be reflected in the success of job placement and/or college placement for every CCPS student.

Each CCPS graduate will have the skills needed to enter the workforce at or above the minimum wage standard and/or with at least three hours of transferable college credit. This goal sends a message to all stakeholders that CCPS graduates have significantly raised the value of their high school diploma. This value added diploma gives students the skills necessary to seamlessly and confidently transition into the next step of their lives. In addition, the diploma represents a strong foundation provided by CCPS that will improve each student's quality of life and enable their success in the workplace or in pursuit of a higher education.

5. 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.

Applicant Response:

The average annual percentage of Cave City High School graduates who enroll in college is 60%. A study of the class of 2011 revealed that after four years post high school less than 30% of the students had completed a Bachelor's or Associate's Degree. Only 8% of the class of 2011 had completed a four-year degree in four years. CCHS has recorded outstanding ACT scores and the focus of the charter was not originally intended for top performing students. Last year alone, two CCHS students out of 95 were awarded the prestigious Arkansas Distinguished Governor's Scholarship. All students in CCHS need to be the focus. What can be done to help increase the degree completion rate of the traditional college going rate of 60%? According to Complete College American, "today's young people will be the first generation in American history to be less educated than their predecessors" (Time is the Enemy, 2011). Research conducted by the National Alliance Concurrent Enrollment Partnerships reveals that students who are dual enrolled are 11% more likely to persist through the second year of college and dual enrollment students who completed 20 or more credits are 28% more likely to persist through the second year of college. In addition, Complete College America, reports that poor students and students of color struggle the most to graduate. The socioeconomic status of CCHS students does not end upon graduation. What is the answer? Increase the number of college credits students will have earned upon graduation. Furthermore, by adding more certification programs students may also obtain the credentials needed to gain employment above minimum wage while enrolled in college. A student whose goal is to gain employment as a Registered Nurse will be able to obtain a C.N.A. while in high school which would provide opportunities to increase their standard of living while attending college. Another obstacle for students in college is navigating the college system and planning schedules. Students who graduate from CCHS will have a Personal Success Plan designed specifically for them that will provide a road map for their next level education.

Over Achiever Course Sequences

This program of study is for students who are very dedicated and driven and want to pursue an Associate of Arts Degree while in high school. Few students would fall in this category.

Students could earn an Associate of Arts Degree from U.A.C.C.B. or Ozarka College and appropriate course selections would be made that fulfills the requirements of the college of choice. Students will also be encouraged to select college electives in the field of their personal planned major of study. Honor Graduate requirements are as follows: 2 AP Courses, Precalculus/Trig, Spanish I, Spanish II, Chemistry or Physics and all must be completed with a GPA over 3.5.

Sample Course Schedule for Over Achiever Four Year Course Sequence

Individual Student Schedules will vary dependent upon the Personal Success Plan

Grade 9: PreAP Eng 9 - PreAP Civics - PreAP Alg. - PreAP Bio - Athletics/PE/Band/Ele- Spanish - *Strategies CS/C.T. = College Credits: 6*

Grade 10: PreAp Eng 10- PreAP GEO- PreAP Alg II- Physics - Athletics/PE/Band/Ele- Spanish II- OC/Phy Fit =

College Credit: 6

Grade 11: AP Eng11/Comp I&II- AP US HIS/US I&II- Pre Cal/Trig- PreAP Chemistry- Athletics/PE/Band/Ele- Psychology/Col Ele = **College Credit: 24**

Grade 12: AP Eng 12/World Lit I, II- Ap World Civ I&II- AP Calculus- AP Bio or AP Chem- Athletics/PE/Band/Ele- Col Alg/F.A. Theater- Col Bio/Col P.S. = **College Credit: 26**

Sample Course Schedule for High Achiever Four Year Course Sequence

Grade 9: PreAP Eng 9- PreAP Alg I- PreAP Civics/Econ- Athletics/PE/Band/Ele- Computer Tech- Elective HS = **College Credit: 0**

Grade 10: PreAP Eng 10- PreAP Geo- PreAP World His- PreAP Biology- Athletics/PE/Band/Ele- Spanish I- Strategies CS = **College Credit: 3**

Grade 11: PreAP Eng 11- Adv Alg II- PreAP Amer His- PreAP Chem or Physics- Athletics/PE/Band/Ele- Spanish II- OC online/Psy = **College Credit: 6**

Grade 12: AP L & C/ EC I, II (6 credits)- Trig/PreCal- HS Elective- College Bio/P.S. (8 credits)- Athletics/PE/Band/ Ele- Col Alg/ FA Theater (6 credits)- HS elective = **College Credit: 20**

***embed Health**

Students who complete the program above may know they are college bound; however, undecided as to a major course of study. Basic Freshman core college courses are that are commonly required for local higher education institutions are included in the course of study. Students who are interested in a particular major course of study will have this reflected in their Personal Success Plan. U.A.C.C.B., ASU and Ozarka College all have a wide range of online courses to select from which will enable us to personalize students' education.

Sample Course Schedule for Achiever Course Sequence: See Appendix

The Achiever Schedule is intended for students who wish to earn 15 college credits while enrolled in high school. Please keep in mind it is a sample only and individual student plans will vary with their Personal Success Plan.

Forty percent of CCHS graduates have not enrolled in college or technical school upon graduation. CCPS goal is to allow more students to obtain industrial certifications, certificates, or technical certificates while attending high school. Furthermore, it research showed close to 25% of the class of 2011 are struggling financially and not gainfully employed. CCHS has formed partnerships with U.A.C.C.B. and Ozarka College to best meet the needs of students. CCPS would like for the programs of study available to the students to be listed under the federal guidelines as Gainful Employment.

Ozarka College offers the following certificate programs:

- Accounting
- Banking and Finance
- Business Computer Applications
- Business Management
- Certified Nursing Assistant
- Criminal Justice and Corrections
- Early Childhood Development
- Emergency Medical Technology
- Hospitality Management
- Information Science Technology
- Medical Office Administration
- Pre-Health Sciences

Technical Certificates are available the following:

- Automotive Service Technology
- Culinary Arts
- Early Childhood Education
- Health Information Technology
- Health Professions
- Information Science Technology
- Licensed Practical Nursing

One unique component of Ozarka College is the availability of online courses. Over seventy-five courses are listed on the Fall 2015 Ozarka Course Schedule. Travel time from CCHS to U.A.C.C.B. or Ozarka College is 30 minutes. CCSD transports many students to school, which is often a long bus ride as well. Some programs will require CCHS to transport students to either U.A.C.C.B. or Ozarka College, however, when possible preference would be given to keeping students on campus at CCHS. Ozarka College currently has online courses in every area listed above which would enable CCPS to develop Personal Success Plans unique to each student. Online delivery solves several logistical problems including time travel time and difficulty with scheduling. It also would allow CCPS to more closely monitor student work. Faculty members would be paid to help mentor students in these programs.

Sample Course Schedule for Technical Certificate/Welding Concentration for Four Years

Grade 9: Eng 9 or PreAP- Alg I or Pre AP- Civics/Econ or PreAP- Athletics/PE/Band/ Ele- Computer Tech/OC- Agri Sci & Tech = **College Credit: 0**

Grade 10: Eng 10 or PreAP- Geometry or PreAP- World His or PreAP- Bio or PreAP- Athletics/PE/Band/Ele- Ag Mechanics- Ag Metals = **College Credit: 0**

Grade 11: Eng 11 or PreAP- Alg II or PreAP- Am His or PreAP- Athletics/PE/Band/Ele- Welding I- Welding II = **College Credit: 8**

Grade 12: Eng 12 or AP Eng 12- Adv Topics/Trig/CA/TM- Writing Workplace/TM- Tech Methods/Eng Draw- Athletics/PE/Band/Ele- AutoCAD/Ind Safety*- 1cr. Col elective/Fine Arts = **College Credit: 19**

***embed Health**

Potential employers would be Future Fuel as well as Bad Boy Mowers

The following sample course schedules are also available upon request:

Welding Certification

Early Childhood Education- Certificate

Early Childhood Education- Technical Certificate

Information Science Technology- Technical Certificate

Information Science Technology- Certificate

Certified Nursing Assistant

Certified Nursing Assistant/Leading to LPN/RN

National Apprenticeship Training Foundation- Electrical Apprenticeship

*The National Apprenticeship Training Foundation provides a youth career-training program for high school students interested in achieving industry recognized certificates. This intensive job preparation training is a 40-hour course that can be offered during regular school hours or after school.

The course is designed to place potential apprentices in a real world environment and teaches employment readiness skills such as punctuality, attendance, and consistent job performance. The 40-hour program includes:

- Employer Expectations of an Employee
- Real World Workplace Scenarios
- OSHA 10 Certification
- Team Building
- CPR Certification
- Problem Solving
- Introduction to Apprenticeship Career Offerings

- Writing a Resume
- Completing an Employment Application
- Dress for Success
- Interview Techniques
- Mock Interviews with Actual Employers

The sample schedules listed is not an exhaustive list but rather a sampling of four-year graduation plans that would provide gainful employment upon completion as well as provide students with more opportunity for concurrent coursework.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

Curriculum.

CCPS curriculum was created in collaboration with local colleges, technical schools, and local business and industrial leaders. Both the college credit program of study as well as the technical certificate and industrial certificate programs of study provide a flexible schedule where students can fulfill their graduation requirements while enriching their education with either a technical program of study or by earning college credit through concurrent credit courses offered through CCPS or by online courses offered through either UACCB or Ozarka college. CCPS will also offer embedded course work to allow students more flexibility in pursuing either a technical program of study or a college credit program of study. The embedded courses will create extra space in the student's junior and senior class schedule to allow to student to complete a program of study and earn a value added diploma upon graduation. Online courses will also be available for students seeking to earn college credit upon graduation. Online courses will be offered to CCPS students and will allow students to advance through the courses at their own pace. Online opportunities enhance independent learning skills, problem-solving skills, and digital literacy skills, as well as soft skills like time management and organization.

CCPS curriculum was developed with the expectation that research based instructional strategies will be utilized by staff. CCPS staff will receive additional professional development on research based instructional methods. CCPS curriculum will also use data-driven instruction, meaning each teacher will be provided an information sheet on every student through student GPS that provides student data on academic strengths and weaknesses. This data will be gathered using ACT Aspire interim assessments that will be given at least once every 9 weeks. Teachers will receive additional training on how to use this data to develop lessons that meet the individual needs of students; in addition, teachers will use the data to create/develop/amend the goals of individual student's Personal Success Plan and interventions.

CCPS Technical Curriculum.

CCPS students pursuing a technical certificate or industrial certification will enjoy a diverse curriculum that develops real-life problem solving abilities and fosters teamwork skills. CCPS technical students may travel to either the UACCB or Ozarka college campus for courses that cannot be offered on the CCPS campus. This blended learning community will provide students project based learning experiences both on and off the high school campus. CCPS technical curriculum is project based and will offer students hand-on experiences the student would otherwise not practice in a traditional school setting. Completion of one of the technical certification programs of study will earn the student a value added diploma and enhance the student's chances of entering the workforce above the minimum wage pay scale.

College Credit Curriculum.

The college credit program of study offers a more individualized pathway to a college career. CCPS has staff on hand that holds at least a Master's Degree in math, English, and history. Because of this, CCPS is able to offer a curriculum enriched with concurrent credit offerings. However, in order to expand college credit opportunities, CCPS will need to offer additional credits through online courses at both UACCB and Ozarka College. Given the individual goals of each student, CCPS students could graduate with up to 30 hour of college credit and even an

Associate's Degree in some cases.

Programs of Study.

CCPS surveyed students and local business and industry to develop the Initial technical certification programs of study that would best meet the needs to both student interests as well as business and industry employment needs. Based on survey results, the initial programs will include Welding, CNA, Information Systems Technology, and Child Development. CCPS will expand technical certification programs each year based on student interest and business/industry need. CCPS students will have choice between programs offered through UACCB and Ozarka College of Melbourne. All of the technical programs of study will include pre-requisite courses that will be completed on the CCPS campus during freshman and sophomore years. Once these courses are complete, students will begin their training on the UACCB or Ozarka College campuses. CCPS will bus students to and from the respective campuses to ensure safety for all students. Some programs of study will include internships and apprenticeships, and all will include job shadowing, observation, or practicum hours. CCPS will monitor and adjust programs to fit the individual needs of students.

Instructional Methods.

CCPS is committed to data-driven instruction in every classroom. This data will be gathered using the ACT Aspire interim assessments as well as the NWEA MAPS data. Data will be provided to individual teachers through the student GPS system. This data will be utilized in two ways, (1) to create goals for individual students through their Personalized Success Plans, and (2) to set interventions to meet academic needs of students, and (3) to guide instruction in every classroom so that every student achieve his/her goals. Records will also be attained that documents each student's response to intervention (Rtl) by using the goals set in the Personalized Success Plan academic advisers can assess if the student is advancing on certain skills that were previously listed as 'needs intervention'.

Teachers will also use research-based instructional methods within the classroom. According to Robert Marzano, there are nine research based instructional strategies that every teacher should practice and staff will be provided additional professional development on such strategies and ways to implement strategies into daily instruction. CCPS college credit program of study will encompass online courses that will not only advance the number of credits students can achieve but will also develop digital literacy that is needed for future success in a technology driven world. Digital learning communities will develop independent learning skills in students, and will prepare them for future college hybrid or online courses.

Costs.

CCPS will offset the costs of the added curriculum by utilizing NSLA (National School Lunch Act) money. ACT 1131 titled AN ACT TO ESTABLISH THE WORKFORCE INITIATIVE ACT OF 2015; AND FOR OTHER PURPOSES AN ACT TO ESTABLISH THE WORKFORCE INITIATIVE ACT OF 2015; AND FOR OTHER PURPOSES, written by Senator Jane English in 2015, establishes that NSLA funds may be used for tuition and costs of equipment that enhances an institutions ability to establish programs that will better prepare for career or college. CCPS will also use funds donated by local business that will scholarship some students to help offset the costs of tuition and supplies for success program implementation.

7. Describe the educational program to be offered by the charter school

Applicant Response:

Once the CCPS model is implemented, it will be a program where math, science, and literacy are assimilated across the curriculum. This cross-curricular approach will better prepare students for a hands-on, project based learning environment that will equip them for the challenges of the workforce in our local community. The digital and online learning portions of the education programs of study will prepare students for future college courses that are online, develop their digital literacy, as well as workforce courses that are computer based or blended/hybrid learning opportunities. The digital courses will be self-paced and CCPS will extend school hours to accommodate those students that do not have access to Internet or computers at home. CCPS will make campus resources available for at least one hour each day at least three days a week for students to work or

receive interventions. In addition, the digital and embedded courses help to create flexibility in student schedules and eventually will help to create extra space at the junior and senior level for other important activities such as band, athletics, or other types of extra-curricular activities that CCPS feels are dire to the holistic approach to education.

Once the CCPS model is fully implemented, the programs of study will begin at the freshman level with pre-requisites. By their junior and senior year, students will have gained enough extra space in their schedules to spend half their day experiencing job shadowing, internships, apprenticeships, observations, and practicums in their field of interest to complete their programs of study and earn a value added diploma upon graduation.

Starting the in 9th grade and continuing through the tenth grade, CCPS students will have the opportunity to take embedded and online courses to meet their graduation requirements. This will later free up time in their schedules to take their desired program of study during their junior and senior years. In the first year of their program of study, usually their junior year, the technical curriculum will be laid out depending on their area of interest. Welding students will begin their program of study in the fall and spend the first half of their day off campus as UACCB, upon their return to campus they will attend their regular scheduled required courses of English, Math, History, and Science as needed. This pathway will allow them to complete their certificate by Christmas of their senior year leaving their last semester of school to do an internship or apprenticeship. CNA program of study will be similar in nature; however, the students will do observation hours and take an additional CPR certification course in order to earn their certificate.

Since the first year will be a transition year for students and staff, CCPS feels that limiting the initial program choices to three is a wise decision. We want to ensure that the implementation of the charter is a success for all parties involved. After the first year, CCPS will look to expand opportunities for both the technical programs as well as the college pathways to provide a greater number of choices for our students.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

The primary reason for the charter request is for the ability to create flexibility in student schedules. CCHS attempted to request similar waivers under the School of Innovation application but was denied. We see this as a critical element in preparing students for successful life after high school and increasing the overall standard of living in our community. We believe the flexibility we will receive with this charter will help staff better serve the needs of our students, whether that be for the college bound graduates or workforce bound graduates. We have a clear vision as to how to help our students be successful after high school. With this conversion, we will have the opportunity to start four technical programs of study that we believe will benefit our students but we plan to expand these opportunities each year.

There are many students of CCSD that will not attend college, or will not attend college immediately after high school. Traditionally, 60% of CCSD graduates attend college while leaving 40% to directly enter the workforce. We feel CCSD does a good job helping the students that want to attend college achieve their goals. The value-added diploma will help students that go directly to college after high school obtain a job making above minimum wage to assist with the expenses of college life.

CCSD has not had any significant strategies in place to assist students who know they do not want to attend college. We feel programs of study offered through CCPS will be one avenue to meet the specific needs of individual students and allow them to graduate from high school with the skills and abilities necessary to make a viable living immediately upon graduation. It is important to note that the low socio-economic status of the students in our district does not change after graduation. And it is for this reason that CCPS will be an agent of change within this community.

CCPS will also expand the college credit opportunities for those students that do chose to attend college upon graduation. CCPS will offer an increased number to concurrent credit offering and online opportunities through a joint effort with UACCB as well as Ozarka College. CCPS students will be afforded the opportunity to graduate

with up to 30 college credit hours; and, very ambitious students will have the opportunity to graduate with an Associate's Degree. CCPS college pathway is designed to be very versatile to meet individual needs of students and help students achieve their PSP goals.

CCSD recognizes that the mission of CCPS cannot be realized in a traditional school setting and thereby request waivers to ensure the flexibility needed to pursue such a mission. The waivers we are requesting are for seat time, embedded courses, teacher licensure requirements, and flexibility in scheduling courses at CCPS.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

Currently, CCSD is made up of three campuses to include one elementary, one middle school, and one high school. CCPS will be housed within the high school campus. The CCHS Career and Collegiate Preparatory School will have more autonomy than traditional schools in the district. After being granted a charter status and waivers are approved, CCPS will be able to employ personnel based upon their content knowledge without regard to whether they hold a valid teaching license as a teacher. This process will allow the school to work with business partners and local 2 and 4 year colleges to donate personnel to teach particular technical courses, skills, and conduct that is both meaningful and relevant to individual student interests.

CCPS will follow an on-site budgeting policy so that administrative members of CCHS already adept to being able to freely make budgetary decisions and not have to work within the constraints of getting an approve purchase order for every purchase. This autonomy will be valuable when working with the charter budget by allowing CCPS administrators to purchase and distribute resources where they are most needed. **Sample budget is available upon request.**

The CCPS has an established administration to handle day-to-day school operations. The principal, assistant principal, school counselor, and charter director will work collectively to oversee the financial, personnel, resources, and physical facilities. This office will also oversee operations of programs of study, certification programs, technical courses, online college courses, embedded courses, and concurrent credit college courses. All administration will be responsible for maintaining a safe culture and environment by overseeing school discipline.

CCPS will adhere to the district calendar. Because the charter relies upon district transportation services, the need to follow the same academic calendar is a critical component. However, the implementation of the extended school day for interventions/remediations means that CCPS will have a separate campus calendar to reflect the days this service is available and transportation will provided for the students. See Appendix for sample CCPS yearly calendar and daily schedule.

A significant area where CCPS will practice autonomy will be in the area of course offerings and flexible time. Based upon research from student interest survey, community business input, and local labor market projections, CCPS will be able to offer relevant course pathways that meet the needs of both the students and the local job market. The courses and programs of certification could vary from year to year depending on the interest of students and job market needs. The flexibility to create new course offerings, embed courses where applicable, and offer increased online classes will help to create space in individual student schedule to allow for a more personalized educational experience. Students will have space to take classes that are more meaningful and aligned with their career interests. This autonomy will increase the students' achievement in obtaining a value added diploma upon graduation. The autonomy will also allow CCPS to utilize career instructional volunteers or hire professional certified non-licensed field experts to instruct on a temporary year- to-year basis.

CCHS currently enjoys a certain amount of autonomy, and has put into place a certain number of online courses as well as embedded courses. CCHS is moving in an innovative direction, the charter status will allow us to move to a higher level of flexibility and autonomy to better serve our students. The charter approval will greatly aid us in the process of moving forward in the quest to become a 21st century school.

10. Describe the school improvement plan by addressing the following:
 - A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Parents, licensed faculty, and our business partners will be critical members in developing, implementing, and evaluating the school improvement plans of the CCHS Career and Collegiate Preparatory School. These stakeholders will work together to be a creative force behind the school's ACSIP (Arkansas Comprehensive School Improvement Plan). This plan will comply with ADE state requirements and be submitted annually for review and approval. Each year these groups will analyze and evaluate data from ACT Aspire reading, writing, math, and science scores to help determine specific needs and develop a course of action for the next year. Data from this source will also be used for creating and evaluating overall student performance in meeting school AMOs (Annual Measurable Objectives) but also to evaluate within the schools TAGG (Targeted Achievement Gap Group) as well. These committees will meet early in the year to determine the school's goals, set the schools AMOs, and create the schools goals and course of action for the upcoming year.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

One of the initial steps we have taken in preparation for being a conversion charter is to embed elective courses into other courses where there is an obvious overlap in frameworks. We believe having this autonomy will have a major impact on student achievement. The embedding of certain courses will create flexibility in student schedules, this will allow CCPS to do two things. First, it will create space in student schedules to allow the student to pursue a program of study for a technical certificate, industrial certification, or to increase the amount of college credits they achieve upon graduation. The embedding of courses will help enhance student achievement of a value-added diploma. Second, embedding courses will allow CCPS to provide a more flexible remediation/intervention program that will not only help support students that have not achieved proficiency on EOC exams but also students that struggle in specific classes. This flexibility will help teachers and students to be able to connect and work together during the day without sacrificing whole class time or before/after school times. Embedding courses does not mean watering down of curricula, instead it means teaching similar frameworks simultaneously with the same rigor and expectations as in a traditional classroom. This action will allow the opportunity for enrichment for ACT prep and/or other Advanced Placement courses and will help

CCPS meet AMOs set within the ACSIP to improve student learning.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

To ensure curriculum alignment, CCPS will use the Arkansas Curriculum Frameworks as well as Common Core State Standards (CCSS) to fulfill its curriculum requirements. CCPS staff will work to incorporate literacy across the curriculum to be included in such courses as English, Science, Social Studies, as well as elective courses. We will also include CCSS Math standards in our Math and Science courses where applicable. CCHS was a pilot school for the implementation of the Literacy Design Collaborative and Math Design Collaborative programs in 2011. CCPS will continue with this program to ensure cross-curricular alignment with the Ar Curriculum Frameworks as well as CCSS. The flexibility that comes with the charter will allow CCPS to embed CCSS and Ar frameworks into courses where there is obvious overlap in the framework content. CCPS administrators will continue to monitor teacher performance using TESS methods to ensure the standards are being taught via research-based instructional strategies. We feel that this is a this wholistic approach to literacy and math is a great method for teaching the required skills through the content that will be associated with a particular subject or career field.

One way we will ensure this process is through meaningful and relevant professional development for our faculty. Even if CCPS utilized non-licensed professionals as instructors, we will assign mentor teachers to help develop curriculum to ensure alignment with Ar Frameworks as well as CCSS. CCPS will provided trainings to assist these instructors with classroom management, parental contact, lesson planning, and other daily duties that accompany the classroom. Another way CCPS will use to ensure alignment is through PLC (Professional Learning Committees). CCPS will provide time for faculty to collaborate with each other to develop cross-curricular lessons and to create a wholistic approach to education within our campus. PLCs will research new and trends in education and communicate findings with colleagues.

Another component of emphasis in CCSS is the cross curricular use of technology and technology driven instruction. We currently have a one-to-one ratio of student to device availability, the infrastructure in our building is equipped to handle wireless ports in every classroom. Every classroom on CCHS campus has a mobile chromebook cart with 25-30 chromobooks on each cart. In addition, the campus has 4 fully stocked mobile iPad carts that are available for checkout for any teacher for classroom use. Although with the charter much of the budget will be allotted to improve/update campus technology, some CCHS departments are attempting to meet the students need for 21st century skill sets. Our technology department is equipped with innovative equipment and software for student use such as, 3D printers, CAD software (architect and design/ blue print creation), Adobe Design software (web design, photo editing), and GPS mapping software (creating maps). CCHS Science labs are equipped with microscopes; however, updated equipment to reflect real-world technological advances is needed to increase the skill sets of students entering STEM careers. We want to update other forms of technology as well so that we can better comply with the implementation of CCSS campus wide while exposing students to cutting edge technology they will encounter within their career field.

In addition, CCPS students will participate in the ACT aspire interim and formative assessments as well as the required EOC exams and will required interventions/remediations if they do not perform at a proficient level. This accountability component will help CCPS focus on curriculum alignment, data driven instruction, and intervention strategies so that we can better prepare our students for these assessments.

12. 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:

CCHS Career and Collegiate Preparatory School guidance program will maintain a focus on each student's Personalized Success Plan that begins during freshman year. The PSP will advance with each student through their senior year where, depending on the student's personalized goals, students will be awarded a value-added diploma that reflects college credit obtained in high school, a technical or industrial certificate, and possibly an Associates Degree from an accredited two or four year college. CCPS guidance counselor and on campus Career Coach will work closely in collaboration to monitor each student's progress in their PSP and assist them in the achievement of graduation requirements, concurrent course work, career direction, community service, job shadowing, internships, and apprenticeship opportunities. In addition, CCPS staff will be academic advisers to all CCPS students to ensure that each student is meeting PSP goals as well as advise students on course choices to meet those goals.

B) Health services;

Applicant Response:

CCSD has a full time registered nurse that will continue to serve as a full time nurse for CCPS.

C) Media center;

Applicant Response:

CCHS currently has one FTE Media Specialist and houses a well equipped, technology enriched, media center that includes a computer lab, printers, projectors, and ipads for student use. CCPS will continue to make use of the media center's multiple resources. In addition to the school media center, each classroom will serve as a media center with the use of technology in the form of: chromebooks, laptops, interactive smartboards, as well as other resources to assist in cross-curricular lessons. In addition, CCPS students will enjoy a well-designed, multi-media equipped study area that can be utilized for collaborative assignments, brainstorming, presentations, and group projects, yet still have individualized areas where students can study independently or take exams privately.

D) Special education;

Applicant Response:

CCHS works hard to ensure that children with disabilities have the opportunity to receive a free and appropriate education in the least restrictive environment. Students with special needs will continue to thrive under the CCPS curriculum that utilizes research-based instruction methods by staff that will continue to meet the individualize education plans of each special needs student. In addition, special needs students, if interested in the programs of study within CCPS, will complete a PSP with goals for completion of a value-added diploma. IEP students will continue to receive modifications to ensure their success within CCPS programs of study. Students in need of more intensive accommodations will be provided with additional resources, support, and classes that assist them as needed and to ensure success. Teachers will act as advisers for special needs students and assist in educational advisement and educational fulfillment that will help to increase the student's standard of living after high school. CCPS and district will continue to comply with IDEA, 504, and IEP guidelines.

E) Transportation;

Applicant Response:

CCSD will provide transportation services to all eligible students in its region and will comply with all transportation guidelines. In addition, CCPS will provide transportation for students that take advantage of the extended school day and in the expanded school year as needed. CCPS students that participate in a program of study that requires an alternative learning environment at UACCB or Ozarka College will be transported using a district bus and driver.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

CCPS will house its alternative education program on the campus of CCHS. Students will be assigned to the ALE based on academic need. Placement preference will be given to students who are chronologically juniors and seniors and behind in graduation credits. Students in ALE are eligible to participate in CCPS programs of study, it is CCPS goal to see these students graduate with a traditional high school diploma with an earned value-added component. These students are part of the targeting student population of CCPS, students that need to develop a skill/training in order to enter the workforce earning above minimum wage to help them be successful after high school. ALE students are perfect candidates for CCPS offerings.

G) English Language Learner (ELL) instruction

Applicant Response:

CCSD recognizes the opportunities for differentiated instruction that can be provided through CCPS for students who are ELL. ELL services that will meet the needs of enrolled students and are in accordance with each student's ELL program will continue to be provided through CCPS. A highly qualified ELL teacher will provide the services for both CCHS and CCPS students. The district and CCPS will comply with all aspects of ELL regulations.

H) Gifted and Talented Program.

Applicant Response:

A wide variety of Advanced Placement courses will be offered and GT Students will be encouraged to engage in enrichment projects by a campus GT coordinator. Since the goal of CCPS is to expand college credit opportunities through concurrent credit, embedded, and online college courses, GT students will be encouraged to participate in CCPS and the PSP. Ambitious students can graduate with an Associates Degree and/or a technical or industrial certification to achieve a value added component to their high school diploma.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

In accordance with Arkansas Code Annotated 6-23-202, CCPS plans to provide an annual report to parents, community, business partners, and state governing board. At the conclusion of each school year, a report outlining progress toward meeting the mission of the charter will be published on the district webpage and be made available in paper form to all patrons. CCPS will be transparent with the data related to the progression toward the goals of CCPS. Data collected will include: high school credit earned, achievement scores on ACT and ACT Aspire, senior surveys, graduation rates, number of students completing a program of study, graduates

attending technical training/college, and hours of professional development earned by teachers.

CCPS will also report local successes and celebrate individual student achievement and accomplishments at various awards ceremonies, banquets, as well as at the final graduation ceremony for seniors.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

CCPS will serve all high school ages students living within the school district boundaries of the CCSD who meet requirements set forth by the State of Arkansas. Any student seeking admission into CCPS grades 9-12 will be eligible for the programs of study provided by CCPS; however, students seeking college credit via concurrent credit courses or online courses will need to meet the requirements set forth by the higher education institution providing the courses. In addition, any student not meeting the higher education requirements will be eligible for interventions through CCPS so that future college credit opportunities will be ensured.

Students will be allowed to transfer to CCHS Career and Collegiate Preparatory School via school choice and legal transfer processes.

If this application is accepted then CCPS will publicize in local newspapers, television stations, radio stations, websites, and any other means of communication to current CCSD students and families. The main recruitment will begin in the 9th grade when students and academic advisers create a Personalized Success Plan that will guide the student through course/career pathways to ensure their achievement of a value-added diploma upon graduation.

Being housed in a small community, the best advertisement for CCPS will come via word of mouth from families of students and individual student success stories.

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

15. Name any district personnel, 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:

At the time of application, no members of district personnel or leaders of the proposed charter school have prior involvement in the operations of a charter school.

16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Superintendent

- Oversee the mission of Cave City School District.
- Work with district administrators and school board on personnel decisions.
- Prepare the annual budget that is board approved.
- Evaluate central office personnel as well as building level administrators.
- Maintain building maintenance and safety and to ensure a healthy, safe learning environment.

Administration Responsibilities (One Principal and One Assistant Principal)

- Execute and oversee the mission of CCPS.
- Conduct faculty, student, parent and community meetings regarding the charter.
- Promote a safe and secure school climate conducive to student success.
- Improve student achievements by focusing on the quality of instruction.
- Promote high expectations and celebrate student success.
- Monitor the implementation of the Personal Success Plans
- Evaluate and assist staff.
- Monitor the progress of all aspects of CCPS.

Charter Director

- Collaborate with administration and staff to achieve the mission and goals of CCPS.
- Assist administration in informing students, staff, parents and community of all aspects regarding the charter.
- Assist in promoting a safe and secure school climate with high expectations.
- Plan professional development pertaining to the charter and the achievement of the charter goals.
- Manage the day to day activities of CCPS.
- Assign student advisors and schedule advising sessions.
- Oversee the implementation of Personal Success Plans.

- Evaluate student achievement and assist with placing students in appropriate intervention and support services.

Counselor Responsibilities

- Implement high school guidance in the charter school.
- Coordinate the administration of ACTAspire, ACT and Compass testing.
- Publish an annual Senior Guide for every senior and parent.
- Conduct meetings with students and parents regarding opportunities provided by the charter.
- Advise and register students for appropriate coursework.
- Collaborate with U.A.C.C.B. and Ozarka College to plan programs of study for students.
- Maintain and distribute a course catalog for students and parents.
- Advocate in the best interest of individual students.
- Assist administration and the charter director in achieving the goals of CCPS.
- Distribute information on the college planning process as well as concurrent enrollments to staff, students and parents.
- Assist in identifying students who need interventions.
- Refer students to mental health as needed.
- Provide individual, small group and large group guidance.
- Enable students to remove obstacles that are preventing their success.

Career Coach

- Continue to take students on numerous college tours.
- Arrange job shadowing opportunities for students.
- Target student populations to encourage postsecondary or career preparation.
- Help inform students about college and career planning.
- Oversee the implementation of ACTonline prep for every student.
- Arrange Compass testing as needed.
- Assist in enrolling students in concurrent courses.
- Develop relationships with local employers to support students' transition to postsecondary education or employment and develop opportunities for internships.

Teacher

- Foster a positive climate for student success.
- Differentiate instruction that meets the needs of all learners.
- Collaborate with administration, charter director and counselor to plan courses that prepare students for a job in the 21st century.
- Mentor student and work with parents and students in developing student success plans.
- Establish relationships with potential student employers to discover the skills students need after graduation as well as create opportunities for internships.

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 and its use for the past three years.

Applicant Response:

Cave City High School is located along Main Street in downtown Cave City. The school has been the heart of this small community since its beginning in the early 1900s. In 2004, this district consolidated with Evening Shade School District. The added students created the need for district expansion, and the 7-12 high school split into a 5-8 middle school and a 9-12 high school. The current CCHS facility was built in 2007 and is comprised of one main building that houses 20 regular classrooms, 2 business labs, 1 Radio studio/room, 1 television studio/room, 1 Career Coach office, 2 Special Education rooms, 1 Media/Library Center, 1 Student Union, 1 teacher work center, 1 Cafeteria, 1 Computer Lab, and 1 large science lab. The high school campus also includes: 1 Agriculture Science Building with 2 classrooms, a shop/lab, and woodworking area; 1 large gymnasium that includes 2 classrooms; and 1 football stadium. CCHS campus is well maintained and serves approximately 485 students in grades 9-12. All buildings on the CCHS campus are permanent buildings that will continue to serve students after the conversion to a charter school.

The current facility that is being used by CCHS will be the same facility that will be used by CCPS and is in compliance with the ADA, IDEA, and all other state and federal regulations.

CCSD recognizes a future need for an additional building to house CCPS students and programs is a possibility in the future but is not currently in the 5-year plan.

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 facility meets the requirements. Although Sharp county is a wet county, there are no alcohol sales within 1,000 feet of the facility.

19. 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:

CCPS will utilize existing school facilities, staff, National School Lunch program and other federal nutrition programs. Since CCPS serves a population where over 70% of student population qualifies for free and reduced lunches, CCPS will continue to ensure that all students have access to the nutrition program provided by the school. Second chance breakfast will be served to better meet the needs of all students, and early breakfast will be served for CCPS students that are required to be on campus before 7:30 in order to receive school provided transportation to the campuses of either UACCB or Ozarka College for their respective program of study. CCSD currently has one FTE Food Service Coordinator employed. The Food Service Coordinator will also ensure that CCPS follows all state and federal food regulations.

20. 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:

As with any public school system, the involvement and support from parents and community members is a critical element to the success of the school. One way to enhance support from these key players is through effective communication. CCPS will be transparent and have open communication in the following ways:

1. Parents, guardians, and other community members will continue to play a key role in the development and implementation of programs within CCPS. CCPS will include parents and guardians in developing each student's Personalized Success Plan and selection of a value added diploma pathway and/or course selection inside the career pathway. In addition, parents and community members will be invited to attend any career seminar that is held through CCPS; in addition, parents and community members may be called upon to assist in development of the school's ACSIP.
2. CCPS will use the school website, Alert Now, and social media to invite/inform parents, guardians, and community members of important events at CCPS. CCPS will also utilize Student GPS data and reports to communicate with parents the progress each student has made toward their PSP and Aspire achievement

goals. Student academic progress reports will be used to update parents and/or guardians, and will be available at week 3, 5, and 7 of every academic quarter. Parents/Guardians also have daily access to student progress through Home Access Center (HAC) link that is found on the CCSD website. Parents, guardians, and community members will also be invited to attend academic celebrations such as Academic Awards Banquets, EAST/Radio/TV Awards Banquets, Academic Signing Day celebrations, and Athletic Signing Day celebrations to share in the celebration of success at CCPS.

3. Other members of the community will be asked to serve in an advisory capacity for different programs of study and career pathway course selection. CCPS will actively seek the input of community leaders who have been recognized as leaders in business, industry, entrepreneurship, education and service to serve on advisory panels. The input of these individuals will play a key role in driving the course offerings, programs of study added, course content, and skills taught within CCPS. Some community members will be utilized as resources to connect the theories taught in the classroom to real world practice. These community members will be invited to speak to students as guest speakers to offer advice and training on soft skills, application processes, interview processes, and assist in project based learning. As students build relationships with local business leaders through projects and real-life scenarios, they are also making connections and building skills needed for workforce or college careers. Strong community connection will be a vital component of the success of CCPS in our community.

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

Applicant Response:

The Cave City School District's receipt of a conversion charter for its high school will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. All potential students of CCPS, as stated in our response to #12, must be eligible to attend classes in the Cave City School District. The Cave City School district is not under any federal desegregation order or court-ordered desegregation plan, and neither are our surrounding districts. Nothing in the operation of CCPS will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.

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:

Cave City School District and the leaders of CCPS are committed to ensuring the success of the charter. It is evident by the projected financial commitment of CCSD to the implementation of the charter that this district is fully vested in the success of the school. CCSD had pledged close to 400K over the next five years to sustain CCPS; however, without financial help, the continued growth of CCPS may be limited. The 'easy' part is to

develop a plan to start the school; however, the real challenge becomes the assurance of longevity and success of the school. This process takes constant management, reflection, vision, adjustment, planning, and financial support. CCPS leaders will analyze Aspire test scores, graduation rates, and program completion rates, as well as evaluate annual programs via stakeholder surveys to measure continuous growth and impact of the charter.

The CCPS academic leadership team made up of administrators, charter director, counselor, parents, students, and local business representatives will examine this data. Based on their conclusions, adjustments and modifications can be made to enhance the programs and instruction within the charter. This analysis and evaluation process creates a continuous cycle of reflection and revision to ensure the longevity and success of CCPS.

The leaders will continue to pursue additional programs of study based on student interest and community needs. CCPS will seek to continually increase the number of business and industry partners as well as higher education partners within the region to help provide input and opportunities for CCPS students. This collaboration will inspire continued growth and development of relationships within the professional community and will help CCPS address 'holes' in instruction or in career areas of student interest.

Intense research regarding the CCHS graduating class of 2011 revealed that although 60% of graduates entered a two or four year college institution, only 21.6% completed a technical certification, associates degree, or a four year degree; It is import to note that of the 21.6% that attended higher education institution, only 8% finished with a bachelor's degree within a four year period. Research also showed those students who were able to complete a degree were twice as likely to have been on paid lunches. The achievement gap, between CCHS low socio-economic status students and students not eligible for free and reduced lunches, has continued to grow in our district. Therefore, CCHS recognized that it had to intervene for the betterment of the students as well as the community.

The process of researching a conversion charter on the CCHS campus has been in works for approximately a year. CCHS began the research phase in the fall of 2014 and progressed into surveys, commitments from business and industrial leaders, and eventually into collaborative efforts from local higher education institutions. The development of CCPS was gradual yet steadily evolving from a traditional scholastic program into an innovative school-within-a-school full of advancement opportunity for all students. If asked even a month ago, CCHS leaders would have hesitated to say that we are in pursuit of a charter; however, the more educated we become on the opportunities available under the charter, the more convinced we are that this is truly the best option for our students and in turn our community.

CCPS will have a ripple effect on this community. In developing the skill level of our students to ensure they leave high school better equipped to delve into the workforce or college career, CCPS will also help to raise the standard of living and ease the economic burdens many of our community members face. Students that leave high school with skills to enter the workforce at above minimum wage and/or enter a college career are better prepared to become self sufficient citizens, and in turn end the cycle of poverty in this small community.

23. 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.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
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Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Professional Development	Ark. Code §6-17-701 et seq; Section 15.04 of the ADE Rules Governing the Standards for Accreditation, and the ADE Emergency Rules Governing Professional Development	To the extent that a waiver is necessary, the Applicant requests a waiver of the mentioned statutes and ADE Rules for the sole purpose of not requiring its non-licensed instructors to meet the state's teacher professional development requirements. This waiver will apply to Technical areas only, no core areas. CCPS's first choice will be to utilize the technical staff through a collaborative higher education institution or technical school. However, in the event that CCPS does employ an expert in a high need technical area to lead instruction of CCPS students, that person will meet Highly Qualified Teacher requirements as set by the ADE, with the exception of licensure. In addition, CCPS will establish its own training to acclimate new, unlicensed teachers to their teaching roles. This waiver will allow CCPS to utilize higher education technical instructors without placing additional professional development requirements on those instructors. CCPS feels that higher education instructors will be more eager to collaborate with the understanding that there are no 'extra trainings' involved. This waiver will help CCPS meet its established goal of increasing the number of students participating a program of study to obtain at least one industrial certification before graduation	Personalized Success Plan (PSP)	Increase the percentage each year; have or maintain 90% achievement by 2020

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Physical Education as an embedded course	Ark. Code § 6-16-132: Section 9.03.4.9 (Physical Education) of the ADE Rules Governing the Standards for Accreditation, and Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools	<p>The Applicant requests a waiver of the above mentioned requirement only for those students that compete on the school's Golf, Tennis, Track, Cross-Country, and Cheerleading teams, as these sports teams have practice and competitions which extend outside the regular school day. The teachers and coaches in these extra-curricular activities will provide instruction in the named sports and will embed the Physical Education curriculum into the sport instruction. Teacher/Coaches in these areas will meet all curriculum and framework guidelines. These extra curricular activities are not required in CCPS curricula, students not participating in the mentioned sports will comply with ADE regulations regarded Physical Education in the tradition sense (meaning they have a practice period built into their regular school day). This waiver will help CCPS meet its stated goal regarding increased number of students that will complete at least three hours of college credit upon graduation. Embedding PE curriculum into extra curricular sports will allow CCPS to build flexibility into the schedules of students if the need arises. This flexibility will be needed for juniors and seniors that are completing their value added diploma. CCPS will not alter the PE standards or expectations by embedding the course; instead, CCPS will closely monitor teachers/coaches by requiring documented lesson plans that are directly tied to PE requirements. See Sample Lesson with embedded PE Appendix #9</p>	Personalized Success Plan	Increase percentage each year; have and maintain 90% achievement by 2020

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Teacher Licensure	<p>3. Ark Code §6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing the Standards and Accreditation; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure):</p>	<p>The Applicant is requesting this waiver to the extent that it may be necessary to utilize an individual employed by a higher education institution or technical institution who possesses outstanding credentials and/or work history but do not hold a valid Arkansas Teaching License. Any individual utilized in this manner will meet all other requirements, such as Highly Qualified Teacher status, criminal background check, and Child Maltreatment Registry checks.</p> <p>In addition, this waiver may be utilized when no other option is available. This waiver will allow CCPS students to take technical courses or college level courses and receive graduation credit for those courses even though the instructors do not hold a valid teaching license. However, this waiver will be used mostly (if not totally) for instruction of non-core courses. In the event that CCPS employs a non-licensed expert to teach on-campus, CCPS will provide training for the non-licensed instructor to help them acclimate to the classroom setting. This waiver will allow CCPS flexibility to offer technical courses that would not otherwise be available for low-income/poverty students in a traditional public school setting. This waiver is needed to help CCPS meet two goals: 1) increase the number of students participating in job shadowing, industry tours, and/or internship/apprenticeships programs; 2) increase the number of graduating seniors that will attend college or technical school or will enter the workforce at entry-level or higher positions paying more than minimum wage.</p>	Follow-up Survey with graduates	Have or maintain 90% achievement by 2020

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Planned Instructional Day	Section 10.01.04 (Planned Instructional Day) of the ADE Rules Governing the Standards for Accreditation	<p>With the Personalized Success Plans that will be developed for each individual student of the charter, each student will earn a value-added diploma. CCSD is requesting a waiver for the Planned Instructional Day stipulations to better individualize offerings through the charter while still meeting all curriculum requirements. These individual needs may be met in less than thirty hours per week. It is important to note that even though these students' schedules may look different, traditional education will still be occurring throughout the instructional day and week as usual. And, these students will comply with all other educational activities and instruction that occur during any time remaining after completing their various technical courses.</p> <p>In addition, CCPS would like the option to shorten the school day for two hours for 4 days per week only for students of specific technical certification programs. For example, students involved in the Electrician Apprenticeship program though NATF will meet one evening per week for four hours. CCPS would like to shorten the school day Monday through Thursday, allowing those students' school day to begin at 10:00 instead of 8:00. CCPS would like to allot time to students to use for study time, internships, homework, or make-up work.</p> <p>This waiver will help CCPS achieve the goal regarding increased number of students participating in internships and/or apprenticeships.</p>	Personalized Success Plan	Increase 5% annually with a goal of 90% participating by 2020

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Required Clock Time for Units of Credit	Section 14.03 (required clock hours for units of credit) of the ADE Rules Governing the Standards for Accreditation	<p>The Applicant requests a waiver for seat time requirements to allow the integration of necessary graduation credit courses with other courses. This waiver will allow CCPS the opportunity to create flexibility in student schedules to allow for more substantial instruction in relevant and meaningful career pathways to meet the goals determined in students' Personalized Success Plan. In addition, the Applicant assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses. We will adhere to full curriculum alignment with the Arkansas frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any information necessary in this regard.</p> <p>This waiver will help CCPS achieve the goal regarding increased number of students participating in internships and/or apprenticeships.</p>	Personalized Success Plan	Increase 5% annually with a goal of 90% participating by 2020

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
<p>Health and Safety Education (only requesting to embed frameworks not waive requirement)</p>	<p>5. Section 9.03.4.9 (Health and Safety Education) of the ADE Rules Governing the Standards for Accreditation</p>	<p>The Applicant is asking for a waiver of the mentioned requirement with the stipulation that the state established course curricula be embedded within other courses to be provided and determined by the conversion charter school. CCSD pledges that charter students will receive instruction concerning the educational standards in Health and Safety Education class that meets or exceeds the current state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed Health curriculum in courses where there is an obvious overlap of curriculum frameworks (i.e. Health and Safety Education curriculum within varying Allied Health and Industrial Technology courses).</p> <p>CCPS would like to state that there is no intent to waive the .5 unit requirement for Health. CCPS would like to be awarded this waiver with the understanding that Health curriculum will be embedded into courses only in the event there is obvious overlap in the course frameworks and for the sole purpose of creating future flexibility in student schedules for the purpose of obtaining a value added diploma.</p> <p>This waiver will help CCPS meet the goal to increase the number of students completing a program of study to obtain at least one industrial certification before graduation.</p>	<p>Personalized Success Plan</p>	<p>Increase percentage each year; have and maintain 90% achievement by 2020</p>

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Licensed Library Media Specialist	6. Ark. Code Ann. §§ 6-25-103 and 6-25-104 (Licensed Library Media Specialist); Section 16.02.3 of the ADE Rules Governing the Standards for Accreditation	<p>CCSD is required to have a Licensed Media Specialist overseeing the library during all school hours. The Applicant is seeking a waiver of this requirement in order to utilize a library aide to manage hourly duties as assigned by the Media Specialist. This aide will allow the Media Specialist to leave the library for an hour at a time to focus attention on assisting students with Personalized Success Plans and meet the individual needs of students. The waiver will also allow the Media Specialist to work with CCPS staff in locating resources for classroom instruction and instructional materials concerning career pathway or college/ concurrent credit courses. The Library Media Center will be an environment rich with resources, support, and flexibility where anytime/anywhere learning transpires complete with a certified Library Media Specialist or a trained Library Aide available during school hours.</p> <p>This waiver will allow CCPS the flexibility to utilize the Library Media Specialist outside his/her statutory role, and will allow CCPS to use an aide (employee of CCSD) to fulfill some of the statutory required functions. For example, CCPS Library Specialist is also certified to teach Comp I&II, this waiver will allow CCPS to have an aid in the Library to free up the current Librarian in order to offer this course on-campus.</p> <p>This waiver will help CCPS meet the goal of increasing the number of students that will complete at least three hours of college credit upon graduation.</p>	Personalized Success Plan	Increase percentage each year; have and maintain 90% achievement by 2020

APPENDICES

APPENDIX A	Documentation of requirements pertaining to Public Hearing
APPENDIX B	Evidence of Parental and Community Support
APPENDIX C	Proposed School 2016-2017 Calendar
APPENDIX D	Proposed School 2016-2017 Daily Schedule
APPENDIX E	Signed Statement of Assurance
APPENDIX F	Memorandum of Understanding (MOU: Ozarka, UACCB, ASU)

Appendix A: Public Meeting Documentation



Batesville Guard-Record Co., Inc

BATESVILLE DAILY GUARD
 258 W. MAIN - P.O. BOX 2036
 PHONE (870) 793-2383
 BATESVILLE, AR 72503

Sold to: AUGUST 31, 2015 PAGE 1
 Please remit to: BATESVILLE GUARD RECORD CO., INC
 00690 P.O. BOX 2036
 CAVE CITY SCHOOL BATESVILLE, AR 72503
 P.O. BOX 600
 CAVE CITY AR 72521 Terms

AD INQUIRIES TO: P.O. BOX 2036, BATESVILLE AR 72503

Current Month Display Advertising Summary

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

to	Reference	Description	Charges	Credits
8/03/15		AUG 3 FREE & REDUCED MEALS	205.40	
8/19/15		AUG 5 12 19 CHARTER SCH NOTICE	23.40	
		"WE APPRECIATE OUR CUSTOMERS"		



the FINANCE CHARGE is determined by applying a periodic rate of 5/6% of 1% per month (ANNUAL PERCENTAGE RATE OF 10%) to that portion of your account which is not paid within 30 days after statement date.

BALANCE DUE 228.80

Analysis of Account

total	30-59 Days	60-89 Days	90-110 Days	120 Days & Over
228.80	.00	.00	.00	.00

Please return part 2 with remittance

The Guard-Record

PUBLISHERS OF THE BATESVILLE
P.O. BOX 2036
BATESVILLE, ARKANSAS

PROOF OF PUBLICATION FOR YOUR RECORD Charges will be on monthly statement

PROOF OF PUBLICATION ADVERTISEMENT

PUBLIC NOTICE
Cave City School will have a public meeting about our new Charter School on August 27 at 6:30 p.m. at the High School Library. We will describe our Career and Collegiate Prep Charter and answer any questions.

OFFICIAL SEAL
Dottie J. Dodson
NOTARY PUBLIC - ARKANSAS
SHARP COUNTY
MY COMMISSION EXPIRES 11-01-2016
ID #12350374

STATE OF ARKANSAS,
SS.

County of Independence
I, Pat Jones, hereby certify that I am published at regular intervals, Monday through for more than a period of twelve months subscribers and readers generally of all classes price per annum, which price was fixed value and service value it contains; that subscription to the newspaper or its agents months; and that the said newspaper publishes

I further certify that the legal notice hereto attached was published in said newspaper for 3 consecutive insertions as follows:
The first insertion on the 5th day of August, 2015, the second insertion on the 12th day of August, 2015, the third insertion on the 17th day of August, 2015, the fourth insertion on the _____ day of _____, 20____, the fifth insertion on the _____ day of _____, 20____, the sixth insertion on the _____ day of _____, 20____, the seventh insertion on the _____ day of _____, 20____, the eighth insertion on the _____ day of _____, 20____, the ninth insertion on the _____ day of _____, 20____, and the tenth insertion on the _____ day of _____, 20____.

Sworn to and subscribed before me this 20th day of August, 2015,
Dottie J. Dodson
My commission expires: 11-01-2016
Publication fees, \$ 23.40 Received payment _____, 20____.

The Guard-Record Co., Inc.

PUBLISHERS OF THE BATESVILLE DAILY GUARD
P.O. BOX 2036
BATESVILLE, ARKANSAS 72503

PROOF OF PUBLICATION ADVERTISEMENT

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Dottie J. Dodson
NOTARY PUBLIC - ARKANSAS
SHARP COUNTY
MY COMMISSION EXPIRES 11-01-2016
ID #12350374

STATE OF ARKANSAS, **AFFIDAVIT**
SS.

County of Independence
I, Pat Jones, hereby certify that I am the manager of the BATESVILLE DAILY GUARD, a newspaper published at regular intervals, Monday through Friday, continuously at Batesville, Independence County, Arkansas, for more than a period of twelve months, circulated and distributed from an established place of business to subscribers and readers generally of all classes in the City and County for a definite price for each copy, or a fixed price per annum, which price was fixed at what is considered the value of the publication, based upon the news value and service value it contains; that at least fifty percent of the subscribers thereto have paid cash for their subscription to the newspaper or its agents or through recognized news dealers over a period of at least six months; and that the said newspaper publishes an average of more than forty percent news matter.

I further certify that the legal notice hereto attached was published in said newspaper for 3 consecutive insertions as follows:
The first insertion on the 5th day of August, 2015, the second insertion on the 12th day of August, 2015, the third insertion on the 17th day of August, 2015, the fourth insertion on the _____ day of _____, 20____, the fifth insertion on the _____ day of _____, 20____, the sixth insertion on the _____ day of _____, 20____, the seventh insertion on the _____ day of _____, 20____, the eighth insertion on the _____ day of _____, 20____, the ninth insertion on the _____ day of _____, 20____, and the tenth insertion on the _____ day of _____, 20____.

Sworn to and subscribed before me this 20th day of August, 2015,
Dottie J. Dodson
My commission expires: 11-01-2016
Publication fees, \$ 23.40 Received payment _____, 20____.

Cave City seeks conversion charter; superintendent says would better prepare students for careers

By LACY MITCHELL
Guard Staff Writer

CAVE CITY — While the Batesville School District was hoping to be approved for charter-like waiver requests under a new state law, the Cave City School District has submitted a proposal to be considered for a district conversion public charter school status.

As of June 5, Cave City was one of 10 districts to file

letters of intent for the conversion status, much like the Southside School District was approved for in January. A decision won't be known until later this year, or early 2016.

A conversion charter differs from an "open-enrollment" charter in that it is a public school that has been converted to a charter school within an existing public school district. An open-enrollment charter school is a newly-developed public school run by a non-sectarian organization.

Converted charters are overseen by boards and elected officials, initially awarded for a five-year period, can be renewed for one to five years, is granted waivers from education law and rules and isn't limited in the number of charters the state can have. Open-enrollment charters are awarded to nonprofit entities, overseen by boards usually comprised of appointed

Conversion vs. open-enrollment charter

Schools can apply for two types of charters: conversion or open-enrollment. Conversion charter schools are traditional public schools that have been authorized to take on charter status. An open-enrollment charter school is a newly-developed public school run by a non-sectarian organization. Converted charters are overseen by boards and elected officials, initially awarded for a five-year period, can be renewed for one to five years, is granted waivers from education law and rules and isn't limited in the number of charters the state can have. Open-enrollment charters are awarded to nonprofit entities, overseen by boards usually comprised of appointed members and are limited in number. Cave City is hoping to be approved for a conversion charter, which officials say would allow more opportunities to better prepare students for "careers or college challenges" after high school.

SEE CHARTER PAGE 3

THURSDAY | JULY 23, 2015

members and are limited in number.

In a proposal to the state education department dated May 22, Cave City Superintendent Steven Green said a charter, by the name of Cave City High School Career and Collegiate Preparatory Academy, would better prepare students for careers or collegiate challenges after high school. "Approximately 400 students in grades 9-12 would have the opportunity for training provided through the charter school that will allow high school students the opportunity to build skills necessary and/or obtain technical certification for entry into the post-secondary workforce at a wage," Green writes.

The proposed charter would focus on "real-life, real-work experience," not limited to internships with an emphasis specific to welding, industrial, technical and health certifications. Concurrent credit and course offerings would allow students to receive up to 27 hours of college credit and "provide a real-life college experience" while on a high school campus by collaborating with the University of Arkansas Community College at Batesville.

The charter, if approved, would also give the district freedom to create individualized, innovative curriculum to prepare students for the 21st century.

Green writes that more than 74 percent of the student population (which last year was estimated at 1,284) participates in the school lunch program while more than 40 percent are "directly certified" because their families receive food stamps.

"Due to the rural nature of our community and the cost associated with traveling to a college or technical center, many of our students are not afforded this opportunity after graduation," Green said.

A public meeting to discuss the proposed application will be held but as of this week a date had not been set. However, staff, parents and students will be encouraged to attend to provide input.

Green writes that more than 74 percent of the student population (which last year was estimated at 1,284) participates in the school lunch program while more than 40 percent are "directly certified" because their families receive food stamps.

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CHARTER (CONTINUED FROM PAGE 1)

0820 **Adopt-A-Pet**

HUMANE SOCIETY OF INDEPENDENCE CO.
Pet of the Week: Five year old **BUDDY** is a loving, beautiful Basset/Lab mix. He has a beaming personality and would make a great addition to your home! He has been fixed and is up to date on all of his shots! Come by between now and the end of August to adopt him for only \$40!



0900 **Legal Notices**

LOGIC & ACCURACY TESTING OF VOTING MACHINES
 Logic & Accuracy Testing of the Sharp County Voting Machines for the Cave City Annual School Election on September 15, 2015 is set for:
WHEN: Friday, August 14, 2015 8:00 A.M.
WHERE: Sharp County Courthouse Clerk's Office

0900 **Legal Notices**

PUBLIC NOTICE
 Cave City School will have a public meeting about our new Charter School on August 27 at 6:30 p.m. at the High School Library. We will describe our Career and Collegiate Prep Charter and answer any questions.

0900 **Legal Notices**

0880 **Garage Sales**

YARD SALE: 2860 N. Central Ave., Batesville, AR. Friday & Saturday, Aug. 7th & 8th, 7am-4pm. Items: Clothes, knickknacks, tons of tools, new shingle compressor, tires & wheels, big truck parts, race car parts, motorcycle parts, 1987 Chevy Van, 1980 Corvair, 1964 T-Bird, 2002 WideGlide, 1954 Harley Davidson PanHead & much, much more.

0890 **Kidz Stuff**

Have a birthday or special event to celebrate?
 Place your Kidz Stuff greeting today!
 For more information call Shelly at 870-793-2383
 THE BATESVILLE DAILY **Guard**

0900 **Legal Notices**

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0240 **For Sale**

CELEBRATE SUMMER WITH SVEN AND OLAF.
 Now you can add Olaf and Sven to your itty-bitty collection.
 available at **CARLEE'S HALLMARK**
 682 Harrison, Batesville 793-8086 888-477-7845
 Monday-Friday 9-6 Saturday 10-5

0900 **Legal Notices**

We, June Independence in us under tl the Southside Arkansas on

Election Day
 Residents of C Early Vote Absentee, I in the Indepen & Broad Stree Early Votin August 10, 2i hours are 8:0 will be no Sat All elector independen all returns will The openir and Early Voti Day, August 1 Any questi contact the Ir questions abt State's Office Election I Election Com

0900 **Legal Notices**

NOTIC
 YOU MAY IMMEDIATE A IF YOUR PI ANY DEFICIE COLLECTION THIS IS A INFORMATIO

0240 **For Sale**

WATCH YOUR COLLECTION

AREA BRIEFS

CC sets public meeting

CAVE CITY — The Cave City School District will hold a public meeting at 6:30 p.m. Thursday to receive input concerning Cave City High School's plans to apply for a conversion charter status.

"The purpose of the charter is to allow students to earn technical certificates while still in high school as well as increase our concurrent credit offerings," counselor Vickie Green said. Staff, parents and students are encouraged to attend to learn details about the charter request and provide opinions.



PUBLIC NOTICE

Independence County has received the completed audit of federal funds received during calendar year 2014 which included funds from the Arkansas Economic Development Commission (AEDC) for the following projects: Bad Boy Project and Union Hill Bridge. Also, funds from other various federal funding sources are included in the report. The audit report is available for review by any interested party at the County Judge's office between the hours of 9:00 a.m. and 4:00 p.m., Monday through Friday.

PUBLIC NOTICE

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PUBLIC NOTICE

On August 14, 2015 Strawberry Poultry Supply, Inc. of 512 S. Main St., Cave City, AR 72521 sells to Dakota Financial, LLC of 11755 Wilshire Blvd #1670 Los Angeles, CA 90025 all rights, title and interest to a 2012 JCB 260T S/N: 1745582 and 2005 Terex TH644C S/N: TH0605026002. This transfer of ownership is part of Equipment Lease Agreement #6376.



PHOTO BY JAMES W. COOPER

Cave City school, bank pay for college courses

CAVE CITY — College credit just became more attainable for students at Cave City High School.

Legislation passed this spring by Sen. Jane English now allows districts to use National School Lunch Act funds to pay for college courses. At Cave City this fall, the federal money will provide concurrent courses or technical education options to students so they are college- and career-ready upon graduation.

At the Cave City School Board's recent meeting, Green expressed her appreciation to John Bell and the bank for providing scholarship money to help supplement the costs.

The district also has partnered with the University of Arkansas Community College at Batesville to shuttle 10 students to the college campus to take advanced welding, and a partnership with Ozarka will allow students to take child development classes at the high school. The courses will be taught by Ozarka instructor Typhanie Frank.

Green expressed that future developments would bring about many more opportunities for students, including many online, and that officer David Edwards would be facilitating two criminal justice classes this year for the first time.

The additions coincide with the district's application for a charter status that, if approved, would allow students the chance to graduate not only with a high school diploma but a degree from a local community college, if they want to work toward that.

Teacher Cheryl Bell shared with the board the newest developments in the charter application, saying the district's membership in the Arkansas Public School Resource Center had been beneficial to the cause as it had helped with the application. A forum is set for 6:30 p.m. Thursday at the high school library for the public to learn more about the charter application and ask questions.

In other business, the Cave City School Board:

- raised adult lunch prices to \$3.50 and breakfast prices to \$2. Both are increases of 25 cents based on federal mandates.
- approved two legal transfers to the Batesville School District.
- after an executive session to discuss personnel, reconvened in open session and voted to hire Leslie Moody as a special education aide.
- Officer Edwards for two additional half days in addition to the full three days, at the previous rate of \$100 per day to serve as resource officer and to facilitate a criminal justice class.
- welcomed new staff and set the date for annual report to the public for 7 p.m. Sept. 21 at the high school library. This is also the tentative date scheduled for the board's next regular meeting.

8/25/2015

Cave City School District Mail - Cave City



Cheryl Bell <cbell@cavecity.ncsc.k12.ar.us>

Cave City

1 message

Marc Walling <mwalling@cavecity.ncsc.k12.ar.us>

Tue, Aug 25, 2015 at 9:31 AM

To: lacy@guardonline.com, Marc Walling <mwalling@cavecity.ncsc.k12.ar.us>, Cheryl Bell <cbell@cavecity.ncsc.k12.ar.us>, Vickie Green <vickieg@cavecity.ncsc.k12.ar.us>

Hey Lacy!

We appreciate the Guard running our legal notices for our meeting Thursday! Would you run a PSA for us Wednesday for our meeting on Thursday the 27th? It will be in the High School Library at 6:30 and we will talk about our charter application and provide information to the public.

Thank you!
Marc Walling

Scholarships for Students

One of the benefits of this program is the opportunity for scholarships to offset the cost of concurrent credit.

Our district has committed to use some Federal money for scholarships and the Bank of Cave City has donated money the past two years for scholarships. Federal Money is never a guarantee from year to year. We want to secure low costs for our students in the future. Usual cost per class is around \$160. This year it will be \$25 for paid lunch CCHS students!



Timeline

August 17th Start of School

August 27th Community Interest Meeting 6:30

September 9th Charter Application due to the state

November 18 State Board Presentation

December/January Final Word on Application

This expansion depends on State Approval in December

If application is denied, we will do all state will allow for our students.



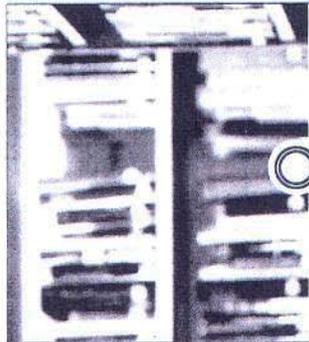
Cave City High School Charter Application Information



Recent Success:

- Great ACT Scores
- Over 3 million in scholarships in 2015
- All Seniors enrolled in college at UACCB by graduation
- College Classes at no more than \$25
- Very low college remediation rate
- 5 Governor's Scholars last 3 years
- Best Letter Grade in 4-3A Conference
- Nationally competitive Clubs
- 71% of Class of 2015 received Lottery Scholarship
- 5 members of 2015 class volunteered for military service

*Questions on Charter Application?
Call High School office at 870-283-3333*



Why Charter?

The state is promoting charter applications state wide. They want us to think 'outside the box' and promote opportunities for our students. There are several different types of charter applications. We are applying for a conversion charter. It is a traditional school that has charter status. The state wants us to ask for waivers on rules that limit our students. We really want to open up college credits to our students and technical certificates to our students. These require 'waivers' from the state so we can give high school credit for classes taught by UACCB and Ozarka instructors. This year we have 10 students who will be getting Licensed in welding through UACCB. We also believe we have enough interest in creating a child development class with Ozarka for 10 students. These 20 students will be licensed in these areas by taking 5 college classes during school day. At a cost of about \$125 to the students! We want to expand these classes and keep costs down. A charter will help do that.

Concurrent Credit

Sometimes the terms are confusing. Concurrent credit means that students are taking a class and getting high school and college credit at the same time. Students have been able to do this through an on-line class and certified high school teachers who can also teach college classes. By expanding this program, our students will be able to take more classes for concurrent credit if the state will 'waive' the certification requirement and allow college instructors to teach for high school credit.

Cave City offers these college classes on campus:

- Comp I and II
- US History I and II
- World Civ I and II
- College Algebra
- Oral Communications
- Fine Arts
- Understanding Film/Mass Communications

We want to expand these courses for our students. The expansion will include on-line offerings and On Campus

Technical Credit

This expansion is the one we are most excited about. We have not traditionally done technical concurrent credit. The goal of these offerings is to graduate high school students with workforce certificates and license to be eligible for work after graduation. Our welding program with UACCB is our first! These students will take 5 classes on UACCB campus this school year. But we hope to increase these to include: Electrical/HVAC, Child Development, Certified Nursing, Criminal Justice, Business, EMT and Automotive Service.

Right now we are limited to what UACCB and OZARKA can offer. But together they offer about 15 of these programs and we need 10 students in these programs and we can add a program!



Students must have appropriate ACT Scores

9th Grade Freshman Orientation/ Charter Discussion 8 - 6

Keith Mack High
Parent Name

Parent Signature

Brooke Brown
Destiny Snow
Darin Evans

Jabatha Bains

Mercy Hisaw

Karen Cuevas

Elizabeth Crick

Enjlee Davis

Jenny Davis

Curt Jones

Misty Jones

Amelia Cousins

Dalton Carlisle

Zabrina Guill

unspres

Alexis Lyons
Dalton Carlisle

Maddie Koch
Alexis Brown

Angelattardie

200

Jessica Bior

Julia Poir

Brandon Fong

Rachel Moore

Maddie Veiser

Jonathan Cooper

Guacinta Kien

Cheryl Racy

Janie Mailin

Breche Mack

Cynthia Hawkins

Dylan Bailey

Kathy Bailey

Tyana Hawkins

Kelli Johnson

Alexis Stalove / Martha Stalove

Cave City High School Public Hearing

2016 Conversion Charter

How did we get here?

- REFLECTION OF OUR OWN PERFORMANCE AS A PUBLIC SCHOOL
- Are we preparing our students for life after high school?
 - 60% of CCHS grads go to college or trade school or military - less than 30% will complete a two or four year degree within four years
 - 25% go to workforce
 - 15% not gainfully employed

RAISE THE STANDARD OF LIVING AFTER HIGH SCHOOL

How did we get here?

- Are we doing what is best for our kids?.... ALL KIDS?
 - Medical professions and Child Development Certificates offered
- Businesses request an emphasis on job skills, professionalism, and ethics

How did we get here?

THINGS WE HAVE DONE:

- Project college bound with UACCB since 2008
- Career Coach
- ACT to all Juniors since 2009/ organized additional ACT exams to be held on CCHS campus
- Offered 12-15 college hours on CCHS campus

What can we do?

Expand concurrent credit offerings

- On campus
- Off campus
- On-line

Expand Technical offerings to include Industrial Certification options to be complete upon graduation

What can we do?

Encourage local Community Colleges to compete for our students by offering incentives like reduced tuition/course rates

Better prepare all students to succeed in college

-Specific goals of graduating college within 4 years with the goal of lessening the expense and hardship on families

What can we do?

Cost of a Four Year Degree from a Public Institution

\$60,000+++ for Four Years

Cost @ CCHS – Free or \$25 one course, books are free, ASU one course \$823, UACCB \$298 a course or \$358 online course

Arkansas Academic Challenge Scholarship 19+ACT

Year One \$1,000

Year Two \$4,000

Year Three \$4,000

Year Four \$5,000

Students who graduate with 27+ hrs will enter college as a first time Freshman but receive \$4,000.

What we can do?

Better prepare non-college bound students for success in the workforce

Specific goals to obtain certifications necessary for students to enter workforce above minimum wage

Allied Health (CNA, EMT)

Welding/ Industrial Certification

Information System Certification

New programs will be added based on student and demand for employment.

What we can do?

Top Ten Growth Occupations, 2012-2022
Ranked by Net Growth

Occupation	2012 Base Employment t	2022 Projected Employment t	Net Growth	% Growth
Farmers, Ranchers, and Other Agricultural Managers	8,027	9,265	1,238	15.42
Combined Food Preparation and Serving Workers Including Fast Food	1,664	2,351	687	41.29
Personal Care Aides	908	1,419	511	56.28
Nursing Assistants	1,797	2,087	290	16.14
Registered Nurses	1,246	1,504	258	20.71
Licensed Practical and Licensed Vocational Nurses	1,284	1,537	253	19.70
Cooks, Fast Food	1,050	1,297	247	23.52
Heavy and Tractor-Trailer Truck Drivers	2,816	3,052	236	8.38
Waiters and Waitresses	765	994	229	29.93
Childcare Workers				

Why Charter?

- ADE Standards that regulate public school
- These regulations sometimes restrict public schools
- Public schools can petition ADE for a waiver for those standards that restrict school goals
- Charter approval means waivers do not expire for 5 years.

Specific Waivers

- Seat Time (internships, apprenticeships)
- Teacher Licensure –give students extra opportunity to learn
- NSLA funds

Take a Journey through CCHS CAREER AND COLLEGIATE PREP SCHOOL

- CCPS
- Starts with incoming Freshmen
 - Assigned Academic Adviser
 - Personalized Success Plan
 - Academic Interventions and RTI
- Extended school day/year
- **“EDUCATION LOOKS DIFFERENT HERE”**

CAREER AND COLLEGIATE PREP SCHOOL (CCPS)

- School within a school housed on the high school campus
- Program evolution:
 - Technical Programs (Information systems, Child Development, Welding, CNA, EMT)
 - Personalized College pathways (UACCB, OZARKA, ASU)
- Ends with Value-added Diploma upon Graduation (up to 30 college credits, AA, Certification)

Myths about Conversion Charter Schools

- We will continue to be a public school
- We will continue to be the Cave City Cavemen
- We will help students be more intentional
 - BOTH COLLEGE BOUND AND CAREER BOUND STUDENTS
- We will redefine 'success'
- EDUCATION WILL LOOK DIFFERENT HERE!

Appendix B: Community Support



Ozarka College

Office of the President

September 1, 2015

Cave City School District
711 North Main Street
Cave City, AR 72521

To Whom It May Concern:

It is with great pleasure that I express Ozarka College's full support of the Cave City School District's pursuit of charter school status. I applaud the Cave City School District administration and teachers on their desire to provide students with opportunities that go far beyond a high school diploma. Our mission at Ozarka College is to provide life-changing experiences through education, and we are certain that our partnership with the Cave City School District will enable the students of the district to do just that.

We at Ozarka College look forward to working with the district personnel as they work to offer students pathways to a variety of careers. At Ozarka College, students have choices ranging from obtaining a certificate of proficiency to obtaining hours toward a degree. In addition, we offer online courses in every program of study, including nursing, criminal justice, automotive, information systems technology, aviation, and culinary, as well as traditional course offerings at both our main campus in Melbourne and our Ash Flat campus in Sharp County. This college scheduling flexibility will enable the district to create individualized plans of study for every student to reach his or her goals.

In addition, Ozarka College offers a one-of-a-kind scholarship in which high school students taking at least 12 hours of concurrent credit and maintaining minimum college GPA requirements will receive their first fall semester of college after high school graduation completely free. With this scholarship, a student would essentially receive the first year of college credit courses for approximately \$600.

In working with the Cave City School District personnel on concurrent offerings, we have been both impressed and pleased with their professionalism and desire to create opportunities for students, both those who are driven to obtain a degree upon graduation as well as those who may not have considered or been able to afford the opportunity. We envision great success with this partnership, and are excited to see the success the students in the Cave City School District will achieve.

Sincerely,

Richard Dawe, Ph.D.

President, Ozarka College

P.O. Box 10, Melbourne, AR 72556 870.368.2006 Fax: 870.368.2063



14 August 2015

Cave City School District
Attn: Steven Green, Superintendent
PO Box 600
Cave City, AR 72521

RE: Cave City School District Charter School Application

Dear Mr. Green,

I am writing in support of the Cave City School District's charter school application. This charter will provide unique resources for the district to help our students and their families and our local economy grow and develop. It is a very exciting opportunity, and I am very happy to hear that you're pursuing it.

The Bank of Cave City has partnered with the school district to provide scholarships for concurrent credit and ACT prep classes in recent years. Additionally, we have long supported school programs like EAST, Skills USA, FFA, and childcare training. We consider scholarships and sponsorships like this to be investments in our community. I think this new charter will help the school district multiply those investments and others like them, and I am very happy to support it.

Thank you for your time and consideration. If I can be of further assistance, please let me know at 870-283-5301 or jbeller@bkcc.net.

Sincerely,

John Beller
President / CEO

RICK CRAWFORD
1ST DISTRICT, ARKANSAS

COMMITTEE ON AGRICULTURE
CHAIRMAN OF SUBCOMMITTEE ON FARM
COMMODITIES AND RISK MANAGEMENT
SUBCOMMITTEE ON NUTRITION

COMMITTEE ON TRANSPORTATION
AND INFRASTRUCTURE
SUBCOMMITTEE ON HIGHWAYS
AND TRANSIT

SUBCOMMITTEE ON WATER
RESOURCES AND ENVIRONMENT
SUBCOMMITTEE ON ECONOMIC
DEVELOPMENT, PUBLIC BUILDINGS,
AND EMERGENCY MANAGEMENT

Congress of the United States
House of Representatives
1711 Longworth Building
Washington, DC 20515

August 27, 2015

Mr. Steven Green
Superintendent
Cave City School District
PO Box 600
Cave City, AR 72521-0600

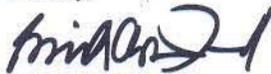
Dear Mr. Green,

It is with pleasure that I write in support of the Cave City School District's proposal to establish a career and technical conversion charter. I strongly support this curriculum expansion project. This new charter will allow the district the opportunity to improve overall student achievement by providing students the knowledge and skills that are necessary to compete in today's job market or college career.

As you know, Charter approval would help Cave City High School equip students for future career success through extensive yet personalized industry based training opportunities. The goal of the charter is to provide students with early access to college and/or career training. Students will have the opportunity to earn a value-added diploma upon graduation by completing a nationally recognized technical or industrial certification and/or college credit. In addition to expanding concurrent college courses, Cave City High School is also adding technical programs such as Welding, Early Childhood, C.N.A. and others. By partnering with local post-secondary institutions as well as local businesses and industries, Cave City High School would be able to provide diverse pathways for success to meet the interests of students as well as the workforce and economic needs of the community.

I'm excited about this opportunity for Cave City School District, and if there is anything further in which you feel I may be of assistance in this regard, please do not hesitate to let me know.

Sincerely,



Rick Crawford
MEMBER OF CONGRESS

RC/aa

□ WASHINGTON, DC
1711 LONGWORTH HOB
WASHINGTON, DC 20515
PHONE: 202-225-4078
FAX: 202-225-5602

□ JONESBORO
2400 EAST HIGHLAND
SUITE 300
JONESBORO, AR 72601
PHONE: 870-203-0540
FAX: 870-203-0542

□ CABOT
112 SOUTH FIRST STREET
CABOT, AR 72023
PHONE: 501-843-3043
FAX: 501-843-4955

□ MOUNTAIN HOME
1001 HIGHWAY 62 EAST
SUITE 9
MOUNTAIN HOME, AR 72653
PHONE: 870-424-2075
FAX: 870-424-3149

WWW.CRAWFORD.HOUSE.GOV

UACCB

August 11, 2015

Mr. Steven Green
Superintendent, Cave City School District
Post Office Box 600
Batesville, AR 72501

Dear Mr. Green:

The University of Arkansas Community College at Batesville (UACCB) is proud to support Cave City School District's progressive, innovative request to seek charter school status. This request exemplifies the district's continuous desire to seek methods that enable all learners to obtain their educational goals.

UACCB supports the programmatic features of the Cave City School District's charter application. The district's personalized success plan will provide an opportunity for students, parents, and business and industry to focus on developing a strategic plan for career and academic success. By providing students with the flexibility to earn industry certifications or college credit hours while still in high school, they will be equipped for success in the workplace, a technical school or a college or university. In today's economy, the opportunity to leverage resources is a much needed outcome for families.

A partnership between the Cave City School District and UACCB can provide students the ability to be more financially secure as they complete high school. Entering the workforce with industry certifications, which will enable students to earn above minimum wage, or to enter college with a credit hours completed will have a substantial impact on students who graduate from the Cave City School District.

Again, it is my pleasure to offer this letter of support on behalf of Cave City School District's request to seek charter school status. I will be glad to address any questions regarding this opportunity. I can be reached at 870-612-2001 or debbie.frazier@uaccb.edu.

Sincerely,



Deborah J. Frazier
Chancellor

University of Arkansas Community College at Batesville

P.O. Box 3350 / Batesville, Arkansas 72503-3350 / 870-612-2000 / Fax 870-793-4988
UACCB is an equal opportunity/affirmative action institution.

Letters of Support for CCPS were also received from:

Ms. Andrea Dito	Parent
Ms. Tara Ball	Parent
Ms. Patricia Hinds	Math Instructor CCHS
Ms. Bobbie Paysinger	English Instructor CCHS
Mr. Dave Jarvis	Cave City Nursing Home
Mr. Philip Landers	Career Coach CCHS
Mr. Donald Simmons	Cave City School Board

Proposed Calendar for 2016-17

July	Principal will schedule two days for advisor training
August 2	Academic Advising Seniors
August 3	Academic Advising Sophomores and Juniors
August 4	Academic Advising Freshman
August 9	1 st Registration for Concurrent Courses
August 11	Open House
August 15	First Day of School
August 19	Registration closes for Concurrent Courses
September 5	Labor Day Holiday
September 6	Extended School Hours Begin
September 15	P-T Conferences
October 13/14	9 Weeks Test
December 20	Last day first semester
Dec. 21 – Jan 1	Christmas Break
January 2	Second Semester Begins
March 9,10	9 Weeks Test
March 1 – 17	Personal Success Plans Conferences, Parents & Students
March 16	Parent Teacher Conferences
March 2- 24	Spring Break
April 14	Good Friday
May 6	Extended School Hours Close
May 18	End of School
May 23 – 26,	ACT Preparatory Course
May 30 – June 2,	ACT Preparatory Course
June 5 – June 9	ACT Preparatory Course
June 10	June ACT @ CCHS
Late May/June	Summer Term I Courses Ozarka College/U.A.C.C.B. @ CCHS

Calendar does not include snow days or state mandated testing days including interim assessments. Faculty training will also include state mandated training in July or August.

Appendix D: Daily Schedule Sample

C.C.P.S. Daily Schedule 2016-2017

1 st	7:58 – 8:48
2 nd	8:53 – 9:50
3 rd	9:54 – 10:52
4 th (11 th & 12 th)	10:56 – 11:48
Lunch 9 th & 10 th	10:52-11:22
4 th 9 th & 10 th	11:26 – 12:18
5 th	12:22 – 1:14
6 th	1:18 – 2:10
7 th	2:14 – 3:04

3:04 – 4:30	Monday – Thursday – Extended School Hours Provided
6:00 – 10:00	One Night Per week – NATF Electrical Apprenticeship Course
3:15 – 4:15	NATF Youth Training Program

Students in online courses may not follow the traditional bell schedule. For example, a student in three online courses might work in the C.C.P.S. study room from 7:58 until 9:50. Another student might take three periods for three online courses. A primary goal of C.C.P.S. is to create Personal Success Plans specifically tailored to meet the needs of the students.

**2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion 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 district conversion 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 any other qualified employee of the school district is covered.
7. The district conversion 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.

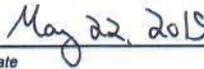
8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. 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.



Signature of Superintendent of School District

Steven Green

Printed Name



Date

Ozarka College Concurrent Enrollment Agreement Academic Calendar Year 2014-15



In accordance with the standards set forth by the National Association for Concurrent Enrollment Partnerships (NACEP) as well as the Arkansas Department of Higher Education, the following requirements must be met in order for a course to be offered concurrently through Ozarka College.

Instructor Requirements:

1. In all concurrent classes, the instructor should have a master's degree with at least 18 graduate hours in the subject area being taught.
2. Concurrent instructors should, as a minimum, input mid-term and final grades into myOzarka within the timeframe set forth by the college's academic calendar.
3. Concurrent instructors will submit syllabi for all courses taught.
4. Concurrent instructors will follow Ozarka College departmental goals and other academic guidelines.
5. Concurrent instructors should participate in department assessments as directed by the Ozarka College concurrent liaisons.
6. Concurrent instructors will also be required to have the textbook for their course approved by a departmental liaison.

Course Requirements:

1. In all blended classes, 51% or more of the students must be taking the class for college credit in order for the course to be considered concurrent credit.
2. Course content will mirror the course outcomes for the college's on-campus sections.

School Requirements:

1. The high schools are encouraged to recognize any training of instructors received from Ozarka College as satisfying professional development credit for the high school.
2. Ozarka College concurrent liaisons will conduct at least one site visit to participating high schools per academic year.
3. Substitute teachers: If a Concurrent Instructor is absent for more than five consecutive school days, a substitute, who meets the minimum qualifications for a Concurrent Instructor, should be used.
4. No practice teachers or teaching interns should be assigned for the purpose of serving as the primary instructor in Concurrent classes.
5. The high school should cap class size of Concurrent classes to the maximum enrollment of the corresponding class at Ozarka College.

Student Requirements

1. Students must have appropriate placement test scores *before* registering for the class.
2. Students must fill out a dual/concurrent enrollment form and submit it with the proper signatures *before* the deadline set forth by the college.
3. Tuition must be paid in full by the deadline set forth by the college. Failure to pay by the deadline will result in the denial of college credit.

Important Dates:

Fall Semester

August 21: Enrollment must be finalized and tuition for courses must be paid in full for the Fall semester.

October 12: Mid-term grades must be entered into MyOzarka for all courses

December 11: Final grades must be entered into MyOzarka for all courses

Spring Semester:

January 15: Enrollment must be finalized and tuition for courses must be paid in full for the Spring semester.

March 7: Mid-term grades must be entered into MyOzarka for all courses

May 6: Final grades must be entered into MyOzarka for all courses

Non-Compliance Statement:

Failure to comply with the requirements of this agreement by either party could result in the inability to award college credit for previously agreed upon coursework.

Other guidelines may be established by the college, including fees and registration.

I have read and agree to the above requirements for concurrent courses.

Public School Administrative Representative
School Address

Ozarka College Administrative Representative
218 College Drive, Melbourne, AR 72556

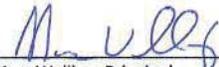
Arkansas State University—Jonesboro
Concurrent Enrollment Agreement (Memorandum of Understanding)

Arkansas State University – Jonesboro (University College; P.O. Box 1330; State University, AR 72467) and the Cave City School District (620 N. Main, Cave City, AR 72521) are entering into a concurrent enrollment agreement in an effort to enhance the educational opportunities for students attending the Cave City School District while at the same time earning college credit.

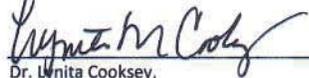
1. High school students who participate in concurrent courses must meet the required prerequisites for collegiate enrollment as a concurrent student. In addition, they must be recommended by their high school principal or guidance counselor. Refer to the attached document "Academic Requirements for Concurrent Enrollment" for detailed and specific test score and grade point average requirements.
2. Concurrent students will be admitted as A-State – Jonesboro students and must meet the same standards of achievement and abide by the same policies as on campus. If a university policy conflicts with that of the high school, the policy of greater rigor will be enforced.
3. High school faculty teaching concurrent courses for the university will hold credentials consistent with that of instructors teaching the same course on campus: a Master's Degree, 18 hours at the graduate level in the subject area teaching, and must be approved by the sponsoring academic department.
4. Concurrent high school faculty members are required to participate in university and departmental sponsored professional development. Additionally, a department faculty coordinator will monitor the concurrent course and faculty through classroom site visits.
5. For the traditional delivery model using qualified high school instructors, ASU agrees to pay Cave City School District \$1,000 per 15 students per section. A-State will pay 66.667 x the number of students per section if the section population is less than 15.
6. The distance education delivery model for concurrent education will involve an ASU instructor/faculty/adjunct teaching the college credit course via such technologies as Blackboard. The college instructor will set the course requirements based on the department-approved syllabus. The college instructor will provide all grades for the college credit class.
7. For any class using the distance education delivery model or any delivery in which the instructor is provided by A-State - Jonesboro, there will be no reimbursement for textbooks. However, it will be possible in some cases for students to use ibooks or ebooks.
8. Specific courses may require specific laboratory experiences as in the case with the sciences or mathematics.
9. If it is necessary that students have access to technology at some point beyond the traditional class period to conduct research, access A-State Library, access primary sources and research documents, view professor lectures, view videos, access assigned websites, etc., then the high school will provide or assure student access to the needed technology. This access can occur in study hall, during a free period, or during any out of school times. The school district will be responsible for supervision of the students during the use of technology.

10. All courses offered concurrently must be approved Arkansas State University – Jonesboro courses.
11. Grading criteria and credits awarded will be the same as those used and awarded for on-campus courses.
12. Course content, assessments, and syllabi will be consistent with those courses that are being taught on campus and must be approved by the sponsoring academic department; and therefore must meet the requirements of the sponsoring academic department and the university requirements which shall comply with the standards of the Higher Learning Commission (HLC).
13. Tuition will be \$40 per credit hour. A one-time \$15 admissions fee will be charged to students. For more detail see the attached sheets “Ways to Pay App Fee” and “Ways to Pay ASU Tuition.”
14. The academic calendar for the 2015-16 school year for ASU-Jonesboro is attached.
15. Refusal to comply with the terms of this agreement within a reasonable timeframe after providing documentation of non-compliance will result in the nullification of this memorandum of understanding.
16. If for any reason the school district chooses to end an individual concurrent course or partnership with Arkansas State University-Jonesboro, the school will inform the university in a timely manner.

This agreement is in effect for the 2015-2016 academic year.



Marc Walling, Principal
Cave City High School



Dr. Winita Cooksey,
Vice Chancellor and Provost
Arkansas State University

5/22/15

Date

5-27-15

Date

Memorandum of Understanding
University of Arkansas Community College at Batesville
and
Cave City High School

The University of Arkansas Community College at Batesville (UACCB) and Cave City High School agree to the following Memorandum of Understanding (MOU) concerning concurrent credit for Cave City High School students.

1. Accreditation – The UACCB Concurrent Credit Program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) and complies with the Arkansas Department of Higher Education Concurrent Credit Policy.

2. Admission Criteria for College-level Courses – High school students who enroll in UACCB concurrent credit classes must meet the same admission requirements and standards as UACCB students:

- Application for admission
- Placement test scores (ACT – 19 Reading, 19 English, 19 Math; COMPASS – 83 Reading, 80 Writing, 41 Algebra, 31 Numerical Skills). Non English and math courses require the following test scores in Reading: ACT – 19, COMPASS - 83
- High school GPA no lower than 3.0 on a 4.0 scale (Written permission from counselor required for GPA's lower than 3.0)
- Current high school transcript
- Immunization record
- Letter of recommendation (from counselor or principal)
- High school students are expected to meet the same standards of achievement and conduct as the traditional student body at UACCB.

3. Admission Criteria for Developmental Education Courses – High school seniors who do not meet the admission requirements for college-level English, reading, or math may enroll in Developmental Education courses for concurrent credit if the high school offers these courses. The following guidelines apply to enrollment in the Developmental Education courses:

- High school seniors who do not score at least a 19 on the ACT in English, reading, or math but do score at least an ACT sub-test score of 17 in English, reading, or math (or comparable exam score) may enroll in the requisite Developmental Education courses.
- Successful completion of Developmental Education courses does not guarantee college-level placement at another Arkansas college/university.
- Developmental Education courses cannot be used to meet the high school or college/university core subject area/unit requirements in English and math.
- A three semester credit hour Developmental Education course will be the equivalent of one-half unit of credit for a high school career focus elective.

(Arkansas Department of Higher Education – Policy 5.16, Fall 2013)

4. Concurrent Credit Tuition/Enrollment - High school students will pay reduced tuition for concurrent credit courses:

- Tuition for one course is \$160 (\$44 per credit hour, \$28 fees).
- Tuition is due the day of registration at the high school, or a payment plan may be established with the UACCB Business Office.
- If payment is not made for the concurrent credit course, the student will not be allowed to enroll in subsequent semesters until the balance is paid in full.
- Parents/guardians will receive monthly statements when establishing payment plans with the UACCB Business Office.
- In order to be registered in a concurrent credit course, a student's name must be on the official class roster by the end of the second week of classes at the high school. If the student's name is not on the official class roster, he/she will not receive college credit for the course.

5. Textbooks - If the high school does not furnish textbooks for the UACCB concurrent credit courses, concurrently enrolled high school students will be required to purchase textbooks.

6. Concurrent Credit Instructors - The UACCB Concurrent Credit Director and the UACCB Vice Chancellor for Academics work closely with the Concurrent Credit high school principals when selecting new Concurrent Enrollment Partnership (CEP) faculty. Once the concurrent credit classes are chosen, the high school principals recommend a high school faculty member who meets the faculty qualifications. These instructors are required to have the following qualifications:

- Master's degree with at least 18 graduate hours in the discipline in which the instructor teaches
- Advanced Placement Certification (if the concurrent credit course is blended with an AP course)

Concurrent credit students at UACCB are held to the same standards of achievement as those expected of on-campus students through assessment instruments and grading standards. All concurrent credit faculty are required to do the following:

- Submit course syllabi and assessment materials to the appropriate division chair and/or the NACEP faculty liaison for approval
- Attend orientation before teaching a concurrent credit course. Once CEP instructors are selected, they are required to attend an orientation session on the UACCB campus. The orientation session is led by the UACCB Concurrent Credit Director and the appropriate discipline-specific UACCB Faculty Liaisons. Returning CEP faculty are not required to attend multiple orientation sessions; however, they are required to attend at least one Concurrent Credit Professional Development session each year. Upon completion of orientation, new faculty receive a UACCB Concurrent Credit Orientation Certificate. A sign-in sheet is used to document attendance.
- Attend at least one UACCB professional development session during the school year and/or summer. As noted in the CEP Faculty Handbook, UACCB CEP faculty are required to attend at least one UACCB Professional Development session each year. All CEP counselors are also invited to attend. If CEP instructors cannot attend the annual UACCB Concurrent Credit Professional Development session, they may choose another session offered on the UACCB campus during the school year. The CEP instructors may also use a discipline-specific session they have attended during the year; however, they must provide documentation of the

professional development session. If CEP faculty cannot provide documentation of discipline-specific professional development, the appropriate UACCB Faculty Liaison will meet individually with the CEP faculty at the high school or at UACCB to discuss the items covered at the UACCB Professional Development session. Upon completion of professional development, faculty receive a UACCB Professional Development Certificate noting the number of hours of the session. A sign-in sheet is used to document attendance.

- Receive a Concurrent Credit Faculty Handbook detailing instructor educational requirements, assessment guidelines, syllabi guidelines, and non-compliance information

The following information details the steps in approving the assessment and grading standards for all concurrent credit courses offered through UACCB. The faculty liaisons and the concurrent credit director meet with all new concurrent credit instructors to explain the following course information to assure that each course meets UACCB standards. If there are changes in curriculum, the liaison and/or the director address these changes at professional development.

- **Curriculum requirements for the course** – Required essays, readings, speeches, theories, exams, projects, grading standards, grading rubrics, etc.
- **Syllabi requirements** – Contact information, textbook information, prerequisites, course description, course objectives, instruction/evaluation methods, course outline/assignments, grading scale, UACCB Student Services Information
- **Textbooks** – required chapters/assignments.

Note: If the high school cannot recommend a qualified high school instructor, UACCB will provide the high school with a UACCB full-time or adjunct faculty member if possible.

7. Concurrent Credit Course Offerings – UACCB will offer the following courses at Cave City High School: (Other general education courses can be offered depending on instructor availability at Cave City High School or UACCB.)

- ENG 1103 English Composition I
- ENG 1203 English Composition II
- HIS 1013 World Civilization I
- HIS 1023 World Civilization II
- HIS 2003 United States History I
- HIS 2013 United States History II
- MTH 1023 College Algebra
- SPC 1003 Oral Communication
- FAC 2003 Understanding Film
- Online options: College Algebra, General Psychology, Human Growth & Development, Medical Terminology, Oral Communication, and Sociology

8. High School Credit - Units of high school credit that will be awarded for each UACCB concurrent credit course are as follows:

- ENG 1103 English Composition I – one high school credit
- ENG 1203 English Composition II – one high school credit
- HIS 1013 World Civilization I – one high school credit
- HIS 1023 World Civilization II – one high school credit
- HIS 2003 United States History I - one high school credit

- HIS 2013 United States History II – one high school credit
- MTH 1023 College Algebra - one high school credit
- SPC 1003 Oral Communication – one high school credit
- FAC 2003 Understanding Film – one high school credit
- Online options – one high school credit for each course

9. Student/Parent Information - During the first week of school, concurrent credit students will receive a student/parent guide detailing the following information concerning the UACCB concurrent credit program and courses:

- UACCB and high school requirements for student participation (prerequisites; placement scores; tuition/billing; enrollment policy; enrollment form requiring student, parent, and counselor or principal signatures; submission deadlines; withdrawal procedure)
- To complete the UACCB Concurrent Credit process, students and parents are asked to read and verify the following statement:

“I verify that I have read the UACCB Concurrent Credit brochure and understand the High School Concurrent Enrollment Policy. I understand and agree to abide by all University of Arkansas Community College at Batesville policies and procedures outlined in the current *UACCB Catalog*. I understand that concurrently enrolled students are expected to meet the same standards of achievement as the traditional student body at UACCB and that concurrent students will receive college credit for the course work after successful completion of all course requirements as defined in the instructor’s syllabus. **I understand that payment for the course(s) must be made at the time of registration, or a payment plan must be established with the UACCB Business Office. If payment is not made when due, I understand there is a \$30 late fee applied to the student’s bill.**

Furthermore, I authorize the Office of the Registrar at UACCB to release mid-term and final grades to authorized personnel at the high school upon receipt of these grades from the instructor, and I authorize the instructor to release grades to parent(s) and/or legal guardians if requested.”

Student Signature

Parent/Guardian Signature

10. UACCB 2015-2016 Academic Calendar – UACCB concurrent credit high school faculty and students must abide by UACCB dates for **schedule changes, class withdrawals, tuition deadlines, and grade submissions (Note: Concurrent credit students are not required to attend mandatory New Student Orientation.)**

Full Fall Semester

August 13	Fall tuition payment deadline for pre-registered students
August 14	Mandatory new student orientation
August 18	Registration ends; mandatory new student orientation
August 19	Day and evening classes begin
August 25	Last day for schedule changes and last day for 100% refund
September 1	Last day for 50% refund with complete withdrawal
September 7	Labor Day holiday (campus closed)
September 11	Degree audit evaluation due to registrar (fall graduates)
September 18	First financial aid disbursement
October 21	Mid-term advisory grades due (noon)
October 22	Registration opens for continuing students (spring)
October 23	Career Day (Faculty are required on campus; no classes)

October 30	Second financial aid disbursement (loans)
November 12	Last day to drop a class or withdraw from college with a "W"
November 19	Registration opens for new/readmitted students (spring)
November 25	Thanksgiving Break (no classes; campus open)
November 26, 27	Thanksgiving Holiday (campus closed)
December 8	Last day of classes
December 9-15	Final exams
December 16	Final grades due (noon)
December 23	Campus closed until January 4, 2016 at 8:00 a.m.
January 4	Spring tuition payment deadline for pre-registered students

Fall Fast Track I Semester 2015

August 19	Fast track I classes begin
August 21	Last day for 100% refund
August 27	Last day for 50% refund
September 7	Labor Day holiday (campus closed)
October 1	Last day to drop class/withdraw from college w/ "W" for Fast Track I
October 14	Fast track I classes end
October 15-19	Fast track I final exams
October 21	Fast track I final grades due (noon)

Fall Fast Track II Semester 2015

October 20	Fast track II classes begins
October 22	Last day for 100% refund
October 28	Last day for 50% refund
November 25	Thanksgiving Break (no classes; campus open)
November 26, 27	Thanksgiving Holiday (campus closed)
December 7	Last day to drop class/withdraw from college w/ "W" for Fast Track II
December 10	Fast track II classes end
December 11-15	Fast track II final exams
December 16	Fast track II final grades due (noon)

Full Spring Semester 2016

January 8	Registration ends; mandatory new student orientation
January 11	Day and evening classes begin
January 15	Last day for schedule changes and last day for 100% refund
January 18	Martin Luther King holiday (campus closed)
January 25	Last day 50% refund with complete withdrawal
February 5	First financial aid disbursement
February 5	Degree audit evaluation due to registrar (spring/summer graduates)
March 10	Registration opens for continuing students (summer and fall)
March 14	Mid-term advisory grades due (noon)
March 21-25	Spring Break (no classes)
April 1	Second financial aid disbursement (loans)
April 7	Last day to drop a course or withdraw from college with a "W"
April 21	Registration opens for new/readmitted students (summer and fall)
April 29	Last day of classes
May 2-6	Final exams
May 9	Final grades due (noon)
May 9	Commencement (7:30 p.m.)

May 25 Summer I tuition payment deadline for pre-registered students

Spring Fast Track I Semester 2016

January 11 Fast track I classes begin
January 13 Last day for 100% refund
January 18 Martin Luther King holiday (campus closed)
January 20 Last day for 50% refund
February 23 Last day to drop a class/withdraw from college w/ a "W" Fast Track I
March 4 Fast track I classes end
March 7-9 Fast track I final exams
March 10 Fast track I grades due (noon)

Spring Fast Track II Semester 2016

March 10 Fast track II classes begins
March 14 Last day for 100% refund
March 18 Last day for 50% refund
March 21-25 Spring Break (no classes)
April 28 Last day to drop a class/withdraw from college w/ a "W" Fast Track II
May 4 Fast track II classes end
May 5-6 Fast track II final exams
May 9 Fast track II grades due (noon)

Summer I (4 week) 2016

May 30 Memorial Day (campus closed)
May 31 Registration ends
June 1 Day and evening classes begin; last day for 100% refund
June 23 Last day to drop a class/withdraw from college w/ a "W" for Summer I
June 28 Last day of classes
June 29 Final Exams
June 30 Final grades due (noon)

Summer I (8 week) 2016

May 30 Memorial Day (campus closed)
May 31 Registration ends
June 1 Day and evening classes begin
June 3 last day for 100% refund
June 9 Last day for 50% refund
July 4 Independence Day (campus closed)
July 14 Last day to drop a class/withdraw from college w/ a "W" for Summer I
July 26 Last day of classes
July 27 Final Exams
July 29 Final grades due (noon)

Summer II (4 week) 2016

July 4 Independence Day (campus closed)
July 5 Registration ends
July 6 Day/evening classes begin; payment deadline; last day 100% refund
July 30 Last day to drop a class/withdraw from college w/ "W" for Summer II
August 2 Last day of classes
August 3 Final Exams
August 5 Final grades due (noon)

This agreement between UACCB and Cave City High School takes effect with the 2015-2016 academic year, will be reviewed annually, and will continue until terminated in writing by either party.

If UACCB or Cave City High School is deemed non-compliant with the MOU procedures, the MOU may be terminated at any time during the academic year.

Ms. Deborah J. Frazier
Chancellor
University of Arkansas Community College at Batesville
2005 White Drive
Batesville, Arkansas 72501

Date

Mr. Steven Green
Superintendent
Cave City School District
P.O. Box 600
Cave City, AR 72521

Date

2014 ESEA DATA

District: CAVE CITY SCHOOL DISTRICT
LEA: 6802000
Address: P.O. BOX 600
Address: CAVE CITY, AR 72521
Phone: 870-283-5391

Superintendent: STEVEN GREEN
Enrollment: 1284
Attendance: 94.71
Poverty Rate: 72.27

Report created on: 10/29/2014

% Prof/Adv.
2014 Math + Literacy 75.2
2013 Math + Literacy 80.1
2012 Math + Literacy 81.9

OVERALL DISTRICT STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	679	687	98.84	775	783	98.98
Targeted Achievement Gap Group	515	522	98.66	583	589	98.98
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	13	13	100.00	12	12	100.00
White	643	651	98.77	741	749	98.93
Economically Disadvantaged	510	517	98.65	581	587	98.98
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	70	70	100.00	71	71	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	483	637	75.82	83.38	91.00	294	421	69.83	82.65	93.00
Targeted Achievement Gap Group	341	475	71.79	79.99	91.00	209	312	66.99	79.76	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1554	1937	80.23	83.38	91.00	1011	1306	77.41	82.65	93.00
Targeted Achievement Gap Group	1087	1435	75.75	79.99	91.00	719	972	73.97	79.76	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	81.25		n < 10	n < 10	n < 10	75.00	
Hispanic	11	13	84.62	62.50		n < 10	n < 10	n < 10	100.00	
White	457	605	75.54	83.50		280	401	69.83	82.35	
Economically Disadvantaged	340	470	72.34	80.76		209	312	66.99	79.97	
English Language Learners	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
Students with Disabilities	9	64	14.06	47.70		4	32	12.50	57.43	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	544	729	74.62	86.55	92.00	200	432	46.30	80.67	81.00
Targeted Achievement Gap Group	376	541	69.50	82.96	92.00	132	322	40.99	77.22	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1739	2228	78.05	86.55	92.00	738	1317	56.04	80.67	81.00
Targeted Achievement Gap Group	1202	1641	73.25	82.96	92.00	500	982	50.92	77.22	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	75.00	
Hispanic	7	12	58.33	70.00		n < 10	n < 10	n < 10	85.00	
White	526	699	75.25	86.58		192	411	46.72	80.49	
Economically Disadvantaged	375	539	69.57	83.48		132	322	40.99	77.41	
English Language Learners	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
Students with Disabilities	24	65	36.92	47.70		3	34	8.82	49.32	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	91	101	90.10	89.63	94.00
Targeted Achievement Gap Group	68	76	89.47	90.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	277	320	86.56	89.63	94.00
Targeted Achievement Gap Group	177	215	82.33	90.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	62.50	
White	85	95	89.47	90.00	
Economically Disadvantaged	65	73	89.04	89.66	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	15	16	93.75	100.00	

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Cave City High School Career and Collegiate Preparatory School Application

Cave City High School Career and Collegiate Preparatory School application for a district conversion charter

Motion

To approve the request

Barnes	Lester	Rogers
Gotcher	Liwo	Saunders-M
Jones	Pfeffer-2	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			This concept demonstrates the type of student responsive approaches to learning and citizenry I expect to see in education.
Gotcher	X			The applicant demonstrated strong community partnerships and further demonstrated that the application will meet the needs of their students for college and career readiness. It is an exemplary model.
Jones	X			The applicant provided great detail of their goals, measures and supporting data. They have developed multiple options for students which allow them to create successful personal learning plans.
Lester	X			The district has the programs and partnerships currently in place to meet the goals as outlined in the application.
Liwo	X			This is an innovative plan that caters to students that want to attend college and students who do not. It will provide hands-on experiences for students through internships, job shadowing, etc. and could help limit indebtedness that students may incur. There is

				strong community support and involvement. There is convincing reason for requesting teacher licensure waiver as it will help CCPS achieve its goals with regard to concurrent credit and technical courses.
Pfeffer	X			The district has done much work to lay the foundation for the success of this charter and has established the community partnerships and support necessary to provide personalized opportunities for their students. The hybrid nature of their college and career vision, with the additional support of the career coach, is promising for success.
Rogers	X			This is a successful school district along with local community and local institutions of higher education support working to give students additional learning opportunities.
Saunders	X			I believe this will provide the proper flexibility to accommodate for their students' needs and prepare them for success.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: November 20, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

November 19, 2015

Johnny Key
Commissioner

**State Board
of Education**

Toyce Newton
*Crossett
Chair*

Mireya Reith
*Fayetteville
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Dennis Beck
Arkansas Connections Academy, Inc.
2224 East Tall Oaks
Fayetteville, Arkansas 72703

**RE: Notice of State Board of Education Hearing
Arkansas Connections Academy**

Dear Dr. Beck:

On November 17, 2015, the Charter Authorizing Panel met and approved the open-enrollment charter application for Arkansas Connections Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. **Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 25, 2015, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, December 10, 2015.** Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on December 10th, and, at that time, the Board will determine whether or not to review the Panel's decision. If the Board decides to review the Panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Charter Schools, Program Coordinator

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov



**ARKANSAS
DEPARTMENT
OF EDUCATION**

**2015 Application
Open-Enrollment Public Charter School**

**Responses to Questions from
Charter Authorizing Panel**

November 4, 2015

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Introduction

The Board of Arkansas Connections Academy (ARCA) appreciates the opportunity to respond to the Charter Authorizing Panel's questions listed in the 10/16/15 letter from the Arkansas Department of Education (ADE). The ARCA Board wishes to serve public school students and families across Arkansas with an innovative and unique educational program. As an online public school, ARCA will meet the needs of those students for whom the traditional model of education is not the best fit.

The ADE's vision, which ARCA shares, is "to provide an innovative, comprehensive education system focused on outcomes that ensure every student in Arkansas is prepared for post-secondary education and careers."¹ Students will thrive academically and socially with ARCA's innovative high-tech, high-interaction and data-driven approach, with a comprehensive emphasis on parent and community engagement. Each student will have a Personalized Learning Plan (PLP) directed towards post-secondary readiness and tailored to his or her strengths, challenges, and aspirations. As a public school, ARCA will serve students across the state with Arkansas-licensed teachers, a curriculum that is fully aligned to state standards, and a provider in Connections with an established track record of success and innovation.

The ARCA Board has made the following important adjustments to its original application:

- The ARCA Board has detailed the many ways it will offer a school that is completely unique within Arkansas, providing students with a new, innovative, and essential program to meet their needs in ways current schools are not (Response to Question #10).
- Connections has provided performance data from across the country as compared to statewide averages (Response to Question #9) and other virtual schools (part 4 of Response to Question #10).
- In response to concerns about school access, the ARCA Board has adjusted the Internet subsidy available to student households eligible for free and reduced meals (Response to Question #7). The ARCA Board has also added a Student Activities Subsidy to ensure students can participate in field trips and enrichment activities (part 5 of Response to Question #10).
- The ARCA Board rescinds its request for a waiver from bidding requirements (Response to Question #17). ARCA will comply with state RFP requirements.
- The ARCA Board rescinds its request for waivers from licensure and professional development requirements. All teachers instructing ARCA students will be Arkansas-licensed, temporarily teaching a subject with an ALP, or licensed via the Standard License – Reciprocity process. As such, teachers will meet Arkansas requirements regarding professional development, background and ethics checks, and the Arkansas Code of Ethics (Response to Question #16).
- The ARCA Board is increasing its school goal from a 0.90 ratio of school-to-state performance on state assessments to a 1.00 ratio (Response to Question #18).

The ARCA Board looks forward to its continuation hearing with the Charter Authorizing Panel and the opportunity to continue describing the future ARCA program.

¹ <http://www.arkansased.gov/about-ade>

Responses to Questions

1) *Methods to effectively remediate low-performing students, especially students in grades 6-8 and high school.*

ARCA's expectation for all students who are struggling academically is that they will become proficient in the academic standards as presented in the Arkansas Curriculum Frameworks. ARCA recognizes such students may need more than one year to achieve proficiency if they enroll more than one year behind and that these students will need additional support to meet these high expectations. National evidence indicates the longer students are enrolled in schools supported by Connections, the better they fare academically (Figure 11 in Response to Question #9).

Additional support will be customized to individual students' needs and may include:

- Individual tutoring on standards that have not been mastered;
- Targeted synchronous instruction to individual or small groups of students with similar learning needs;
- Intervention programs with frequent progress monitoring by teachers; and
- Credit recovery options for students who have previously failed a high school course.

The core academic program has mechanisms in place to identify students who are performing below grade level. Students will take formative assessments throughout the school year, starting with the annual fall pre-test (LEAP for K-8 and Scantron for high school). These assessments, along with state test scores and the Connexus Grade Book, inform teachers whether the student is on track academically. If a student does not perform well on a formative benchmarking and/or summative assessments, the teacher will be notified via real-time data on his or her Teacher Home Page within Connexus. Visual icons, referred to as "intervention indicators," assist teachers in identifying students who need additional academic support. Teachers will make instructional decisions and monitor student progress based on ARCA's systematic multi-tiered instruction model (see Response to Intervention description herein). Additional academic supports may include:

- Delivering targeted individual or small group instruction via a synchronous LiveLesson® session;
- Modifying a lesson(s) or assessment(s) within a course;
- Calling a student to review course content and assess mastery of standards; and
- Assigning a supplemental program to support the development of foundational skills needed to be successful with grade level work.

Some of the interventions that teachers may choose to assign/monitor to support students' success include SuccessMaker Math, Math-Whizz, Math XL, SuccessMaker Reading, Reading Eggs, Reading Eggspress, HeadSprout, Raz-Kids, WriteToLearn, SkillsTutor, and Study Island.

Response to Intervention (Rti)

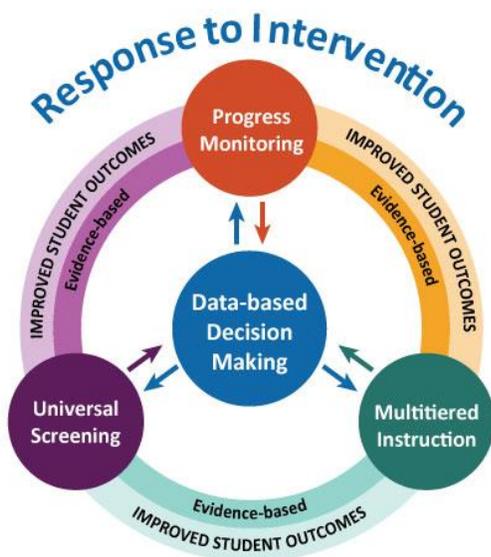
The ARCA Board believes that timely intervention is critical and that schools must implement a multi-tiered instruction and intervention model that is designed to address both academics and behavior

through a systematic problem-solving approach. Data provided via Connexus will be used by all teaching staff throughout the school year to implement a structured system of instructional supports as part of their Response to Intervention (RtI) model. These supports will include curriculum that is based on state and national standards, a high-quality core instructional program, use of universal screeners to identify at-risk students, data-based decisions, tiered supports and services, involvement and engagement of students and Learning Coaches, and ongoing professional learning for staff. Through early identification and implementation of a wide range of evidence-based instructional strategies and resources, ARCA will facilitate fluid movement between the tiers and levels of support. Teachers will increase the frequency and intensity of the intervention or instructional support based on students' responsiveness and learning/behavioral needs to reduce the number of students who are at risk for learning and behavioral challenges and to support high achievement for all.

Students who are struggling with the core curriculum (Tier I) will be identified by teachers as early as possible so that differentiated activities can be assigned and student progress can be closely monitored. For students demonstrating a more intensive need (Tiers II and III), the tiered approach will allow for more instructional support and increased progress monitoring. Decisions regarding students in Tiers II and III will be made in cooperation with the school's Student Support Team (SST). The SST will be part of the multi-tiered system of support, as illustrated in Figure 1, and will be composed of several general educators, an administrator, and may include special education teachers and/or intervention specialists. Teachers will have a great deal of formative data to help identify students' areas of instructional need and to monitor their response to intervention.

Based on early indicators, the Teacher Home Page will display an icon for each student indicating if a student is at risk of being below proficient at the conclusion of the school year and the level of tiered intervention that is being provided to the student (Tier I, Tier II, Tier III). The teacher may always use his or her professional judgment to override these indicators and document the rationale within the student's log in Connexus. In cooperation with the SST, performance data will be collected and reviewed at regular intervals to demonstrate that these student-level decisions are effective for each student. All efforts will be made to meet each student's needs within the general education program.

Figure 1. Response to Intervention (RtI)



Tier I

Tier I is the first level of a multi-tiered approach to a system of instructional and behavioral supports. The core curriculum refers to Connections' research-based core reading and math curriculum aligned with the Arkansas Curriculum Frameworks. In addition to core coursework, the core curriculum includes teachers' use of differentiated instruction that meets the needs of all students throughout the school year. All students have access to the core curriculum; work through their lessons; engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives; and demonstrate their understanding through formative assessments such as quizzes, curriculum based assessments (CBAs), portfolios, quick checks, and unit tests. All instructional resources are part of the first level of a multi-tiered approach to support (Tier I). Teachers will regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction. These instructional tools will allow teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement.

Differentiation allows teachers to respond to learner readiness, interest, and learning profile by accessing a variety of instructional strategies designed to meet the needs of all learners. In Connexus, teachers use a variety of instructional strategies and lesson modifications to help students with distinct learning needs or who temporarily need extra support to master a particular skill or concept. On a regular basis, teachers will plan and implement instruction that is differentiated and personalized. Through the use of varied instructional strategies and practices, teachers will engage all students while still holding them accountable for mastering the essential skills and standards.

Differentiation involves thoughtful planning for the following:

- Instructional design used to deliver content to students;
- Lesson content used to support and extend concepts and skills;
- Instructional practice used to provide targeted instruction and actively engage students;
- Assessment used to evaluate student learning;
- ; and
- Instructional activities to meet the needs of individual and small groups of students.

The goal of differentiation is always the same — making sure all students master essential skills and standards — but teachers may use different instructional methods to help students meet those expectations. Examples of differentiation may include a demonstration of learning in a different way than what is presented in a lesson (e.g., orally or with a presentation rather than written) and an extension of a discussion initiated on the discussion boards with an individual or small group live synchronous session. When Tier I differentiation strategies fail to produce progress, Tier II intervention will be considered.

Tier II

When students do not make progress despite differentiated instruction within the core curriculum used in Tier I instructional support, teachers will need to consider Tier II support. When considering Tier II support, teachers may consult with the school's SST for assistance in developing, monitoring, and evaluating the effectiveness of interventions for students who have not been responsive to Tier

Interventions. Areas where students struggle at the Tier I level and require Tier II support may include the following:

- Reading fluency
- Reading comprehension
- Math fluency
- Math computation and reasoning
- Behavior

Tier II will generally begin after a general education teacher has attempted a variety of instructional supports and differentiation strategies over a four-week time frame and has documentation showing that the student is not yet responding successfully with strong performance in the identified area of weakness.

Tier II instructional support can use many of the same instructional strategies and/or research-based programs that were used for differentiation as part of Tier I; however, it is the increase in the frequency and intensity of their use that defines the intervention as Tier II. Intervention will be explicit, systematic, and targeted to the greatest area of student learning needs. Frequent and formal logged progress monitoring noting student performance in Connexus will be a critical part of the implementation of this tier. Tier II intervention will focus on the greatest area of need. Data collection will be detailed, clear, and only regard one area from baseline (first probe of performance) to progress monitoring as targeting multiple areas in an intervention cycle would make it difficult to understand the source of learning challenges and collect precise data.

Tier II instructional support is typically provided two to three times a week for 20–30 minutes per session. The support will come from a research-based intervention that is explicit, systematic, and targeted to the student's greatest area of learning needs. Tier II behavior support (e.g., a positive reward system) to address behaviors that may interfere with student learning will be provided with the same frequency in cooperation with the Learning Coach.

Tier III

Tier III includes the most intensive and frequent level of instructional support and will be the next step in the multi-tiered approach for students who have not been successful in the core curriculum that includes differentiation activities and Tier II supplemental interventions. Tier III interventions will be facilitated and monitored by the general education teacher who will increase the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions as well as implement other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students enrolled in the Tier III level of intervention will receive at least two additional days of 20–30 minutes of instruction for a total of four to five days a week to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic need. Time spent on electives and other supplemental courses may be minimized to focus on basic skills. If appropriate, Tier III behavioral support will also be provided at increased frequency and intensity. As needed,

additional resources such as counseling staff will be engaged. Focused, specific data collection related to behavioral antecedents will be used to inform any referrals for behavioral evaluations.

In addition to an increased focus on core curricular content, Tier III teachers incorporate additional resources such as Compass Learning or additional reading or math intervention to assess and monitor student performance and address students' instructional needs. Tier III fosters a strong foundation in basic academic and behavioral skills and increases self-confidence as the student progresses through the program.

Figure 2 displays the Teacher Home Page where a teacher can monitor if students are on target. Figure 3 features how a teacher can see if students have overdue lessons or are falling behind. Figure 4 shows a specific student's Grade Book. Figure 5 shows the Response to Intervention escalation process.

This combination of teacher strategies and technological tools will ensure all low-performing students receive the attention they need to progress to grade level and beyond.

Figure 2. Teacher's Home Page

CONNECTIONS ACADEMY*

Hi, Jen Teacher | [Feedback](#) | [Account Settings](#) ▾

HOME | SECTIONS & STUDENTS | PLANNER | MORE ▾

All Sections ▾

*Has no active students

Total 18 students

My LiveLesson Room

Look Who's New!

You have 4 students who will be joining you soon.
[Give them a warm welcome!](#) ▶

⚠ You have [7 students](#) with instructional accommodations.

My Data Views

Overall Score

91% - 100%	
81% - 90%	
71% - 80%	
61% - 70%	
0% - 60%	
n/a	

Overall Overdue Lessons

Caught Up	
1-5 lessons	
6-10 lessons	
10+ lessons	

To Do List

- Check [IA](#) in My Students or My Sections for assessments needing grading.
- Review the [Accountability Radar](#).
- Please complete your [Teacher Intent to Return](#).
- Check [SkillsTutor](#) reports.
- Review attendance for [Ms. Teacher's Homeroom \(MyCA\)](#).
- View students' [overdue lessons](#).
- Review [Teacher Assignment Report](#).

Multitiered Interventions

Math

Reading

Page 7

Figure 3. Students with Overdue Lessons

My Sections | My Students

All Sections

* indicates there are no active students

Quick Search

Score Range: 0% - 100%

More than 0 overdue lessons

Total 17 students

ID	My Students	Days Enrolled	Grade	Attendance	Overall Score	Total Overdue	Alerts	Intervention
1561547	Demo, Gavin	27	K	Approaching Alarm	76%	7 lessons		M-/R--
1239828	Demo, Karson	392	1	Alarm	84%	25 lessons		M-/R--
960103	Demo, Isela	392	2	Approaching Alarm	n/a	42 lessons		M-/R--
495693	Demo, Muffy	392	4	Alarm	n/a	=		M-/R--
375460	Demo, Tyler	392	5	Alarm	44%	1 lesson		M-/R--
336209	Demo, Judy	392	7	Alarm	n/a	=		M-/R--
265992	Demo, Amanda	392	6	Alarm	16%	=		M-/R--
228507	Demo, Claire	392	3	On Track	41%	8 lessons		M-/R--
224367	Demo, Marcie	392	7	Alarm	n/a	=		M-/R--

Figure 4. Specific Student Grade Book

Full Transcript | High School Transcript

User Grade Book for Anderson Demo (ID 216090)

Show me active sections

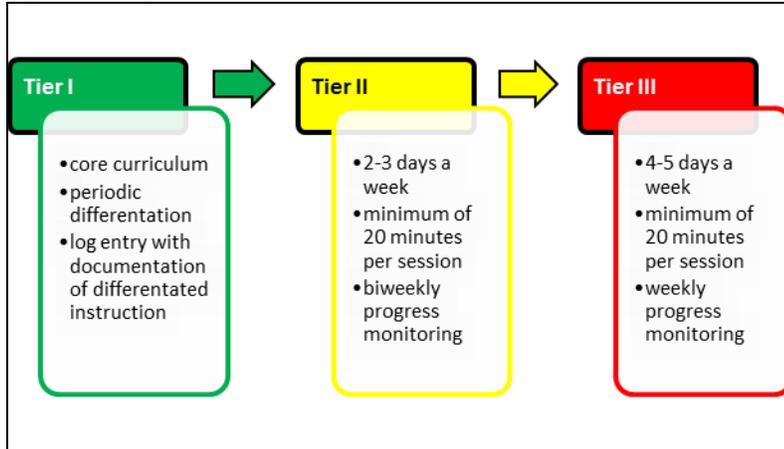
Grade Book Details

Section Summary: Click a section name to view details.

Section	Score	Grade	Lesson Completion	Teacher	Objectives
Algebra 2 B	67%	D	26/26 (100%)	Teacher, Jen	110 objectives
American Government B	0%	F	64/64 (100%)	Teacher, Jen	
English 11 B	50%	F	58/58 (100%)	Teacher, Jen	43 objectives
Japanese 1 B	--		85/85 (100%)	Teacher, Jen	
Math 1 B	--		0/85 (0%)	Katsimpiris, Fran	38 objectives
Physical Science B	27%	F	61/61 (100%)	Teacher, Jen	20 objectives
Smoketest	--		80/80 (100%)	Special, Kay	
Sports Management	22%	F	22/22 (100%)	Teacher, Jen	
Test for scale3 clone382619Algebra B	--		0/0 (0%)	Teacher Demo	102 objectives
Overall	33%		396/481 (82%)		

Progress Reports

- August 18 2014
- September 18 2014
- September 18 2014
- October 23 2014
- October 23 2014
- October 23 2014
- October 23 2014

Figure 5. Response to Intervention Escalation Process

2) Methods to effectively accelerate high-performing students, especially students in grades 6-8 and high school

ARCA will meet the needs of all students who enroll, including those on an accelerated pathway. To ensure accelerated students will be served, ARCA will provide the opportunity for students to take above grade level courses, gifted and talented courses in grades 3-8, honors level courses in grades 9-12, and AP courses in grades 9-12. The Connections program is highly unique in that middle school students have previously been offered and successfully completed high school courses in all subject areas. Online students have these opportunities without the typical challenge of transportation to a high school campus and concern about the age gap among students.

ARCA is asking for a waiver from Standards for Accreditation 9.03.1.2 and 9.03.4 because the school will not initially serve all high school grades. However, as advanced high school courses already exist in Connexus and Connections' course catalog, they will be made available to students who qualify. Above grade level courses will be offered to accelerated students unless an accelerated student does not meet the prerequisites of the requested course, is doing poorly in any of their current courses, or is not meeting other requirements of the program (attendance, participation, or contacts with the teachers). These discussions and decisions will occur as part of the student's personalized learning planning and progression planning.

During enrollment, Academic Placement Advisors and School Counselors will review students' past records and performance to place them in appropriate courses. Once a student is enrolled, the Personalized Learning Plan (PLP) will be developed collaboratively by the teacher, Learning Coach, and student to tailor curriculum and instruction. Throughout the year, teachers will monitor students' progress and adjust their learning programs to identify areas where students need support, as well as areas in which they can build on their strengths and accelerate. If a student is excelling or finding courses too easy, the teacher will meet with the Learning Coach and student to discuss accelerated options. This could mean changing the current course, completing the current course in a faster timeframe, and/or placing the student into an extra course to earn additional credits. Before these significant changes are made to a student's schedule, the administrator or counselor will sign off on the schedule change.

Connexus allows for this type of scheduling flexibility. In grades K-8, courses are user-scheduled, meaning the Learning Coach has the ability to set the pacing (with the help of the teacher/counselor) for his or her child. For example, a student in grade 8 might start the year in Algebra 1. If the student is gifted at math, he or she could (after discussion with teachers and counselors) accelerate through the curriculum by completing two to three math lessons a day. This will enable the student to complete Algebra 1 in the first semester and start Geometry A in January. Although this type of accelerated programming would be challenging in a brick-and-mortar school, ARCA will not be limited by a master schedule or classroom space. In addition, an accelerated course could be offered to the student even if he or she is the only student needing to start Geometry in January.

Some of the accelerated courses may be taught as part of an agreement between ARCA and the International Connections Academy (iNaCA). iNaCA has examined the Arkansas licensure process and determined that it will be able to have the necessary teachers certified in Arkansas. The ARCA Board anticipates this will be a small number of iNaCA teachers teaching a small number of elective courses (for example Chinese, Japanese, and Music) and advanced core courses (such as Physics, Chemistry, or Pre-Calculus) and estimates over 90% of course enrollments will be taught by in-state Arkansas-certified teachers. The advantage for the accelerated student, beyond being able to take a course that may not have been able to be offered, is that the student will have the opportunity to engage with other high-achieving peers.

The cornerstone of ARCA will be personalized learning. The teachers and course offerings will meet the needs of the students whether students are behind their peers or ahead. For example, one student who attended Arizona Connections Academy and graduated from high school at age 11 is now taking classes from Harvard.² This school used the tools and courses Connections offers to make it possible to serve a profoundly gifted student. ARCA will do the same.

3) *Methods to effectively meet the needs of Title I students and projected to be used to support them.*

ARCA will apply for Title I, Part A funding which will be used to further ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Pending an allocation from ADE's Federal Grants Management Unit, Title I would fund the addition of interventionists, supplemental academic resources, and professional development to train staff on meeting the needs of low socio-economic students. The interventionists would be responsible for providing supplemental academic instruction and interventions based on the needs of the "at risk" student population.

Connections' Federal Programs Support team will be available to assist ARCA with application needs and compliance oversight, including parent involvement requirements. In the 2014-15 school year, 26 Connections schools (16 states) received Title I, Part A allocations totaling \$9M.

² <http://www.azcentral.com/story/news/local/gilbert/2015/06/05/gilbert-girl-valedictorian-high-school-harvard-cbt/28493711/>

4) *The process to be used by the charter to ensure equitable services to all students.*

ARCA is committed to creating a culture of access for inclusive learning. Through the partnership with Connections, students will have access to programs, products, and services that ensure equitable services to all students. Connections continually develops solutions to remove barriers to a student's opportunities to learn.

Equitable Services for Low-SES Students

ARCA is committed to making sure all students can access the program regardless of socioeconomic status. In response to the Charter Authorizing Panel's concerns, the ARCA Board has adjusted its Internet subsidies (detailed in Response to Question #7) and added a Student Activities Subsidy (provided in the Revised Budget in Attachment 1 of this document). The Internet subsidy will ensure all students can access the educational program, while the Student Activities Subsidy will ensure all students can take advantage of ARCA's many field trip opportunities.

The ARA Board also believes that technological challenges should not be a barrier to learning. Through the agreement with Connections, ARCA will provide technical support through Online Help in Connexus as well as weekday 8 AM-8PM CST email and live toll-free phone support for parents, students, and teachers. This support will be on-call support all other times. Technical support from full-time and U.S.-based employees will address all hardware, software, networking, and connectivity issues.

Additionally, ARCA staff will refer families who qualify for free or reduced meals to local social service agencies for food assistance upon request.

Equitable Services for Disabled Students

Federal law requires all public schools to provide students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. ARCA will provide students equal access to the education program. Students with disabilities will receive access through the delivery of resources and accommodations tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

Connections will develop an accessible website for ARCA and other electronic information to the Technical Standards and principles set forth in Section 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and other laws and regulations.

Equitable Services for Rural Students

Many Arkansas students attend rural schools that are unable to offer advanced coursework and a full range of student activities. Some of these students spend hours on the bus to attend school, which reduces the option for the students to engage in other enrichment activities such as sports, academic extra-curricular activities, and internships. ARCA will ensure rural students receive equitable services by providing the same rigorous academic program, high-quality teaching, and enrichment activities to all Arkansas students, regardless of location. As a result, these students will have access to advanced courses (e.g., AP and career/technical courses) and the scheduling flexibility they need to participate in activities in and outside school.

Further, ARCA teachers will connect with their students through regular contact and in-person field trips. Teachers also encourage students to develop strong connections with their local communities. Because ARCA will schedule field trips across the state, these students will be able to attend enriching activities both near and far.

Many rural students will also be eligible for Internet subsidies, which the ARCA Board has increased in its revised budget (detailed in Response to Question #7). This subsidy may be used for wired or wireless Internet, data hotspots, or satellite, whichever option is best for the family's location.

5) *Specific budget information for gifted and talented students, special education students, and English language learners.*

Gifted and Talented

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

Regardless of whether the waiver is approved, ARCA will provide services to address the needs of gifted and talented students. The gifted education program will operate on the premise that gifted students are a diverse subsection of the general student body and thereby require additional educational opportunities. Guided by this vision of the gifted child, ARCA will offer a comprehensive gifted education program that, in recognition of the gifted child's unique needs, will challenge the student, provide expanded learning opportunities, and support the student's affective needs.

Gifted students will receive direct instruction in shared inquiry in standalone literature study activities. In shared inquiry during real-time discussions, students will learn to collaborate and engage with their peers to seek a deep understanding of text. In Gifted and Talented Science, students will participate in project-based science activities involving real world applications, such as investigating local communities' power sources, recycling, and public green space or engineering an ergonomic device, piece of sports equipment, building, or highway.

Teachers of gifted students will participate in professional development specifically focused on gifted learners, including:

- Shared Inquiry
- Virtual Education and the Identification of Gifted Students
- Preparing Students for the AP Exams
- AP Social Studies - The Power of Feedback
- AP English - The Power of Feedback
- Addressing the Affective Needs of Gifted Students
- Creativity and the Gifted Student

LiveLesson sessions will be conducted to provide Learning Coaches of gifted students with support. Topics will include addressing perfectionism and underachievement, supporting the affective needs

of the gifted students, and identifying areas of giftedness. These training sessions will help equip Learning Coaches with the necessary tools to help their gifted students thrive.

Gifted students may choose to participate in a pilot academic challenge where students from other schools supported by Connections engage in a collaborative learning community. This community will foster the development of gifted students’ independent learning abilities and metacognitive awareness. Through gamification of learning, students will be guided to independently explore areas of interest and develop growth mindset habits.

Gifted students will also have the opportunity to participate in the unique Connections Talent Networks. Through these networks, students who are gifted in STEM areas, the fine arts, and/or sports are afforded the opportunity to explore their creative giftedness.

This Gifted and Talented program will be contracted through the professional services agreement with Connections for elementary and middle school students and the Honors/Advanced Placement® (AP) program for high school students.

ARCA anticipates 7% of the student population will be classified as Gifted, matching the average of schools supported by Connections. Figure 6 lists the expenditures for Gifted & Talented that were incorporated in the budget.

Figure 6. Budget for Gifted & Talented Students

	2016-17	2017-18
G&T Curriculum + AP Courses	\$ 54,715.50	\$ 110,574.45
Gifted Program Support	<u>33,360.00</u>	<u>66,720.00</u>
	\$ 88,075.50	\$ 177,294.45

Special Education

ARCA anticipates 11% of the student population will receive special education services. Figure 7 lists the Special Education expenditures that were incorporated in the budget.

Figure 7. Budget for Special Education Students

	2016-17	2017-18
Special Education Teachers	\$ 127,710.00	\$ 290,250.00
Manager of Special Education	<u>77,400.00</u>	<u>77,400.00</u>
Special Ed Oversight & Support	<u>52,422.86</u>	<u>104,845.71</u>
	\$ 257,532.86	\$ 472,495.71

All Special Education funds will be 100% dedicated to Special Education services.

Special education support for ARCA will focus equally on instruction and compliance. A member of the Connections Special Education Team will support the ARCA Special Education Manager and teacher(s) by:

- Attending school-based special education team meetings and delivering professional development;
- Participating in and modeling virtual IEP team meetings;
- Monitoring key data (placement IEP teams for new students, annual review IEP team meetings, and evaluation/reevaluation timelines); and
- Monitoring delivery of special education and related services.

Connections Special Education staff will not deliver direct services to ARCA students but will collaborate with and support the ARCA Special Education Manager and Principal to plan professional development for all ARCA teachers to support the inclusion of students with IEPs in general education classes. Connections Special Education staff will also assist ARCA with identifying national and local related service providers to assure that IEP-related services (speech/language, OT, PT, counseling, social work, sign language interpreting, closed captioning, etc.) are in place to implement students’ IEPs. Assistive technologies including speech-to-text and text-to-speech software will be provided for students as indicated on the IEP.

English Language Learners (ELL)

While no ELL funding was included in the budget, ARCA anticipates 3% of the student population will be classified as English Language Learners, matching the average of schools supported by Connections, and may be eligible for ELL funding. Figure 8 lists the expenditure for English Language Learners that has been incorporated in the budget.

Expenditures for ELLs include the following:

- Verbal translation during and post-enrollment with non-English parents and caretakers;
- Written document translation of school communications, ELL services notifications, and special education documentation when applicable;
- Expenses related to in-person language proficiency screening and annual language assessments;
- Professional development for all ARCA teachers on the Sheltered Instruction Observation Protocol (SIOP) framework for instruction, which is a well-researched framework that has been found to be effective for all learners; and
- Provision of supplementary instructional materials for ELLs.

Please see the attached “Planning Instruction and Services for ELL Students” (Attachment 5) and “SIOP Overview” (Attachment 6) for more specific information related to ELL services and the SIOP model.

Figure 8. Budget for English Language Learners

	2016-17	2017-18
ELL Support	\$ 14,297.14	\$ 28,594.29

6) A plan for the addition of high school courses and a confirmation that students will be allowed to take requested courses.

Plan for the Addition of High School Courses

High school courses will be added to ARCA’s regular course catalog as the school adds grade levels. However, for those students who have accelerated or wish to accelerate, advanced high school courses already exist in Connexus and Connections’ course catalog and can be made available to students (detailed in Response to Question #2). A list of Connections’ courses is provided on their website.³

Confirmation that Students Will Be Allowed to Take Requested Courses

As stated during the 10/14/15 hearing, ninth grade students who meet the qualifications to take accelerated courses (have successfully completed the prerequisite courses; are passing all courses; and have on-track metrics in attendance, participation, and contacts with teachers) will be allowed to accelerate into courses that would not be typically offered to freshman students. The student would meet with their teacher, Learning Coach, and counselor to discuss his or her high school plan and whether acceleration is the best option.

The accelerated courses could include English 10, Geometry, Algebra 2, Pre-Calculus, Chemistry, Physics, World History, Spanish II or III, Chinese II or III, French II or III, and Japanese II or III based on student needs. Arkansas-certified teachers would teach these courses.

As previously stated in Response to Question #2, some of these courses would be taught as part of an agreement between ARCA and the International Connections Academy (iNaCA). iNaCA has examined the Arkansas licensure process and determined that it will be able to have the needed teachers certified in Arkansas. This would be a small number of teachers who would teach a small number of elective courses (Chinese, Japanese, Music) and advanced core courses (Physics, Chemistry, Pre-Calculus). The ARCA Board estimates over ninety percent of course enrollments would still be taught by in-state Arkansas-certified teachers. The advantage, beyond taking a course that would not typically be offered, is that the accelerated student will have other high-achieving peers in their courses.

7) A plan to make the educational option accessible to all that addresses issues with the adequacy of computer and internet subsidies for low-income families.

ARCA is committed to ensuring all students can access the program regardless of socioeconomic status. In response to the Charter Authorizing Panel’s concerns, the ARCA Board has adjusted its Internet subsidies. The ARCA Board believes that widespread computer and Internet subsidy offering are warranted because of the state’s rural areas and high percentage of students who qualify for free and reduced lunch. It is important to the ARCA Board that technology and Internet barriers do not prevent disadvantaged families from participating in this school.

³ <http://www.connectionsacademy.com/curriculum/online-high-school>

ARCA’s revised budget (Attachment 1) assumes that 61.83% of ARCA households will be eligible for free or reduced meals under the National School Lunch Program, matching the state average.⁴ Each household that is eligible for free or reduced meals will be loaned, upon request and at no cost to the household, a desktop computer pre-imaged with the necessary software.

Based on Connections’ research, across Arkansas the average monthly cost of a 5 Mbps Internet connection falls within the \$25 to \$45 range. For reference, 5 Mbps is 1,000 times faster than Arkansas’ current school average of 5 kbps.⁵ Considering the Charter Authorizing Panel’s concern that the \$17.50 Internet subsidy was not sufficient for low-income families, ARCA has increased the Internet subsidy as follows:

- All households that are eligible for free lunch under the National School Lunch Program will be eligible to receive a monthly subsidy of \$26.25 (75% of the \$35 average monthly cost).
- All households that are eligible for reduced-price lunches under the National School Lunch Program will be eligible to receive a monthly subsidy of \$17.50 (50% of the \$35 average monthly cost).

The budget assumes 53.03% of households will be eligible for free lunches and 8.80% will be eligible for reduced lunches under the National School Lunch Program, also matching the state averages.

Although the ARCA Board believes offering a computer and Internet subsidy will eliminate the barrier for low-income families, the school will address specific family situations which require additional subsidies and has budgeted accordingly. The ARCA Board believes this revised budget will ensure the school is available to all.

8) Anticipated numbers of students per grade level with a year 1 cap of 600.

The ARCA Board anticipates the school will serve 360 students in grades K-5 and 240 students in grades 6-9 for a total of 600 students in Year 1 (2016-17). In the 2017-18 school year, ARCA expects to serve 654 students in grades K-5 and 546 students in grades 6-10 for a total of 1,200 students. Figure 9 shows the estimated enrollment by grade level for the first two years.

Figure 9. Estimated Enrollment by Grade Level

Grade	SY 2016-17	SY 2017-18
K	60	109
1	60	109
2	60	109
3	60	109
4	60	109
5	60	109
6	60	109
7	60	109
8	60	109
9	60	109
10	-	110
Total	600	1,200

Please note these are enrollment projections.

⁴ <https://adedata.arkansas.gov/>

⁵ <http://arkansasnews.com/news/arkansas/fort-smith-schools-first-connect-improved-broadband-system>

9. Performance data for Connections Academy students from across the country including data on state assessments regarding proficiency in math and literacy and one composite score for all the Connections schools.

Data on State Assessments

In 2013-14, schools supported by Connections received state test results from 17 states in both Math and Reading/Language Arts. Not all states where Connections supports a school reported state test results that year (e.g., California), owing to state department of education decisions regarding piloting of Next Generation PARCC and Smarter Balanced assessments.

As noted during the 10/14/15 hearing, significant methodological differences existed across states in 2013-14 due to the fact that states were using their own individual statewide assessments. These assessments can be assumed to differ in important ways such as content and rigor. Any attempt to collapse performance measures (e.g., passing rates) across these various tests with different baseline levels of performance can lead to limitations in conclusions from summary values.

Nevertheless, it is possible to calculate these values for both schools supported by Connections within a state and the corresponding statewide passing rate within a state. A weighted average was calculated for all tested grades levels of schools supported by Connection in states that reported state assessments for 2013-14, taking into account the number of students tested at each grade level/school. In a similar manner, a weighted average was calculated for the overall statewide passing rates in these same states. The results are presented in Figure 10.

Figure 10. Comparison of Schools Supported by Connections to Statewide Rates

2013-14 State Assessment Results	Passing Rates for Schools Supported by Connections	Statewide Passing Rates
Reading/Language Arts	72.6%	71.3%
Math	53.9%	67.1%

In addition to this snapshot approach, it is also important to note that students often enroll in virtual schools after the first day of school and with a diverse set of challenges, which can put them at risk for adequate yearly growth. As a result, it is important to examine the annual growth to proficiency that students in schools supported by Connections are making. Data does indicate that the longer students are enrolled in schools supported by Connections, the better they fare academically. Figure 11 shows the percentage of students scoring proficient or better for the 2012-13 school year based on length of enrollment ARCA, like other schools supported by Connections, will make a difference for these late enrolling and at-risk students.

Figure 11. Performance Based on Length of Enrollment

Subject	3 Consecutive Years	2 Consecutive Years	First Year On-Time	First Year Late
Math	59%	57%	54%	45%
Reading	75%	73%	71%	63%
Science	72%	65%	61%	53%

Results for students who qualify for free and reduced lunch are particularly positive:

- 91% of students are on par in reading – In more than nine out of 10 state assessments, students who qualify for free and reduced meals at Connections-supported schools demonstrate reading achievement equivalent to or exceeding statewide averages for students who qualify for free and reduced meals.

- Of those students who qualify for free and reduced meals and have been enrolled in a school supported by Connections for three years:
 - 66% are proficient in reading
 - 65% are proficient in science
 - 49% are proficient in math
 - 48% are proficient in writing

While performance challenges are more likely to exist in math, a number of initiatives are ongoing at schools supported by Connections in 2015-16 that will lead to improved math proficiency for students. Attachment 4 includes a detailed description of Connections' initiatives to improve math performance.

Math Initiatives

A significant percentage of students (35%) who enroll in schools supported by Connections begin behind in math and need intensive learning supports to catch up to their grade level peers. In addition, 37% of students enrolling in a school supported by Connections start the school year at a traditional school and make the decision to enroll in an online school after the school year has already started. Data indicates that students who enroll late often struggle to maintain their grades, which is most evident in their math performance. To counteract this, schools supported by Connections are addressing math in a comprehensive manner, which includes:

- **Curriculum & Instruction:** Connections curriculum is aligned to the most current state standards; instructional activities and assessments align to how students are being asked to demonstrate their learning.
- **Data Analytics & Assessments:** Real-time data is being used to actively engage students in the learning process, ensuring students' current performance levels are monitored, and to identify student and teacher behaviors that support learning and mastery to improve practices.
- **Research and Support Programs:** Learning sciences, cognitive sciences, and research-based practices are being applied to the development of curriculum and instructional activities, as well as the development of support programs. Support programs include student engagement and learning techniques and resources, continuous teacher professional development, and instructionally focused parent support programs. Enhancements to Kindergarten – Algebra 2 courses for 2015-16 include:
 - Self-reflection components that require students to assess their mastery of prerequisite skills and additional targeted activities that provide opportunities to explain mathematical thinking;
 - Review and practice activities that target prerequisite skills and improve memory;
 - Expanded assessment question types such as practice interactives and widgets that require students to demonstrate learning in alignment with Next Generation Assessments;
 - Opportunities to evaluate student understanding of new concepts prior to taking an assessment; and

- A feature in the online practices and pre-tests that provides students with immediate feedback on incorrectly answered questions. Upon completion of practice assessments in most math courses, students will see a message following each question directing them to resources in the lesson associated with incorrectly answered questions. These Review Guidelines are provided in the Math 3- 7, Algebra Readiness, Algebra 1, Algebra 2, and Geometry courses.
- **Systematic Response to Intervention Program:** This program ensures all students are receiving timely and effective instructional support and that their performance is being actively monitored.

Performance Data from Other Sources

Accreditation

Connections Academy is a division of Connections Education LLC, which is accredited by AdvancED, a non-profit organization operating three regional accrediting agencies and trusted partner to 32,000 school and school systems across the United States and 70 countries.⁶ In July of 2015, AdvancED re-accredited Connections Education LLC for another five-year term. Connections Education's AdvancED accreditation scores significantly exceeded AdvancEd's average scores for the 32,000+ schools and corporations they accredit. Connections Education received many commendations from the review committee. The following quotes are from the visiting team's exit report:

- *"A culture and commitment focused on student learning permeates throughout the Connections Education organization."*
- *"The corporation embodies a culture of collaboration that exists throughout all aspects of the corporation and schools."*
- *"Connections Education's quality assurance processes and data-driven culture leads to systemic, systematic, and sustainable continuous improvement."*

Connections is proud of the recognition of its focus on student learning and collaboration and that the AdvancED team found that Connections truly embodies a culture of continual improvement. This performance is consistent with accreditation review scores and feedback received by individual schools supported by Connections. For example, five schools supported by Connections participated in AdvancED review activities during the 2014-15 school year and received the scores listed in Figure 12. Figure 13 lists the noted Powerful Practices at schools supported by Connections.

⁶ Accreditation agency serving 32,000 public and private schools and districts <http://www.advanc-ed.org/>

Figure 12. AdvancED Scores for 2014-15

School	IEQ (all)	Teaching and Learning Impact (St. 3, 5, Student Performance)	Leadership Capacity (St. 1, 2, Stakeholder Feedback)	Resource Utilization (St. 4)
2014 2015 mean score (all AdvancED schools and corporations)	282.79	274.14	296.08	286.32
South Carolina Connections Academy (SCCA)	331.71	328.57	342.31	321.43
Florida Connections Academy (FCA)	311.59	319.05	311.54	289.29
MTS Minnesota Connections Academy (MTSMCA)	309.76	308.33	317.31	300
Nexus Academy of Indianapolis	289.43	287.30	287.18	300
Ohio Connections Academy (OCA)	311.59	315.48	300.00	321.43

Figure 13. Noted Powerful Practices

Powerful Practices
Ohio Connections Academy (OCA)
The School excels at providing frequent and detailed communication to all stakeholders including student performance and progress, improvement goals, and organizational infrastructure. (Indicators 3.8, 5.5)
The School provides extensive support services to meet the unique needs of students.(Indicators 3.12, 4.7)
The school exhibited high levels of collaboration between and among the staff and leadership team, providing solid and supportive mentoring and professional growth for all constituencies. (Indicators 3.5, 3.7)
The school provides effective and seamless processes procedures for addressing technology issues for all stakeholders. (Indicators 3.6, 4.4, 4.6)
The School provides extensive support services to meet the unique needs of students.(Indicators 3.12, 4.7)
The school provides effective and seamless processes procedures for addressing technology issues for all stakeholders. (Indicators 3.6, 4.4, 4.6)
Florida Connections Academy (FCA)
Florida Connections Academy clearly embraces the belief that a challenging and authentic technological learning environment creates an opportunity for each student to stay on a pathway to success as lifelong learners prepared for the 21st Century. (Indicators 5.1)
The curriculum provides learning opportunities that promote critical thinking skills, time management skills, and prioritization of tasks within a dynamic digital environment that builds upon cross-curricular skill sets. (Indicators 3.1)
The school's intensive professional development and active professional learning communities support the success of each teacher and ultimately each student by providing mentoring and collaboration opportunities that stimulate alignment and rigor across all courses. (Indicators 3.5)
The teachers, support staff, and school leadership presented an atmosphere in which students are known by name, individualized success plans are developed and monitored, and expectations are clearly communicated at all levels. (Indicators 3.6)
MTS Minnesota Connections Academy (MTSMCA)
A strong advocacy program immersed in collaboration and accountability is in place to ensure student success in the digital learning experience. (Indicators 3.9)
The institution exhibits a strong collaborative learning environment where a caring, collegial staff improves teaching and learning to ensure student success.(Indicators 1.3, 3.5)

Powerful Practices
The institution exhibits a strong collaborative learning environment where a caring, collegial staff improves teaching and learning to ensure student success. (Indicators 1.3, 3.5)
South Carolina Connections Academy (SCCA)
The school has established effective and exemplary means by which to engage and challenge students and families, building and supporting a strong sense of shared purpose across the entire school community. (Indicators 3.3, 3.5)
The school has established highly effective processes and protocol for induction and mentoring new teachers, and provides strong, supportive, data-informed supervision for all faculty. (Indicators 2.6, 3.4, 3.7)
The school has implemented productive Professional Learning Communities and is fully committed to collaborative, rigorous review of student achievement toward its guaranteed, viable, articulated curriculum across all subject areas and grade levels.
The school systematically identifies and provides service for all individuals with unique learning needs through coordination of support and resources. (Indicators 3.12)
The governing authority operates within their defined roles and responsibilities, making clear distinctions between the role of the governing body and those of the school's leadership. (Indicators 2.2, 2.3)
The school has employed shared decision-making processes to establish clear and specific, valid and representative statements of its fundamental purpose, shared commitments, and vision that actively and organically guide the daily and long-term work of all members of the school community. (Indicators 1.2)
The school has established highly effective processes and protocol for induction and mentoring new teachers, and provides strong, supportive, data-informed supervision for all faculty. (Indicators 2.6, 3.4, 3.7)
The school leadership emphasizes and promotes a systematic, innovative approach for continuous improvement. (Indicators 1.3)
The technical infrastructure, scope and sequence of curriculum, the adaptability and responsiveness of the Learning Management System, the unrelenting pursuit of excellence of Connexus and Connections Education, combined with the expertise of the staff and faculty at South Carolina Connections Academy result in best practices in digital education. (Indicators 4.5, 4.6)
Nexus Academy of Indianapolis
The school adheres to policies and procedures established to validate the authenticity of student work on assignments and key assessments. (Indicators 2.7)
The school consistently demonstrates the use of truthful and ethical practices through multiple communication methods to ensure effective operating procedures. (Indicators 2.8)
The school is to be commended for identifying professional and support staffing which enable it to support its mission of high student success through the implementation of hiring protocols in filling well defined roles. (Indicators 4.1)

Additional performance data may be found in part 2 of the Response to Question #10 (student performance on college/career readiness assessments) and part 4 of the Response to Question #10 (student academic performance relative to other online schools).

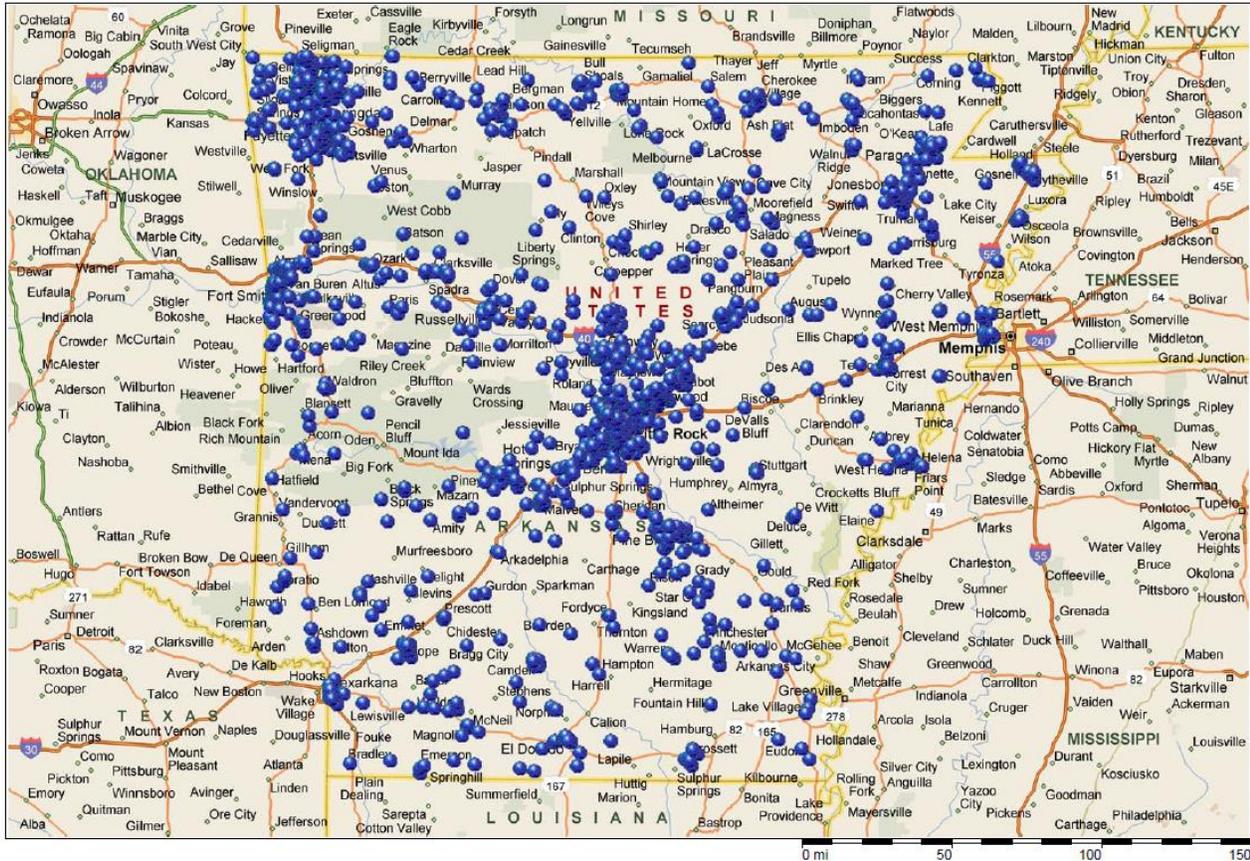
10) The unique services to be offered to Arkansas students.

The ARCA Board expects to establish a unique program to serve Arkansas students with a new high-tech, high-interaction model of education. ARCA is not interested in recreating existing programs. Arkansas students currently have the following options:

- **Traditional Brick & Mortar Schools** – With a fixed schedule and set attendance zones, traditional and charter brick-and-mortar schools meet the needs of many students. However, quality and course offering vary by location and some students (e.g., students who need flexibility, are ahead of/behind peers, have special learning needs, are bullied, etc.) do not thrive in these settings.
- **Virtual Arkansas** – While a great way for districts to supplement their course catalogs, Virtual Arkansas does not meet the needs of students who need a full-time online environment, personalization, and wrap-around online school services to thrive.
- **District-Led Online Learning** – Districts are starting to explore their ability to offer online learning. However, districts do not have expertise in sustaining online programs and lack the scale to provide the full range of courses, services, and supports available to ARCA. Further, programs will be restricted to in-district residents only, leaving out most students.
- **Arkansas Virtual Academy (ARVA)** – The state’s sole online public school, ARVA is an adequate fit for some, but not all, students seeking a full-time online program. Nearly at its enrollment cap, students will soon be turned away. ARCA will differ from ARVA in many ways explored herein and the ARCA Board expects many students will find ARCA to be a better fit.

Arkansas families sense Connections’ uniqueness. Even though students have these options, Arkansas families understand that virtual schools, like any schools, have different strengths. At the 10/14/15 hearing, the ARCA Board reported 3,200 Arkansas families had registered interest in Connections since 2011. ARVA was at its enrollment cap for part of this period, so the ARCA Board asked Connections to review the interest of families since May 2013, when the Legislature increased ARVA’s enrollment cap. Over 1,700 families have expressed interest in learning more about Connections since May 2013 despite having these other options; demonstrating families are specifically interested in Connections’ unique program. Figure 14 illustrates the location of the families who have contacted Connections since May 2013.

Figure 14. Location of Interested Students and Families (5/1/13 to present)



ARCA Board Secretary Carla Hartwell explains why she wanted the option of a school supported by Connections for her children even as they were enrolled in ARVA.

"I came across Connections years ago, when I began looking for a curriculum for my oldest son Zeke. I was greatly impressed by the quality of the award-winning curriculum. The ability to tailor the program to meet my son's unique educational needs was exactly what I needed.

Connections gives Learning Coaches the tools they need to support their student. For example, there are weekly LiveLesson sessions for Learning Coaches. They not only teach the student but teach the Learning Coach how to best help their student. There is a book club for parents to help them learn about new math.

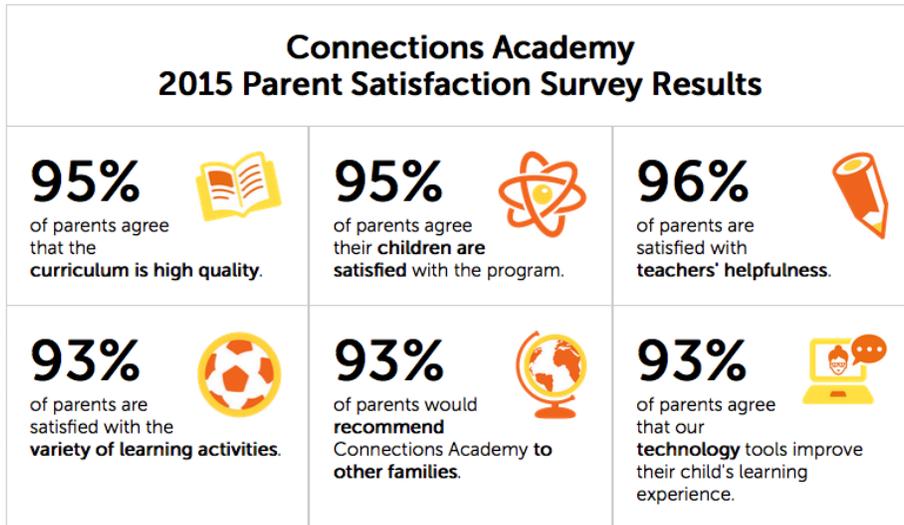
I never felt so important to my child's education or as empowered to help him reach his goals.

The Connections program had the technology, experience, and teachers I was looking for and what I knew would work best for my child. When I heard that a Connections-supported school could become a public school option in my state, I was VERY excited. My oldest son is now done with public school but I had a son that would be starting kindergarten soon. My opinion was still that Connections was THE BEST virtual school option available.

I wanted to become involved. The more I learned about Connections Academy the better convinced I became that Arkansas students, my own included, deserved this top notch public school option. Connections doesn't just put out a product. They are truly committed to providing the very best for children. They are an organization that really puts what is best for the kids above all else."

Parents sense a difference for a good reason - families enrolled in schools supported by Connections are overwhelmingly satisfied. As evidence of the high interaction model where feedback and input is integral to the program, in the 2014-15 school year, nearly a million lesson ratings were submitted by parents and students with an average rating of 4.21 out of five stars. Connections families also reported the following in an independent survey conducted in February 2015 (Figure 15):

Figure 15. 2014 Parent Satisfaction Survey Results



Based on a survey of Connections Academy families conducted in January 2015 by Shapiro+Raj.

Unique Services

Arkansas families are interested and Connections families are satisfied because of Connections' unique services. The ARCA Board hopes the Charter Authorizing Panel will consider the following services ARCA will offer to Arkansas students and their families:

- (1) A high-tech, high-interaction program with a newly updated learning management system as well as focused socialization and connectedness initiatives that connects students, parents, the school, and the community;
- (2) A clear and deliberate focus on personalization and college/career readiness for all students;
- (3) Extensive support for Learning Coaches;
- (4) Superior online student outcomes with a renewed focus on math achievement; and
- (5) A focus on access for underserved communities.

1. High-Tech, High-Interaction Program

The ARCA Board will build a school that utilizes technology more effectively than the traditional model while providing more interaction than the typical online school.

ARCA will use a "high-tech, high-interaction" instructional model with a focus on student achievement. Students will master the core subjects through a challenging curriculum that meets Arkansas Curriculum Frameworks. Each Connections course includes active learning elements based on learning science, including online and offline activities that address diverse learning styles and

preferences, ranging from textual, visual, auditory, and/or hands-on. Connections' courses include 1,800 Teachlet® proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated "i-text" electronic textbooks are licensed from a variety of leading publishers including Pearson®, Perfection Learning, and others, while non-proprietary technology-based content is licensed from "best-of-breed" providers such as Grolier Online™, Houghton Mifflin Harcourt, and Discovery Education.® The instructional design includes interactive LiveLesson® sessions and threaded discussions to ensure high levels of student-to-teacher and student-to-student interaction.

ARCA's highly trained and experienced teachers will be integral to student and school success. Highly qualified, Arkansas-licensed teachers will be a key part of the program. With a mission-driven focus on student learning and strong student-teacher interactions, teachers will be in regular contact with students via WebMail (Connections' proprietary, closed-system email program), telephone, LiveLesson® sessions, discussion boards, message boards, and other channels. Teachers will instruct, motivate, monitor, and evaluate student progress; personalize the curriculum; intervene as needed to ensure student success; lead field trips; and clarify the curriculum for the students. ARCA will provide integral tools to help teachers ensure students are successful including ongoing and comprehensive professional development in online learning pedagogy, curriculum with a focus on instructional shifts and learning sciences, data-driven instructional decisions, student engagement, and Connections' own Core Competencies for Facilitating Student Learning. Additional Arkansas-focused professional learning events will also be offered throughout the year.

As a core component of the ARCA Learning Triad, (the Learning Triad consists of three elements: 1) highly qualified teachers, 2) supportive Learning Coaches, and 3) a high-quality, standards-aligned curriculum), ARCA Learning Coaches will work with their student and the school to ensure successful engagement in the program by providing motivation, collaboration, scheduling, and record keeping. To facilitate high and consistent interaction, other links between home, school, and the community will be created via both asynchronous and synchronous online activities. In addition, school staff and Community Coordinators will facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience.

ARCA believes in supporting the whole child and providing an enriching educational experience for all students. In addition to the many elective course offerings, field trips, and college and career planning activities, students will also have access to more than 25 clubs and activities that encourage students to explore interests beyond the classroom, develop leadership skills, and make friends within their school and with students from other schools supported by Connections.

The students, Learning Coaches, and curriculum will be supported in the continuously improving Connexus learning management system. The latest enhancements emphasize data-driven decision making and facilitate the early identification of students' academic weaknesses. The functionality of Connexus is shown in Figures 2, 3, and 4 in Response to Question #1. This system and its services to students and families will be completely unique to ARCA.

2. Personalization and College/Career Readiness

Personalization

Each student deserves an instructional program that maximizes his or her potential, rather than a program that teaches to the middle. Personalized student programs are a unique feature of online learning because teachers have more one-on-one interaction with students. Students, Learning Coaches, and teachers will meet throughout the year to review progress, modify the student's program, and adjust goals as needed. Examples of differentiation include small group sessions, one-on-one instruction, SkillsTutor™ activities, practice items, additional activities using Teachlet tutorials, manipulatives, virtual labs and/or graphic organizers, and supplemental instructional resources.

- **Placement and Course Selection.** Information from the enrollment process will be used to select courses based on a student's individual learning needs.
- **Regular Communication.** At the start of school, Learning Coaches, students, and teachers will establish a regular communication schedule. Teachers review progress daily and will communicate with students and Learning Coaches frequently. In addition to regularly scheduled communications, students will be encouraged to contact their teachers as often as they wish or find necessary.
- **Review of Student Background and Learning Styles.** Teachers, Learning Coaches, and students will discuss student strengths, skill deficiencies, and previous school performance. Students will complete a questionnaire to identify their unique learning style to help inform and guide the best teaching and learning approach.
- **Formative Assessments.** Students in grades K-1 will take the DIBELS Next. Students in grades 2-8 will take LEAP pre-, mid-, and post-tests for both English Language Arts/Reading and Math. These assessments identify areas of strength and need in the student's learning profile and measure student growth during the school year to help formulate learning goals and monitor student progress. Students in grades 9-12 will take the Scantron Performance Series assessment.
- **Setting Goals.** Goal setting will be based on all of the information gathered in the initial process and some initial student work samples. Teachers, Learning Coaches, and students will work together to set goals to accomplish during the school year.
- **Schedule Modifications and Electives.** Teachers will inquire about students' daily routines and make adjustments to students' online learning schedules. Students in grades K-8 may add one or more elective courses to their schedule. Students in grades 9-12 will have a six-week add/drop period that can be used to adjust their schedule, as needed.
- **Differentiated Leveled Courses.** Teachers or Academic Placement Advisors may recommend placement into an essential, foundations, honors, or AP course. These courses provide students with scaffolded and/or enriched course content to meet their academic needs.

Teachers will have for each student all assessment data, participation and performance metrics, and any IEP information (as appropriate to protect student privacy). Teachers may create lesson modifications, custom assignments, and custom assessments to address students' learning deficiencies or provide additional challenges. The availability of data and ability of teachers, Learning Coaches, and students to customize the learning experience will be a unique feature of ARCA.

College and Career Readiness

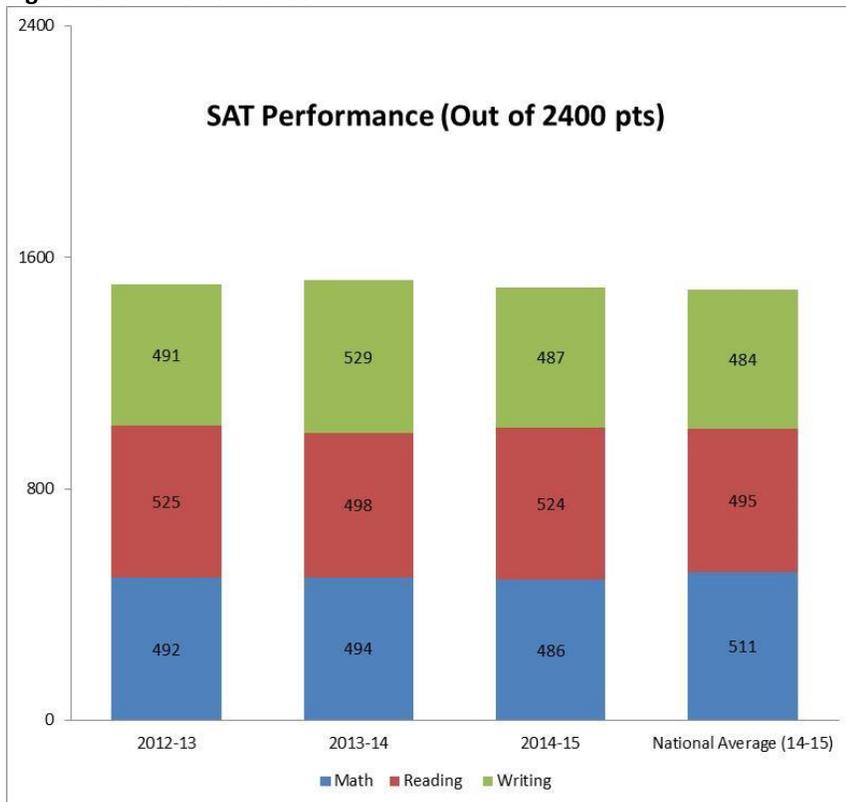
ARCA will focus on students’ college and career readiness starting with the youngest students. Online learning is uniquely positioned to prepare students for the future. Colleges and universities continue to grow their online learning programs. A recent report by Babson (2014) documented there are approximately 3.75 million students enrolled in full-time online learning in public higher education institutions and that over 95% of public higher education institutions with 5,000 or more total students offer distance education programs.⁷ In addition, 70.8% of higher education chief academic leaders report that online learning is critical to their long-term strategy.⁸

Additionally, should participating in NCAA competitions be part of a student’s future goals, ARCA will be the only online school in Arkansas with NCAA-approved courses.

Students in schools supported by Connections have performed well on measures of college and career readiness. The Class of 2014-15 had a 91% acceptance rate among students who indicated interest in attending a four-year college, and a 58.5% college acceptance rate overall. A testament to the hard work of these students and Connections counselors, the Class was awarded nearly \$22 million in scholarships, an average of \$5,322 per graduate.

Students in 11th and 12th grade last school year surpassed the national average for SAT scores (Figure 16), met the national average for ACT scores (Figure 17), and nearly met the national AP score distribution while also demonstrating improvement (Figure 18).

Figure 16. SAT Performance



⁷ <http://www.onlinelearningsurvey.com/report/2014SurveyInfo.pdf>

⁸ <http://onlinelearningconsortium.org/read/survey-reports-2014/>

Figure 17. ACT Performance.

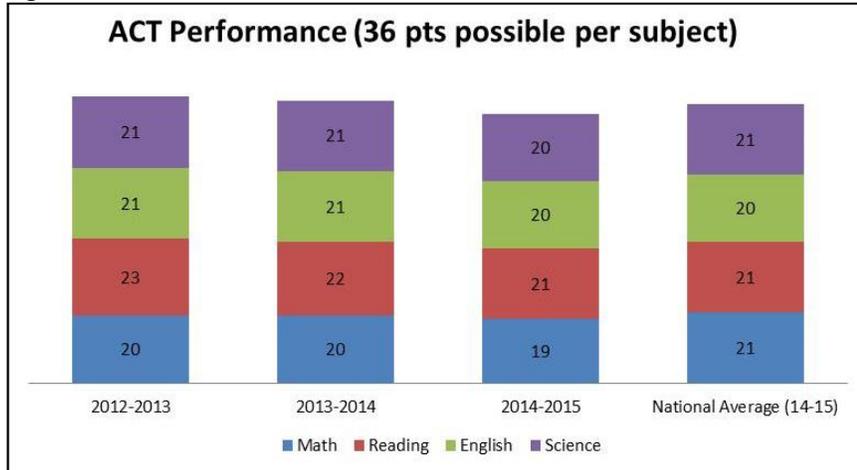


Figure 18. Advanced Placement Performance

Advanced Placement Score Distribution			
AP Exam Score	Schools Supported by Connections Academy 2013 - 2014	Schools Supported by Connections Academy 2014-2015	National AP Average (2014-2015)
5	9.7%	9.9%	13.3%
4	20.7%	19.0%	19.5%
3	23.4%	26.1%	25.1%
2	26.1%	27.7%	22.1%
1	20.3%	17.3%	19.9%

Online learning is critical in higher education and students who graduate from K-12 full-time virtual schools are accepted to colleges throughout the country. In addition, students who graduate from an online school may be better prepared for college coursework since their experience in online learning prepared them for setting goals, being independent, implementing organizational techniques, and working with others remotely using technology. Anna Marie is a recent graduate of a school supported by Connections who attends the College of Mount St. Joseph. Online high school helped prepare her for attending a brick-and-mortar university as evidenced by her own words:

<http://www.connectionsacademy.com/online-high-school/student-life/student-videos/anna-marie-ridenour.aspx>

The ARCA Board was impressed with Connections’ college and career offerings, which start in the early grades, and its NCAA approval of courses. Students will have a wide range of course offerings to pursue their career and college plans including Advanced Placement® courses, career technical education (CTE) courses, and Technology & Engineering courses. The school hopes to partner with a higher education institution to offer dual credit opportunities.

Students also have the ability to participate in clubs such as First Generation College Club, Middle School Career Club, High School Career Club, and College Planning Club. In addition, there are additional supports and activities available to support a student’s college and career goals including the following:

- Counseling LiveLesson sessions each Friday for high school students (including Career Fireside Chats on the fourth Friday of each month)
- College admissions LiveLesson sessions
- Career and vocational options LiveLesson sessions
- College newsletters sent to high school students each month
- Chat-with-a-Grad sessions
- Connexus tools such as the Progression Plan Manager and the College and Career Readiness Data View
 - For students in grades 9-12, counselors will begin using Progression Plans. A Progression Plan, automated in Connexus, will define and track requirements that must be accomplished to meet a goal. Teachers and counselors will use four-year academic progression plans for students to ensure they are on target for graduation and for meeting their college and career goals.
 - The college and career readiness data view (screen within Connexus providing snapshots and views of student data) focuses on steps needed for students to meet post-graduation goals.
- Career Explorations course for all students
- Career-related senior project and job shadow experience for all students

ARCA will also apply for a chapter of the National Honor Society. Of schools supported by Connections nationwide, 19 are members of the National Honor Society and 15 are members of the National Junior Honor Society.

3. Support for Learning Coaches

Learning Coaches will play a uniquely active role in the learning process, providing input and communicating regularly with teachers. ARCA will promote the significant role of parents by providing training for parents and multiple avenues for communication. Learning Coaches will be asked to complete an online training designed to familiarize them with the important role they play in supporting their student as a learner.

As part of a commitment to the entire family, Connections carefully researched the factors that contribute to success in virtual school. Based on this research, a three-part Family Support Program (FSP) was designed to make the learning experience more engaging and rewarding for students, parents, and Learning Coaches.

Each part of the FSP focuses on one key factor in online school success. **A) Get Started!** is geared toward helping families start strong and adjust smoothly to the online academic environment. **B) Get Coaching!** supports adults in learning how to be effective Learning Coaches. **C) Get Connected!** provides assistance for parents who wish to meet other enrolled families and get involved with the school community. These programs will continue to grow as new resources are developed and feedback is received from families.

A. Get Started!

Enrolling with a new school raises many questions — Get Started! offers both assistance and reassurance by providing extensive information about virtual education. The program helps families prepare for a successful school year through the Prepare for Success website, teacher welcome calls, orientation courses for both students and Learning Coaches, live webinar-style Parent-to-Parent Orientation Sessions, and in-person orientation gatherings.

B. Get Coaching!

Becoming a Learning Coach for the first time can initially feel overwhelming and occasionally, even an experienced Learning Coach needs support. The Get Coaching! program is dedicated to helping Learning Coaches understand their role, providing them with easy access to resources, and ensuring that they are equipped with the tools and strategies to motivate and assist their students.

The program includes:

- **Learning Coach Central** – A page accessed from the Learning Coach Home Page in Connexus that includes links to FAQs, social networking opportunities, and resources to assist Learning Coaches in their role and providing instructional support to their student.
- **Learning Coach Link** – An online monthly communication sent to Learning Coaches with articles on instructional best practices, Connexus updates, tips and strategies for motivating reluctant learners, and information about upcoming resource sessions.
- **Learning Coach Resource sessions** – These cyber sessions are designed to assist Learning Coaches with an understanding of their role and responsibilities and provide strategies for working with and supporting their student. Sample session topics include: Effective Questioning Techniques to Assess Learning, Improving Student Writing Skills, Providing Valuable Feedback, Nurturing Student Motivation and Engagement, and Unlocking Math in a Virtual World.
- **Parent-to-Parent Orientation** – Before the start of each school year, national Parent-to-Parent Orientations led by currently-enrolled parents help families prepare for their first days of school. In addition to open Q&A sessions each week, four different topics are addressed: Virtual School Basics, Understanding Roles and Routines, Getting Acquainted with Connexus, and Tips and Tricks for Success.

C. Get Connected!

The Get Connected! program was developed to assist students and parents who are interested in finding opportunities to connect with other school families. In addition to in-person field trips and online clubs and activities, this program offers socialization tips for virtual school families, increased opportunities for students to interact online with classmates and teachers, the Club ORANGE parent booster organization, and at some schools, private Facebook groups where parents and Learning Coaches can “meet” to arrange study groups and other informal gatherings.

4. Superior Online Student Outcomes & Focus on Math

Superior Online Student Outcomes

ARCA will offer a Connections program that has demonstrated uniquely strong student outcomes nationwide relative to those of other online schools. Connections analyzed its state assessment results of schools supported by Connections against other online schools and reported the following comparison. “Equivalent” is defined as within five percentage points of corresponding values for other online providers. This is the threshold used by Connections which typically corresponds to a statistically significant difference between performance of schools supported by Connections and a point of comparison.

Figure 19. Reading/Language Arts Performance

Reading/Language Arts				
	Number of Tested Grades	% Grades Exceeding Other Schools	% Grades Equivalent Other Schools	% Grades Behind Other Schools
2011-12	101	70 (69.3%)	24 (23.8%)	7 (6.9%)
2012-13	119	84 (70.6%)	28 (23.5%)	7 (5.9%)
2013-14	103	62 (60.2%)	34 (33%)	7 (6.8%)

Figure 20. Writing Performance

Writing				
	Number of Tested Grades	% Grades Exceeding Other Schools	% Grades Equivalent Other Schools	% Grades Behind Other Schools
2011-12	25	19 (76%)	4 (16%)	2 (8%)
2012-13	26	21 (80.8%)	6 (23.1%)	0 (0%)
2013-14	26	15 (57.7%)	10 (38.5%)	1 (3.8%)

Figure 21. Math Performance

Math				
	Number of Tested Grades	% Grades Exceeding Other Schools	% Grades Equivalent Other Schools	% Grades Behind Other Schools
2011-12	103	61 (59.2%)	32 (31.1%)	10 (9.7%)
2012-13	122	87 (71.3%)	26 (21.4%)	9 (7.3%)
2013-14	100	62 (62%)	29 (29%)	9 (9%)

Figure 22. Science Performance

Science				
	Number of Tested Grades	% Grades Exceeding Other Schools	% Grades Equivalent Other Schools	% Grades Behind Other Schools
2011-12	54	40 (74.1%)	11 (20.4%)	3 (5.5%)
2012-13	66	47 (71.1%)	15 (22.7%)	4 (6.1%)
2013-14	58	44 (75.9%)	11 (19%)	3 (5.2%)

Focus on Math

As previously stated in Response to Question #9, a significant percentage of students (35%) who enroll in schools supported by Connections enter the program behind in math and need intensive learning supports to catch up to their grade level peers. In addition, 37% of students enrolling in a school supported by Connections start the school year at a traditional school and make the decision to enroll in an online school after the school year has already started. Data indicates that students who enroll late often struggle to maintain their grades, which is most evident in their math performance. To counteract this, schools supported by Connections are addressing math in a comprehensive manner, which includes:

- **Curriculum & Instruction:** Connections curriculum is aligned to the most current state standards; instructional activities and assessments align to how students are being asked to demonstrate their learning.
- **Data Analytics & Assessments:** Real-time data is being used to actively engage students in the learning process, ensuring students' current performance levels are monitored, and to identify student and teacher behaviors that support learning and mastery to improve practices.
- **Research and Support Programs:** Learning sciences, cognitive sciences, and research-based practices are being applied to the development of curriculum and instructional activities, as well as the development of support programs. Support programs include student engagement and learning techniques and resources, continuous teacher professional development, and instructionally focused parent support programs. Enhancements to Kindergarten – Algebra 2 courses for 2015-16 include:
 - Self-reflection components that require students to assess their mastery of prerequisite skills and additional targeted activities that provide opportunities to explain mathematical thinking;
 - Review and practice activities that target prerequisite skills and improve memory;
 - Expanded assessment question types, such as practice interactives and widgets that require students to demonstrate learning in alignment with Next Generation Assessments;
 - Opportunities to evaluate student understanding of new concepts prior to taking an assessment; and
 - A feature in the online practices and pre-tests that provides students with immediate feedback on incorrectly answered questions. Upon completion of practice assessments in most math courses, students will see a message following each question directing them to resources in the lesson associated with incorrectly answered questions. These Review Guidelines are provided in the Math 3-7, Algebra Readiness, Algebra 1, Algebra 2, and Geometry courses.
- **Systematic Response to Intervention program** to ensure all students are receiving timely and effective instructional support and that their performance is being actively monitored.

5. Focus on Access for Underserved Communities

The ARCA Board will focus on student access. Widespread computer and Internet subsidy offerings are warranted because of the state's rural areas and high percentage of students who qualify for free and reduced lunch. It is important to the ARCA Board that technology and Internet barriers do not prevent disadvantaged families from participating in this school.

The ARCA Board hopes to serve students of all types across the state. As part of that effort, each household that is eligible for free or reduced meals will be loaned, upon request and at no cost to the household, a desktop computer pre-imaged with the necessary software. Subsidies for household Internet access are detailed in the Response to Question #7.

This will be a unique initiative in that subsidies will be provided monthly, rather than a pro-rated lump sum in the summer contingent upon the student completing the year as an enrolled student. The ARCA Board believes that this monthly approach will best serve families who may be living paycheck to paycheck and will allow greater student access to online learning.

A second unique initiative will be the Student Activities Subsidy, a fund to ensure all ARCA students are able to participate in a wide variety of field trips, regardless of family income. The ARCA Board has built a Student Activities Subsidy of over \$10,000 in Year 1 and over \$20,000 in Year 2 into its revised budget (Attachment 1).

Through these program features, ARCA will offer unique services to students that they currently are unable to access. The ARCA Board looks forward to this opportunity.

11) Specific plans to include the direct and substantial involvement of the broader community with the charter.

The ARCA Board believes that the involvement of the community in carrying out the mission of the charter is essential to building a successful and lasting program. Conversely, the school must facilitate opportunities for ARCA students to be involved in the community as well.

ARCA will pursue four major avenues to foster community involvement:

- (1) Partnerships with local organizations;
- (2) Field trips across the state;
- (3) Volunteer Community Coordinators; and
- (4) Club Orange.

1. Partnerships with Local Organizations

ARCA will partner with local organizations to provide opportunities that enrich student learning.

ARCA is particularly excited about a potential collaboration with the Crystal Bridges Museum of American Art. Crystal Bridges is currently piloting a fully-online art courses that incorporates U.S. history, the visual arts, and career education. The course was evaluated by Dr. Dennis Beck, the ARCA Board President and Assistant Professor of Educational Technology at the University of Arkansas, and should be available for the 2016-17 school year. Connections' curriculum department has begun

exploring whether it may be offered as part of the Connections program. Included in the ARCA Application was a Letter of Support from Anne Kraybill, Crystal Bridges' Director of Education and Research in Learning (Attachment 3).

Further, during the charter planning process over the last year and a half, ARCA has contacted the following organizations to introduce ARCA's unique school model and begin to look for opportunities to collaborate:

- Bentonville/Bella Vista Chamber of Commerce
- Northwest Arkansas Council
- William J Clinton Presidential Library
- Arkansas Hospitality Association
- Pea Ridge National Military Park
- Arkansas Studies Institute
- Janet Huckabee Arkansas River Valley Nature Center
- Fort Smith National Historic Site
- Little Rock Central High School National Historic Site

The ARCA Board believes collaborations such as these will connect the community with the students and vice-versa and plans to reach out to similar organizations in every Arkansas community.

2. Field Trips across the State

ARCA will emphasize field trips as a way to connect students with their communities. This was described in the ARCA Application, pages 61-62:

Families are encouraged to participate in various events such as picnics, educational field trips, and service opportunities offered throughout the year. These activities are organized through the school staff and Community Coordinators (volunteer parents) throughout the state. Families are notified through WebMail and the school newsletters. [...]

To keep families and community members informed and involved, ARCA will maintain a public website and social media pages (Facebook, Pinterest, Twitter, etc.) that contains all required and relevant information. ARCA will develop a student information and community education plan to inform potential students, their parents/guardians, and other interested parties about the education program.

Because scheduling will be flexible, ARCA staff and Community Coordinators will organize a large number of academically enriching field trips that will also serve as a way for ARCA families to meet one another in person. ARCA field trips will be geographically dispersed so that all families may participate and will cover various academic topics. When possible, field trips will supplement students' current topics of study.

A sample field trip schedule was included in the ARCA original charter application. ARCA staff and Community Coordinators will work to supplement this sample schedule.

Figure 23. Sample Field Trip Schedule

Activity Date	Family Activity	City
September 2016	Back to School Picnics	TBD
October 2016	Meet and Greet – Skate Night	Springdale
October 2016	Meet and Greet – Skate Night	El Dorado
October 2016	Meet and Greet – Putt-Putt	Jonesboro
October 2016	Meet and Greet – Putt-Putt	Hot Springs
November 2016	Crater of Diamonds State Park	Murfreesboro
November 2016	Mount Magazine State Park	Paris
November 2016	Cane Creek State Park	Star City
November 2016	Village Creek State Park	Wynne
January 2017	William J. Clinton Presidential Library	Little Rock
January 2017	Crystal Bridges Museum	Bentonville
January 2017	Japanese Internment Museum	McGehee
January 2017	Wings of Honor Museum	Walnut Ridge
February 2017	Little Rock Central HS Historic Site	Little Rock
February 2017	Eddie Mae Herron Center	Pocahontas
February 2017	Arts and Science Center for SE Arkansas	Pine Bluff
February 2017	Arkansas Museum of Natural History	Hot Springs
March 2017	College/Career Visits	TBD
April 2017	J. Huckabee Arkansas River Valley Nature Center	Fort Smith
April 2017	Heifer Ranch	Perryville
April 2017	Pea Ridge National Military Park	Garfield
April 2017	Civil War Helena	Helena
May 2017	Spring Picnics	TBD

As stated during the hearing, ARCA will prioritize sending the teachers of attending students as chaperones, regardless of where in the state the field trip may occur. Additionally, the ARCA Board has also built a Student Activities Subsidy of over \$10,000 in Year 1 and over \$20,000 in Year 2 into its revised budget (Attachment 1) to ensure all ARCA students may access these opportunities, regardless of family income.

3. Volunteer Community Coordinators

Community Coordinators will also develop local partnerships, plan field trips, and ensure ongoing communication with the community. This role was described in the ARCA Application, pages 10-11:

Volunteer parents will serve as Community Coordinators and develop a vibrant and active school community. In addition to facilitating family get-togethers and formal field trips, Community Coordinators and ARCA staff will also reach out to community-based organizations and businesses to coordinate face-to-face community service opportunities. [...]

Community Coordinators provide an important communication link between families and the school, ensuring through phone conferences and news updates that school staff are attuned to

needs of the parent community. Parental feedback is an important hallmark of the school's outreach and information sessions in the community. The school will take full advantage of this valuable communication with families to ensure that the school reflects their unique needs and creative ideas.

ARCA will actively recruit Community Coordinators to serve in this important role.

4. Club Orange

Parents will also have the opportunity to join Club Orange, a group specifically tasked with connecting the school and community. This club brings together ARCA parents who then reach out to their local communities to spread the word about ARCA to parents of prospective students. Club Orange members will:

- Support and grow ARCA
- Spread the word to other families who would benefit from an online education option
- Receive membership kits with tools and ideas to help promote ARCA

The ARCA Board will pursue these and other means of directly and substantially involving the broader community with the charter.

12) A well-defined plan to ensure adequate socialization of the students.

The ARCA Board believes that the school's job will be to educate the whole student, focusing on students' academic, social, and other needs. Healthy socialization must be part of a well-rounded education. ACRA will therefore work to ensure that students have many opportunities to interact with each other both online and offline. Sivin-Kachala and Bialo (2009) found that in most categories measured, social skills of students enrolled in full-time, online public schools were *either significantly higher or not significantly different* when compared to national norms.⁹ It is important to note the many and diverse activities ARCA will plan to ensure students' social needs are met.

Field Trips

As described in part 2 of the Response to Question #11, ARCA and parent Community Coordinators will organize a large number of academically enriching field trips that will also serve as a way for ARCA families to meet one another in person. ARCA field trips will be geographically dispersed so that all families may participate and will cover various academic topics. ARCA will prioritize sending the teachers of attending students as chaperones, regardless of where in the state the field trip may occur.

The ARCA Board has also built a Student Activities Subsidy of over \$10,000 in Year 1 and over \$20,000 in Year 2 into its revised budget (Attachment 1) to ensure all ARCA students may access these opportunities, regardless of family income.

⁹ Sivin-Kachala, J., & Bialo, E. (2009). Evaluation of the Social Skills of Full-time, Online Public School Students. New York, NY: Interactive Educational Systems Design, Inc.

Clubs and Activities

The ARCA Board described some of the clubs and activities that will be offered in the ARCA Application, pages 17-18. Additional clubs and activities are described herein. A video providing more detail regarding the clubs can be found at the following URL:

<https://www.youtube.com/watch?v=yyXssTxWzCs>

ARCA will offer students across the state more than 25 clubs and special events (e.g., talent shows, virtual art galleries, community service projects) that help foster connections among students and develop critical skills, including independent thinking and group problem solving. Students will collaborate with other students, their communities, and potentially people across the globe in safe, student-led but teacher-supervised environments.

ARCA students participating in virtual clubs will engage with other students through synchronous chat, virtual breakout rooms, and asynchronous message boards. Use of webcams is encouraged to help students feel connected to students who have similar interests.

Student activities will help students explore interests beyond the classroom, develop leadership skills, and make friends. For example, an online yearbook will allow each student to create a personal page including photos, videos, and autographs collected from friends. Students can also participate in special events such as Virtual Talent Shows, Design-A-Room Competition, Photography Contest, the Stellar Speller spelling bee, and Appetite for Geography which combines geography with world cuisine.

Some of the clubs include, but are not limited to, those listed in Figure 24.

Figure 24. List of Clubs

Clubs Offered Through Connections		
Art Club	Arts and Crafts Club	Book Club
Brainteasers Club	Broadcast and Theater Arts Club	Career Club
Chess Club: Introduction and Advanced	College Planning Club	Debate Club
Digital Storytelling Club	Environmental Club	First Generation Club
Gaming and Computer Technology	Leadership and Global Awareness Club	Math Club I
Math Club II	<i>The Monitor</i> : Student Newspaper	Movie Club
Music Club	Pen Pals	<i>Pens and Lens</i>
Poetry Corner	Quiz Bowl	Robotics Club
Science Club	Science in the Kitchen	Sports Club

Talent Networks

Students with outstanding talent in the performing arts, competitive sports, or STEM (science, technology, engineering, and math) will have the opportunity to join Talent Networks devoted to fostering focused growth. The Connections Academy Talent Networks will give students the opportunity to network with other students in their fields of interest.

These talent networks are virtually facilitated programs designed for students enrolled in grades 6-12. Students are provided the opportunity to network with other students in their fields of interest, meet engaging guest speakers, and take part in projects and competitions to help students excel in their areas of interest.

The Connections Academy Talent Networks are facilitated at a national level and include:

- Exploring college and career options;
- Specialized instruction through student-focused groups and activities;
- Networking and collaboration opportunities between like-minded students;
- Enrichment activities, including presentations by artists, athletes, professionals, and subject-matter experts; and
- Varsity lettering opportunities.

Student Group Work

Students will have multiple opportunities to work collaboratively with other students in courses on long range projects, portfolios, and discussions. These opportunities support student interaction. Additionally, section message boards will be utilized by teachers to group students, assign projects, and encourage conversation around course concepts.

Family-Directed Socialization

ARCA, as a fully online program, will allow a flexible schedule for students. Families often need this additional flexibility to participate more actively in the community with sports, community service, hobby groups, internships, etc. Some Arkansas families have reported the socialization experience in their local schools has not always been positive and that they would like to be more involved to ensure interactions remain healthy and safe. With ARCA, they can be.

Families will also be able to coordinate with other ARCA families they meet online or offline to plan play dates, study groups, and independent student activities. ARCA will encourage and support these connections when possible.

13) Staffing projections with an assurance that special education teachers will be licensed and all teachers in core subject areas will be highly qualified.

Staffing Projections

The ARCA Board projects the staffing model in Figure 25 for its first year of operation:

Figure 25. Sample Staffing of ARCA Year 1

Sample Staffing of ARCA for Year 1	
Elementary	
Teacher 1	30 K, 20 1 st
Teacher 2	30 K, 20 1 st
Teacher 3	20 1 st , 30 2 nd
Teacher 4	30 2 nd , 20 3 rd
Teacher 5	GT Lead, 40 3 rd
Teacher 6	30 4 th , 20 5 th
Teacher 7	30 4 th , 20 5 th
Teacher 8 (Part-Time)	20 5 th
<i>Subtotal</i>	<i>7.2 teachers</i>

Sample Staffing of ARCA for Year 1	
Secondary (core)	
MS Math	1.0
HS Math	0.5
MS ELA	1.0
HS ELA	0.5
MS Social Studies	1.0
HS SS	0.5
MS Science	1.0
HS Science	0.5
<i>Subtotal</i>	<i>6.0 teachers</i>
Secondary (non-core)	
Art	0.36
Educational Tech/Business	0.36
PE	0.36
Spanish	0.10
Music/other electives	0.12
<i>Subtotal</i>	<i>1.3 teachers</i>
Other Employees	
Principal/School Leader	1
Manager of Counseling	1
Advisory/Homeroom Teacher	0.8
Manager of Special Education	1
Special Education Teacher	2
Special Education Teacher	0.2
<i>Total ALL Certificated Personnel</i>	<i>20.5</i>
Non-certificated personnel	
Administrative Assistant	1
Administrative Assistant (Part-Time)	0.5
Total NON certificated personnel	1.5
Total ALL Personnel	22

Assurance that Special Education Teachers will be Licensed

ARCA confirms that Special Education teachers will be properly licensed in Arkansas for Special Education. This assurance was included in the Charter Internal Review Committee Review and Applicant Responses, pages 16-18:

Special Education Teachers (contracted position) - Minimum Qualifications

- *Degree in Special Education*
- *Valid Special Education credential in Arkansas*
- *Experience in policy (IDEA) and/or administration with Special Education*
- *Strong technology skills*
- *Excellent communication skills, oral and written*
- *Ability to work well in fast paced environment*

Assurance that All Teachers in Core Subject Areas will be Highly Qualified (HQ)

ARCA will work to ensure that all teachers in core subject areas will be highly qualified (HQ). Each teacher will have at least a Bachelor's degree, an Arkansas state teaching license or ALP, and meet at least one of the following requirements:

- Demonstrated competency by passing a content exam in Arkansas or in another state (for example the Praxis);
- Undergraduate major in the subject area with at least 24 college credit hours;
- Graduate degree in the subject area;
- National Board certification in the subject area; and
- 100 points accumulated on ARHOUSSE as a veteran teacher.

ARCA staff will work closely with the Connections Human Resources team, which has experience monitoring highly qualified teachers in many states, to ensure hired staff meets these requirements. In the unlikely event that any teacher does not meet the Arkansas definition of highly qualified teacher, the school will notify parents of students being taught by the teacher who has not been designated "Highly Qualified," as required by federal and state law.

14) A plan for conducting background and ethics checks on out-of-state teachers that includes descriptions of –
a) How the results of the background checks will be compared to the statutory requirements for licensure and/or public school employment in Arkansas
b) How the results of those checks will impact the determination of whether or not an out-of-state teacher is qualified to teach Arkansas students

The ARCA Board rescinds its waiver requests for teacher licensure and professional development, which initially caused this concern. All teachers who teach courses to ARCA students will be certified in Arkansas. Teachers will be Arkansas-licensed, temporarily teaching a subject with an ALP, or licensed via the Standard License – Reciprocity process.

All teachers who work with students in Arkansas will be subject to the required Arkansas State police, FBI, and Child Maltreatment background checks. All employees are given a background check and fingerprint clearances as required. The standard background check conducted on employees includes county and/or statewide criminal checks for addresses in the previous seven years, social security number verification, and sex offender check or U.S. criminal indicator search. After hiring, employees are subjected to periodic background checks as well.

Teachers are not allowed to interact with students until they have cleared the background check process. If a teacher or other staff member's background check does not come back clean, Connections Human Resources would work with the school to determine next steps. If the employee has an offense that is listed as one of the disqualifying offenses according to Arkansas law,¹⁰ the offer of employment would be rescinded.

¹⁰ http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_PLSB_Docs/Disqualifying_Offenses.pdf

Should this process conflict with any present or future state law or ADE policy, the ARCA Board will adopt changes to ensure compliance.

15) A plan for applying the Arkansas Code of Ethics to non-licensed teachers and teachers licensed in other states.

Plan for Applying the Arkansas Code of Ethics to Non-Licensed Teachers

All teachers who teach courses to ARCA students will be certified in Arkansas. Teachers will be Arkansas-licensed, temporarily teaching a subject with an ALP, or licensed via the Standard License – Reciprocity process.

Plan for Applying the Arkansas Code of Ethics to Teachers Licensed in Other States

The ARCA Board rescinds its waiver requests for teacher licensure and professional development, which initially caused this concern. All of the teachers who teach courses to ARCA students will be certified in Arkansas, including those teachers contracted through the agreement with iNACA, meaning all teachers will be required to follow the eight standards of the Arkansas Code of Ethics.¹¹ Teachers will also need to comply with the Connections Employee Handbook, which includes Professional Ethical Standards and Standards of Conduct, and take courses in:

- Internet Safety;
- Students in Distress (recognizing maltreatment of students and recognizing students who might have social and emotional issues);
- Accessibility for All (understanding students’ special needs especially as it relates to online accessibility);
- Preventing Workplace Harassment; and
- Student Educational Data (complying with FERPA and the responsibilities of educational professionals in protecting personal student data).

Connections Professional Ethical Standards from the Connections Employee Handbook are listed below. Bolded parentheses have been added to demonstrate the overlap with the Arkansas Code of Ethics, which staff will also be held to.

*Employees must maintain high standards of personal, professional, and business conduct and behavior and realize that they have a moral responsibility to act in a professional manner not only to professional associates and fellow employees, but to customers, students and their family members or representatives. **(Arkansas Standard 1) (Arkansas Standard 3) (Arkansas Standard 4)***

Employees are also required to use sound professional judgment when communicating with students and parents and when handling any situations requiring sensitivity. Employees are to follow all school policies and protocols in regards to FERPA and other dealings with students,

¹¹ <http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/professional-licensure-standards-board/code-of-ethics-for-arkansas-educators>

parents, learning coaches and any agencies which may be associated with a Connections family. **(Arkansas Standard 6 – there is a separate Employee Handbook policy regarding state testing) (Arkansas Standard 7)**

Employees must display the highest integrity and the best judgment and ethics, and use their professional skills to the best interests of all. **(Arkansas Standard 2) (Arkansas Standard 8)** Employees must use only legal and ethical means when seeking to influence governmental legislation or regulations. **(Arkansas Standard 5)** Lastly, employees must aid in the professional development of those who enter the educational services profession by assisting them to understand the functions, duties, and responsibilities of the profession; and, endeavor at all times to improve our company.

In the unfortunate case that an educational professional violates the Arkansas Code of Ethics and/or the Connections Professional Ethical Standards, that person will be referred to Arkansas Department of Education, Connections Human Resources, and/or local law enforcement, as is appropriate and required by law.

16) Reasons the additional licensure plan (ALP) process is not appropriate for teachers without Arkansas licenses.

The ARCA Board agrees that the Additional Licensure Plan (ALP) process (as described in ADE Rules Governing Educator Licensure Chapter 4-4.02) and the licensure reciprocity process (as described in ADE Rules Governing Educator Licensure Chapter 2-1.02 Standard License – Reciprocity) are appropriate for teachers without Arkansas licenses.

The ARCA Board rescinds its waiver requests for teacher licensure and professional development. All ARCA teachers will be Arkansas-licensed, temporarily teaching a subject with an ALP, or licensed via the Standard License – Reciprocity process.

17) Reasons for the waiver requests of the requirements for –

- a) Teaching load**
- b) Professional development**
- c) Bidding requirements**

Reason for Teaching Load Waiver Request

The ARCA Board is requesting a waiver from Teaching Load requirements because the ratios required of brick-and-mortar schools are not necessarily appropriate for teaching and learning in an online environment.

ARCA teachers will have a different teaching experience than their peers in brick-and-mortar schools. For example, ARCA teachers will use Connections’ curriculum and assessments rather than creating their own. Additionally, ARCA teachers will not face all of the classroom management challenges or have the extraneous duties (e.g., lunch, hall, and car line duties) of a traditional school setting. As such, ARCA teachers are able to focus on instruction, differentiation, and interventions to support student learning.

The ARCA Board would like to adopt its own teaching load requirements that are appropriate to an online setting to allow a more effective allocation of funds. ARCA proposes the following maximum student-to-teacher ratios:

- Grades K-5 – 50:1
- Grades 6-8 – 38:1
- Advisory Teachers – 300:1

The ARCA Board acknowledged that Special Education standards regarding class size and teaching load cannot be waived in the Legal Review of Waiver Requests and Responses, page 11, and adjusted its staffing model for Special Education students accordingly in the Charter Internal Review Committee Review and Applicant Responses, pages 18-19.

Teachers in grades K-5 would have 50 assigned students (Staffing Projections in Response to Question #13).

Elementary teachers are able to support 50 students for several reasons. First, they do not have all of the students at one time. For example a teacher may have a section of 30 Kindergartners and another section of 20 students in grade 1. During LiveLesson synchronous sessions, there would never be a time that 50 students would all attend at the same time. Second, an elementary teacher will teach all of the courses to their students (K Math, K Language Arts, K Science, K Social Studies, and K Education Technology). Since the curriculum is already created and is delivered via Connexus to the students (with the help of the Learning Coach), the teacher is focused on differentiation, monitoring outcomes, creating extension activities, re-teaching when a student does not attain mastery, and providing feedback to students and Learning Coaches.

In addition, whenever possible, Connections assigns teachers to the same students over several grades. This allows teachers to get to know the students, their strengths, and their areas of challenge, as well as the curriculum supporting that student in two or more grade levels.

The secondary ratio is more similar to a brick-and-mortar school environment. The number of students in secondary (240 for the first year) divided by the number of secondary teachers or FTE (7.3 for the first year) yields a student-to-teacher ratio of around 33:1.

The ARCA Board believes the listed ratios are appropriate for an online teaching environment. A teacher load ratio below that which is necessary for effective instruction will force the misallocation of school resources in a way that crowds out spending on more effective school strategies, such as additional intervention resources.

Reason for Professional Development Waiver Request

The ARCA Board rescinds its waiver requests for teacher licensure and professional development. All ARCA teachers will be Arkansas-licensed, temporarily teaching a subject with an ALP, or licensed via the Standard License – Reciprocity process. As such, all ARCA teachers will meet ongoing professional development requirements.

The ARCA Board considers ongoing professional development essential, particularly in an online teaching environment that may be new for some teachers. Connections will provide ARCA teachers with additional professional development beyond state requirements. This program was detailed in the Legal Review of Waiver Requests and Responses, pages 6-11.

Reason for Bidding Requirements Waiver Request

As stated during the 10/14/15 hearing, the ARCA Board rescinds this waiver request.

The ARCA Board originally requested this waiver because the educational products and services described in the charter application are unique to Connections and built around Connexus, the Connections proprietary education management system. This waiver, which was only for the contract with Connections, would have allowed the ARCA Board to more quickly contract with Connections and establish the ARCA program.

The ARCA Board will comply with the required RFP process in establishing the proposed school.

18) Reasons for goals set at a 0.90 ratio.

As stated during the 10/14/15 hearing, the ARCA Board is willing to increase the goals to a 1.00 ratio.

The ARCA Board originally set its goals at a 0.90 ratio to account for the fact that nationally, many students enrolling in full-time online public schools enroll late and below proficiency in state-assessed subjects. However, the ARCA Board agrees with the Charter Authorizing Panel that a 1.00 ratio for school goals is appropriate.

19) Reasons more than 50% of the annual budget is specified for one company.

The ARCA Board has rescinded its request for a waiver from bidding requirements and will choose its vendors through an RFP process. In the budget template, the ARCA Board has specified more than 50% of the annual budget for the full range of educational products and services offered by Connections to meet ARCA students' needs. The ARCA Board has thoroughly vetted Connections as well as other providers; the Board believes Connections has the experience and scale to provide the most effective online learning tools for students at the best price. This judgment will be confirmed or corrected during the RFP process.

A list of educational products and services to be provided by Connections was included in the Charter Internal Review Committee Review and Applicant Responses, pages 23-43, and a detailed description is included in this document as Attachment 2.

20) A list of Connections courses approved by the NCAA.

The ARCA Board is concerned that Arkansas families have no option for an online public school with NCAA-approved courses. During the public hearing in Little Rock, we met families who expressed this concern and feel this lack of options is hampering their students' athletic potential.

Connections has more than 80 NCAA approved courses. Approved courses that will be available to ARCA students are listed in Figure 26.

Figure 26. List of Connections Courses Approved by the NCCA for 2015-16 School Year

Connections Courses Approved by the NCAA		
English Courses		
English 9	Honors English 9	AP English Language & Composition
English 10	Honors English 10	AP English Literature & Composition
English 11	Honors English 11	
English 12	Honors English 12	
Speech and Debate		
Journalism		
Social Sciences Courses		
American Government	Honors American Government	AP Macroeconomics
US History	Honors US History	AP Microeconomics
World History	Honors World History	AP Psychology
Psychology		AP US Government
Geography and Society		AP US History
World Geography		AP Human Geography
Economics		
Available in Limited Locations		
Civics	Modern World History	
Mathematics Courses		
Algebra 1	Honors Algebra 1	AP Calculus AB
Algebra 2	Honors Algebra 2	AP Calculus BC
Calculus	Honors Geometry	AP Statistics
Geometry	Honors Precalculus	
Precalculus		
Statistics		
Available in Limited Locations		
Advanced Algebra with Financial Applications	Secondary Math I	Secondary Math III
Advanced Quantitative Reasoning	Secondary Math II	
Natural/Physical Science Courses		
An asterisk (*) denotes a course with a lab requirement.		
Biology*	Honors Biology*	AP Biology*
Chemistry*	Honors Chemistry*	AP Environmental Science*
Earth Science*	Honors Earth Science*	
Environmental Science*	Honors Physical Science*	
Physical Science*	Honors Earth Space Science	
Physics	Honors Marine Science	
Earth Space Science		
Marine Science		
Available in Limited Locations		
Integrated Chemistry and Physics*		
Additional Courses		
French I	Japanese I	Sign Language I
French II	Japanese II	Sign Language II
French III	Latin I	Spanish I
French IV	Latin II	Spanish II
German I	Latin III	Spanish III
German II	Chinese I	Spanish IV
German III	Chinese II	AP Spanish Language
	Chinese III	

Connections' list of courses approved by the NCAA will be communicated to families through the school website (once school is approved to open), in the Virtual Library, and on the main Connections High School Curriculum website.¹²

The NCAA Eligibility Center's high school portal (public website) also displays approved courses for each school supported by Connections that has approved courses.¹³ Approved courses can be seen by selecting "Show All Approved Courses." The site also lists denied courses and shows a reason code. The denied courses on the Connections list were denied because they are either Foundations courses (NCAA only approves the Standard level and above for all schools and does not approve Foundations courses or courses that are not considered by the NCAA to be college-prep level or higher) or are not in areas considered NCAA-eligible, such as arts, computer science, etc. Students may still take denied courses, but need to ensure that they also take the NCAA's required 16 credits in the approved course categories. The ARCA counselor will help families navigate NCAA eligibility and ensure interested students are meeting NCAA requirements.

21) A list of Connections courses aligned with current Arkansas standards.

ARCA submitted 600 pages of Curriculum Framework alignments to the Arkansas Department of Education on 9/30/15 and these were included in the Charter Internal Review Committee Review and Applicant Responses, page 11. ADE has made these documents available at <https://drive.google.com/file/d/0B4jUQm3oumJpa0lWaFRnNks2dkU/view?usp=sharing>.

Connections courses already aligned with current Arkansas standards as presented in the Arkansas Curriculum Frameworks are listed in Figure 27.

Figure 27. List of Connections Courses Aligned with Current Arkansas Standards

Connections Courses Aligned with Current Arkansas Standards		
English Courses		
Language Arts K	Language Arts 5	English 9
Language Arts 1	Language Arts 6	English 10
Language Arts 2	Language Arts 7	English 11
Language Arts 3	Language Arts 8	English 12
Language Arts 4		Speech & Debate
Social Sciences Courses		
Social Studies K	Social Studies 5	US History
Social Studies 1	Social Studies 6	World History
Social Studies 2	Social Studies 7	US Government
Social Studies 3	Social Studies 8	Economics
Social Studies 4		
Mathematics Courses		
Math K	Math 5	Algebra I
Math 1	Math 6	Geometry
Math 2	Math 7	Algebra II
Math 3	Algebra Readiness	Statistics
Math 4		Advanced Algebra with Financial Applications

¹² <http://www.connectionsacademy.com/curriculum/online-high-school> (under "Online High School Courses")

¹³ <https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool> (type "Connections" in the High School Name field)

Connections Courses Aligned with Current Arkansas Standards		
Natural/Physical Science Courses		
Science K	Science 5	Biology
Science 1	Science 6	Physical Science
Science 2	Science 7	Physics
Science 3	Science 8	Chemistry
Science 4		
Additional Courses		
Java Programming I	Health/Physical Education K	Living Music I
Java Programming II	Health/Physical Education 1	Exploring Music I
Intro to Marketing	Health/Physical Education 2	Exploring Music II
Business Law	Health/Physical Education 3	Exploring Music III
Criminal Investigation	Health/Physical Education 4	
Spanish I		
Spanish II		

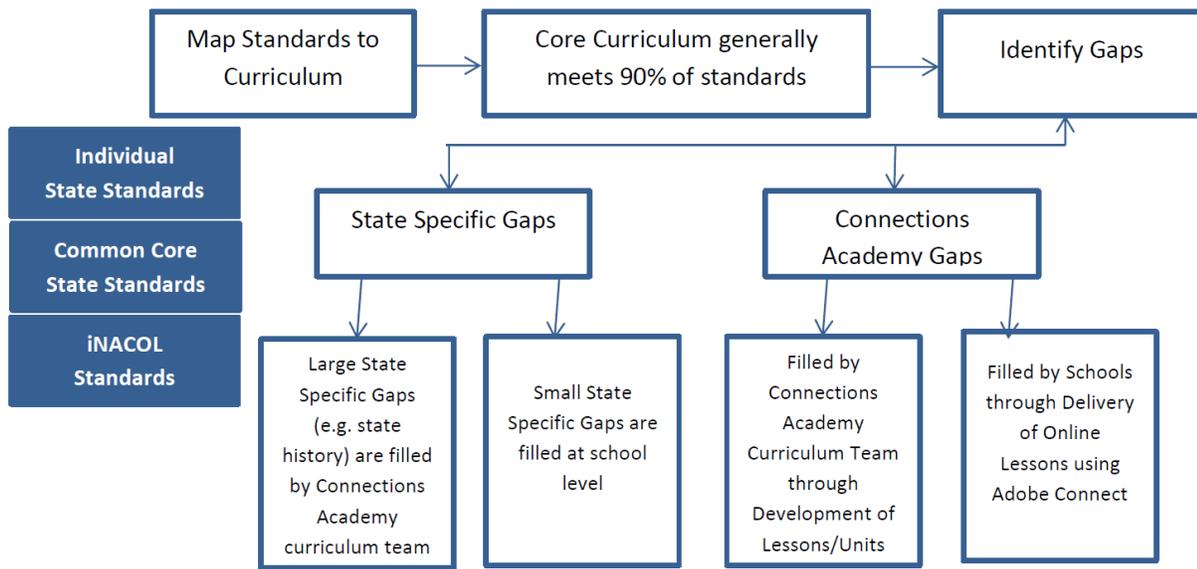
As stated during the 10/14/15 hearing, there is a multi-level effort to ensure alignment to current and future standards, and all ARCA courses will be fully aligned to Arkansas standards by the start of the 2016-17 school year. The method by which Connections will align additional courses to Arkansas standards was described in the Charter Internal Review Committee Review and Applicant Responses, page 7:

Connections supports schools in many states and has extensive experience aligning courses to state specific standards. In preparing to support ARCA, Connections mapped each course to the Arkansas Curriculum Frameworks. After an in-depth analysis of the alignments, any gaps between course content and state standards are addressed in one or more of the following ways: current courses are updated with units, lessons, activities, and/or assessments to meet the standards; a new course is built to meet the standards; and/or resources are shared with teachers to modify the existing courses to strengthen the alignments.

If a new course must be built, Connections will use the Arkansas Curriculum Framework to employ a “backwards mapping” approach. After an in-depth analysis of standards, the team identifies the types of assessments necessary to allow students to showcase their new understanding and demonstrate growth on essential skills and standards. Once evidence of mastery is determined, an assessment map is created to indicate the types of assessments to be used to monitor and evaluate performance on each standard. Curriculum designers then work backwards to design curriculum maps comprised of learning objectives, lesson activities, and digital and interactive resources that will lead students to successful mastery of concepts. Any gaps between course content and state standards are addressed as described herein.

Connections’ alignment process is diagrammed in Figure 28.

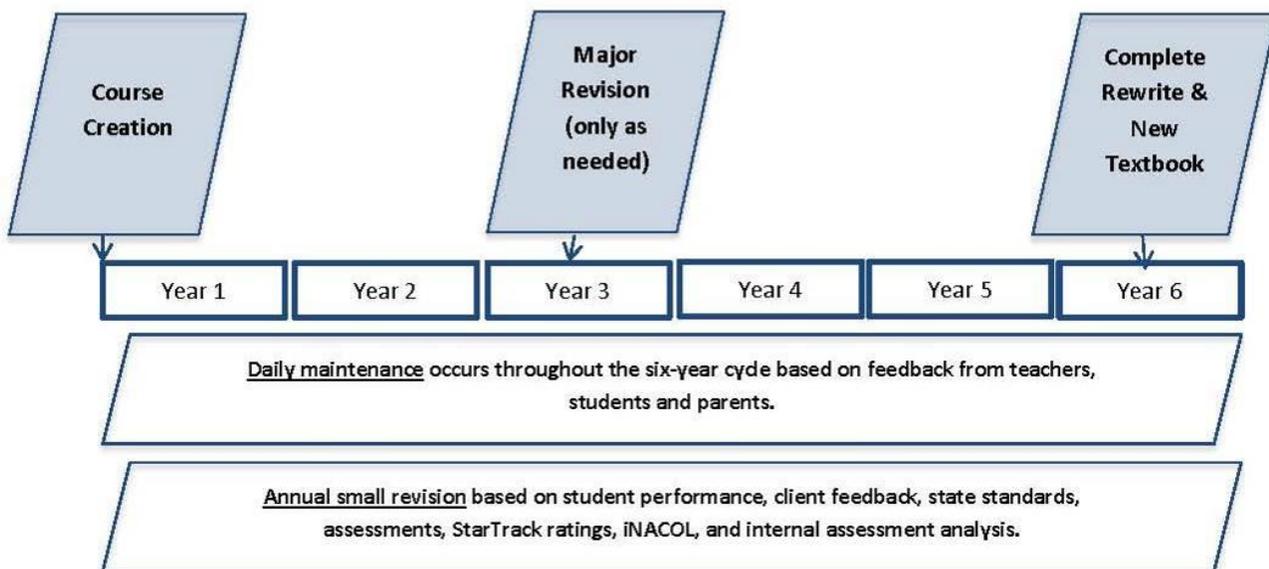
Figure 28. Alignment to Standards



Updating Courses to New State Standards

As shown in the Course Development and Revision Model in Figure 29, the instructional program and curriculum proposed will regularly undergo specific audit and revision by the Connections curriculum department. The curriculum is updated based on changing state standards, client feedback, and a rigorous national analysis of student performance on state testing results and school-based assessments, including individual course assessments for specific units and lessons. Additionally, Teacher Course Liaisons, who are experts in their curricular areas, will gather feedback from other teachers across all schools supported by Connections and work with Connections’ curriculum department to make updates and revisions to the curriculum based on this input.

Figure 29. Course Development and Revision Model



Note: Major revisions only occur as needed.

22) An explanation of the comment that most students enroll in online programs to solve problems.

In Connections' experience serving students nationally, enrollment in a full-time online public school typically follows an academic or social challenge in a more traditional school setting. While there are some students who will start an online program in Kindergarten and continue through graduation, this is not typical. Schools supported by Connections provide a unique opportunity to solve a problem or challenge for a family. In some cases, the challenge is temporary and the student will stay for a short period of time; other times the challenge is more long term.

The ARCA Board describes the major groups of students who enroll in full-time online programs, all of which are facing a problem or challenge that can be solved by a more unique personalized opportunity, in the ARCA Application, pages 15-16:

- *Students not on pace with their peers in school, including students coping with social issues.*
- *High-achieving students who wish to take AP, language, and elective courses that may not be offered locally.*
- *Students who have been bullied or subjected to unwanted social pressures.*
- *Students with special learning needs. Arkansas reported in 2014 that 11% of students qualified to receive special education services.¹⁴ As shown previously in the charts, these students significantly lag in proficiency rates.*
- *Students undergoing medical treatment or are homebound due to illness or physical/emotional disability.*
- *Students in rural communities who may spend several hours on a school bus each day and lack access to public school options. According to the Rural School and Community Trust, 40% of Arkansas students are rural.¹⁵*
- *Students with family livelihood responsibilities. According to Kids Count, there were 288,969 students qualifying for free and reduced lunch in 2014, representing a large population that may need flexibility for the parents' or students' work.¹⁶ Participation rates in the FRL program are higher in rural areas.*
- *Students who need a more flexible learning environment, including students pursuing artistic or athletic careers.*

Because some of these situations are not initially apparent, over 37% of students enrolling in schools supported by Connections in 2013-14 did so after the first day of school. Some of these students will enroll for a shorter period of time then return to their previous schools; others will choose to stay enrolled as long as is appropriate for their children. As stated during the hearing, families often see temporary academic and social challenges managed or solved during their time in an online school and choose to re-enroll in a traditional school. The ARCA Board will celebrate with these families and families with graduating students alike.

¹⁴ <https://adesrc.arkansas.gov/ReportCard/View?lea=AR&schoolYear=2014>

¹⁵ http://www.ruraledu.org/user_uploads/file/2013-14-Why-Rural-Matters.pdf

¹⁶ <http://datacenter.kidscount.org/data/tables/256-number-of-students-receiving-free-and-reduced-school-lunch?loc=5#detailed/2/any/false/869,36,868,133/any/9778>

ATTACHMENT 1
REVISED BUDGET

**2016-2017
Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:					
Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$92,000.00	1	\$92,000.00
2	Assistant Principal	0	\$68,250.00	1	\$68,250.00
3	Administrative Assistant	1.5	\$31,500.00	3	\$31,500.00
4	Manager of Special Education	1	\$66,000.00	1	\$66,000.00
5					
6					
7	Subtotal:		\$205,250.00		\$320,750.00
8	Fringe Benefits (rate used 29%)		\$59,522.50		\$93,017.50
9	Total Administration:		\$264,772.50		\$413,767.50

Regular Classroom Instruction:					
		2016-2017 No. FTEs		2017-2018 No. FTEs	
10	Teachers	15.3	\$47,250.00	30.1	\$47,250.00
11	Aides				
12	Subtotal:		\$722,925.00		\$1,422,225.00
13	Teacher Fringe Benefits (rate used 29%)		\$209,648.25		\$412,445.25
14	Aide Fringe Benefits (rate used _____)				
15	Total Regular Classroom Instruction:		\$932,573.25		\$1,834,670.25

Special Education:					
		2016-2017 No. FTEs		2017-2018 No. FTEs	
16	Teachers	2.2	\$47,250.00	5	\$47,250.00
17	Aides				
18	Subtotal:		\$103,950.00		\$236,250.00
19	Teacher Fringe Benefits (rate used 29%)		\$30,145.50		\$68,512.50
20	Aide Fringe Benefits (rate used _____)				
21	Total Special Education:		\$134,095.50		\$304,762.50

Gifted and Talented Program:					
		2016-2017 No. FTEs		2017-2018 No. FTEs	
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
42 Manager of Counseling	1	1
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used 29%)		
49 Total Guidance Services:		

Health Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:		2016-2017	2016-2017	2017-2018	2017-2018
List Positions		No. FTEs	Salary	No. FTEs	Salary
58	_____	_____	_____	_____	_____
59	_____	_____	_____	_____	_____
60	_____	_____	_____	_____	_____
61	_____	_____	_____	_____	_____
62	_____	_____	_____	_____	_____
63	Subtotal:	_____	_____	_____	_____
64	Fringe Benefits (rate used _____)	_____	_____	_____	_____
65	Total Media Services:	_____	_____	_____	_____

Fiscal Services:		2016-2017	2017-2018
List Positions		No. FTEs	No. FTEs
66	_____	_____	_____
67	_____	_____	_____
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	Subtotal:	_____	_____
72	Fringe Benefits (rate used _____)	_____	_____
73	Total Fiscal Services:	_____	_____

Maintenance and Operation:		2016-2017	2017-2018
List Positions		No. FTEs	No. FTEs
74	_____	_____	_____
75	_____	_____	_____
76	_____	_____	_____
77	_____	_____	_____
78	_____	_____	_____
79	Subtotal:	_____	_____
80	Fringe Benefits (rate used _____)	_____	_____
81	Total Maintenance and Operation:	_____	_____

Pupil Transportation:		2016-2017	2017-2018
List Positions		No. FTEs	No. FTEs
82	_____	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Subtotal:	_____	_____
88	Fringe Benefits (rate used _____)	_____	_____
89	Total Pupil Transportation:	_____	_____

Food Services:		2016-2017	2016-2017	2017-2018	2017-2018
List Positions		No. FTEs	Salary	No. FTEs	Salary
90	_____	_____	_____	_____	_____
91	_____	_____	_____	_____	_____
92	_____	_____	_____	_____	_____
93	_____	_____	_____	_____	_____
94	_____	_____	_____	_____	_____
95	Subtotal:	_____	_____	_____	_____
96	Fringe Benefits (rate used _____)	_____	_____	_____	_____
97	Total Food Services:	_____	_____	_____	_____

Data Processing:		2016-2017	2017-2018
List Positions		No. FTEs	No. FTEs
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	_____	_____	_____
102	_____	_____	_____
103	Subtotal:	_____	_____
104	Fringe Benefits (rate used _____)	_____	_____
105	Total Data Processing:	_____	_____

Substitute Personnel:		2016-2017	2017-2018
		No. FTEs	No. FTEs
106	Number of Certified Substitutes _____	_____	_____
107	Number of Classified Substitutes _____	_____	_____
108	Subtotal:	_____	_____
109	Certified Fringe Benefits (rate used _____)	_____	_____
110	Classified Fringe Benefits (rate used _____)	_____	_____
111	Total Substitute Personnel:	_____	_____

112	TOTAL EXPENDITURES FOR SALARIES:	<u>\$1,409,486.25</u>	<u>\$2,631,245.25</u>
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**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

Line#	2016-2017	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
1	No. of Students <u>600</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$3,987,600.00</u>	
2	No. of Students <u>600</u> x <u>\$26.00</u> Professional Development	<u>\$15,600.00</u>	
3	No. of Students _____ x _____ eligible rate* NSL Funding	_____	_____
4	No. of Students _____ x _____ Other: <i>Explain Below</i>	_____	_____
5	<hr/>		
	2017-2018		
6	No. of Students <u>1200</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$7,975,200.00</u>
7	No. of Students <u>1200</u> x <u>\$26.00</u> Professional Development		<u>\$31,200.00</u>
8	No. of Students _____ x _____ eligible rate* NSL Funding		_____
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		_____
10	<hr/>		
11	Total State Charter School Aid:	<u><u>\$4,003,200.00</u></u>	<u><u>\$8,006,400.00</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts	_____	_____
13	Federal Grants (List the amount)	_____	_____
14	Special Grants (List the amount)	_____	_____
15	Other (<i>Specifically Describe</i>)	_____	_____
16	Total Other Sources of Revenues:	_____	_____
17	TOTAL REVENUES:	<u><u>\$4,003,200.00</u></u>	<u><u>\$8,006,400.00</u></u>

EXPENDITURES

Administration:

Line#		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	<u>\$264,772.50</u>	<u>\$413,767.50</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$435,740.00</u>	<u>\$869,105.00</u>
20	V - AD 2 _____	_____	_____
21	V - AD 3 _____	_____	_____
22	V - AD 4 _____	_____	_____
23	V - AD 5 _____	_____	_____
24	Supplies and Materials	<u>\$27,000.00</u>	<u>\$54,000.00</u>
25	Equipment	_____	_____
	Other (List Below)		
26	Community Outreach	_____	<u>\$200,000.00</u>
27	Staff Recruiting	<u>\$5,000.00</u>	<u>\$5,000.00</u>
28	Board Related Expenses	<u>\$5,000.00</u>	<u>\$5,000.00</u>
29	Dues	<u>\$2,000.00</u>	<u>\$2,500.00</u>
30	_____	_____	_____
31	Total Administration:	<u><u>\$739,512.50</u></u>	<u><u>\$1,549,372.50</u></u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Regular Classroom Instruction:		
32	Salaries and Benefits	<u>\$932,573.25</u>	<u>\$1,834,670.25</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$1,313,375.75</u>	<u>\$2,640,853.05</u>
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	_____	_____
39	Equipment	_____	_____
	Other (List Below)	_____	_____
40	<u>Student Testing & Assessment</u>	<u>\$80,000.00</u>	<u>\$150,000.00</u>
41	_____	_____	_____
42	_____	_____	_____
43	_____	_____	_____
44	_____	_____	_____
45	Total Regular Classroom Instruction:	<u><u>\$2,325,949.00</u></u>	<u><u>\$4,625,523.30</u></u>
	Special Education:		
46	Salaries and Benefits	<u>\$134,095.50</u>	<u>\$304,762.50</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$52,422.86</u>	<u>\$104,845.71</u>
48	V - SE 2 _____	_____	_____
49	V - SE 3 _____	_____	_____
50	V - SE 4 _____	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	_____	_____
53	Equipment	_____	_____
	Other (List Below)	_____	_____
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	Total Special Education:	<u><u>\$186,518.36</u></u>	<u><u>\$409,608.21</u></u>
	Gifted and Talented Program:		
60	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$88,075.50</u>	<u>\$177,294.45</u>
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	_____	_____
67	Equipment	_____	_____
	Other (List Below)	_____	_____
68	<u>ARCA is applying for a waiver from</u>	_____	_____
69	<u>6-20-2208(c)(6) and 6-42-109</u>	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	Total Gifted and Talented Program:	<u><u>\$88,075.50</u></u>	<u><u>\$177,294.45</u></u>

Alternative Education Program/ Alternative Learning Environments:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
75	V - ALE1 _____	_____	_____
76	V - ALE2 _____	_____	_____
77	V - ALE3 _____	_____	_____
78	V - ALE4 _____	_____	_____
79	V - ALE5 _____	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)		
82	ARCA is applying for a waiver from _____	_____	_____
83	6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and _____	_____	_____
84	6-48-101 et seq. _____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	_____	_____
English Language Learner Program:			
88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
89	V - ELL1 <u>Connections Academy of Arkansas, LLC</u>	\$14,297.14	\$28,594.29
90	V - ELL2 _____	_____	_____
91	V - ELL3 _____	_____	_____
92	V - ELL4 _____	_____	_____
93	V - ELL5 _____	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
	Other (List Below)		
96	_____	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	\$14,297.14	\$28,594.29
Guidance Services:			
102	Salaries and Benefits	\$78,045.00	\$78,045.00
	Purchased Services - List Vendors Below		
103	v - GS1 <u>Connections Academy of Arkansas, LLC</u>	_____	_____
104	v - GS2 <u>Support is included in Line 47 above</u>	_____	_____
105	V - GS3 _____	_____	_____
106	V - GS4 _____	_____	_____
107	V - GS5 _____	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
	Other (List Below)		
110	_____	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	\$78,045.00	\$78,045.00

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
Health Services:			
116	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
117	V - HS1 _____	_____	_____
118	V - HS2 _____	_____	_____
119	V - HS3 _____	_____	_____
120	V - HS4 _____	_____	_____
121	V - HS5 _____	_____	_____
122	Supplies and Materials	_____	_____
123	Equipment	_____	_____
	Other (List Below)	_____	_____
124	ARCA is applying for a waiver from	_____	_____
125	6-18-706	_____	_____
126	_____	_____	_____
127	_____	_____	_____
128	_____	_____	_____
129	Total Health Services:	=====	=====
Media Services:			
130	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
131	V - MS1 _____	_____	_____
132	V - MS2 _____	_____	_____
133	V - MS3 _____	_____	_____
134	V - MS4 _____	_____	_____
135	V - MS5 _____	_____	_____
136	Supplies and Materials	_____	_____
137	Equipment	_____	_____
	Other (List Below)	_____	_____
138	ARCA is applying for a waiver from	_____	_____
139	6-25-103 and 6-25-104	_____	_____
140	_____	_____	_____
141	_____	_____	_____
142	_____	_____	_____
143	Total Media Services:	=====	=====
Fiscal Services:			
144	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
145	V - FS1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$97,776.75</u>	<u>\$195,553.50</u>
146	V - FS2 <u>Rasco Winter Abston Moore & Associates, LLP</u>	<u>\$12,000.00</u>	<u>\$12,000.00</u>
147	V - FS3 _____	_____	_____
148	V - FS4 _____	_____	_____
149	V - FS5 _____	_____	_____
150	Supplies and Materials	_____	_____
151	Equipment	_____	_____
	Other (List Below)	_____	_____
152	Banking fees	<u>\$1,000.00</u>	<u>\$1,000.00</u>
153	_____	_____	_____
154	_____	_____	_____
155	_____	_____	_____
156	_____	_____	_____
157	Total Fiscal Services:	=====	=====

Maintenance and Operation:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits		
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$105,000.00</u>	<u>\$195,000.00</u>
160	V - MO2 _____		
161	V - MO3 _____		
162	V - MO4 _____		
163	V - MO5 _____		
164	Supplies and Materials		
165	Equipment	<u>\$43,000.00</u>	<u>\$43,000.00</u>
	Other (List Below)		
166	Phone _____	<u>\$20,000.00</u>	<u>\$35,000.00</u>
167	High Speed Internet _____	<u>\$25,000.00</u>	<u>\$40,000.00</u>
168	_____		
169	_____		
170	_____		
171	Total Maintenance and Operation:	<u><u>\$193,000.00</u></u>	<u><u>\$313,000.00</u></u>

Pupil Transportation:			
172	Salaries and Benefits		
	Purchased Services - List Vendors Below		
173	V - PT1 _____		
174	V - PT2 _____		
175	V - PT3 _____		
176	V - PT4 _____		
177	V - PT5 _____		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180	<u>ARCA will not provide pupil transportation</u>		
181	_____		
182	_____		
183	_____		
184	_____		
185	Total Pupil Transportation:	<u><u> </u></u>	<u><u> </u></u>

Food Services:			
186	Salaries and Benefits		
	Purchased Services - List Vendors Below		
187	V - FD1 _____		
188	V - FD2 _____		
189	V - FD3 _____		
190	V - FD4 _____		
191	V - FD5 _____		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194	<u>ARCA is applying for a waiver from</u>		
195	<u>6-18-705 and 6-20-701 et seq.</u>		
196	_____		
197	_____		
198	_____		
199	Total Food Services:	<u><u> </u></u>	<u><u> </u></u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Data Processing:		
200	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
201	V - DP1 <u>Connections Academy of Arkansas, LLC</u>	_____	_____
202	V - DP2 <u>Support is included in Line 145 above</u>	_____	_____
203	V - DP3 _____	_____	_____
204	V - DP4 _____	_____	_____
205	V - DP5 _____	_____	_____
206	Supplies and Materials	_____	_____
207	Equipment	_____	_____
	Other (List Below)		
208	_____	_____	_____
209	_____	_____	_____
210	_____	_____	_____
211	_____	_____	_____
212	_____	_____	_____
213	Total Data Processing:	=====	=====
	Substitute Personnel:		
214	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
215	v - SB1 <u>Usually not required in an online environment</u>	_____	_____
216	v - SB2 <u>as school staff can typically cover when a</u>	_____	_____
217	v - SB3 <u>colleague is absent</u>	_____	_____
218	V - SB4 _____	_____	_____
219	V - SB5 _____	_____	_____
220	Total Substitute Personnel:	=====	=====
	Facilities:		
221	Lease/Purchase Contract for One Full Year	<u>\$128,000.00</u>	<u>\$128,000.00</u>
	Facility Upgrades - List Upgrades Below		
222	_____	_____	_____
223	_____	_____	_____
224	_____	_____	_____
225	_____	_____	_____
226	_____	_____	_____
227	_____	_____	_____
228	_____	_____	_____
229	Property Insurance for One Full Year	_____	_____
230	Content Insurance for One Full Year	_____	_____
231	Total Facilities:	<u>\$128,000.00</u>	<u>\$128,000.00</u>

Debt Expenditures:

	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
232 List Debts Below		
233 _____	_____	_____
234 _____	_____	_____
Total Debts:	_____	_____

Other Expenditures:

	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
235 List Other Expenditures Below		
235 <u>Staff Training / Professional Development</u>	<u>\$20,000.00</u>	<u>\$40,000.00</u>
236 <u>Travel and Conferences</u>	<u>\$19,800.00</u>	<u>\$37,890.00</u>
237 <u>Internet Subsidy</u>	<u>\$69,571.69</u>	<u>\$139,143.38</u>
238 <u>Insurance - Directors & Officers</u>	<u>\$12,500.00</u>	<u>\$10,000.00</u>
239 <u>Legal</u>	<u>\$1,500.00</u>	<u>\$1,500.00</u>
240 <u>Student Activities Subsidy</u>	<u>\$11,129.40</u>	<u>\$22,258.80</u>
241 TOTAL EXPENDITURES:	<u>\$3,998,675.34</u>	<u>\$7,768,783.43</u>

242 Net Revenue over Expenditures:	<u>\$4,524.66</u>	<u>\$237,616.57</u>
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Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

ATTACHMENT 2
DETAILED BREAKDOWN OF MONIES BUDGETED
TO PAY TO CONNECTIONS ACADEMY OF ARKANSAS, LLC

Applicant Response:

Administration – See Budget Line see budget line 19 (V-AD 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is \$435,740 and revised 2016-17 amount is \$869,105.

Page 52 of the application lists (see bullets) the following areas covered under "Administration".

Figure 1. Breakdown of Administration Expenses

Administration	Description	Corresponding Fee Schedule Category
School Launch Support	<ul style="list-style-type: none"> • Oversee the launch of new school through initial phases of development • Facilitate Connections interdepartmental collaboration (i.e., regularly scheduled meetings, ongoing communications) to ensure thorough and timely task completion and risk mitigation • Provide auxiliary support to the school throughout the launch process and first year of operation with ongoing focus on high-quality outcomes • Maintain and store organized documentation of each school’s launch process for future and/or colleague reference 	School Administration
School Oversight	<ul style="list-style-type: none"> • Support the creation of school goals for Board approval and short- and long-term school-based planning and improvement based on those goals • Develop and help maintain, with the Principal, operational protocols, procedures, and services to support school operations and achievement of school goals • Ensure that the school provides the appropriate support, assistance, and direction to all students so they achieve academically • Monitor all school metrics including grading, teacher/family contacts, teacher workloads, parent satisfaction, student promotion and retention, escalation, state test results, graduation rates, teacher evaluations, count days and/or course completion where required, etc. and provide support to the school and Board, as appropriate 	School Administration

Administration	Description	Corresponding Fee Schedule Category
School Leader Support and Development	<ul style="list-style-type: none"> • Provide communication, support, and professional growth through General Principal meetings, data meetings, SIP meetings, Winter Leadership Meetings, Summer Leadership Retreats, etc. 	School Administration
Accreditation Support	<ul style="list-style-type: none"> • Assist school, with Board approval, on all aspects of the accreditation process, including understanding and explaining the process and philosophy of accreditation • Manage timelines • Review/revise narratives and ratings from school • Collate, protect, and provide evidence to evaluators • Host internal meetings • Attend site visits at school • Assist school with follow-up as needed • Collate "big takeaways for improvement" and provide to Leadership Team for consideration about overall program improvements 	School Administration
Research and Analysis	<ul style="list-style-type: none"> • Conduct on-demand data analysis at the Board's direction for school level student performance, student demographics, student learning, and trends in all of the above • Prepare, conduct, analyze, and report results of the annual Parent Satisfaction Survey and Student Satisfaction Survey • Inform various groups within Connections on how to best serve ARCA families • Provide results to faculty and administration to undergo continuous school improvement and to focus on areas of improvement • Maintain marketing databases to ensure accurate and timely communication of information to families throughout the application, enrollment, and onboarding processes 	School Administration
School Handbook Support	<ul style="list-style-type: none"> • Create, edit, revise, manage Board approval process for, and publish school handbooks • Coordinate review and approval with Board designee and/or Board Legal Counsel 	School Administration

Administration	Description	Corresponding Fee Schedule Category
Outreach Support	<ul style="list-style-type: none"> • Create awareness of school, with Board approval, through a variety of media, including: television advertising, radio advertising, online advertising, events, direct mail, and media relations • Inform prospective families on how the program works and what to expect when attending ARCA through: information sessions, email communications, parent-led consultations, school-specific websites, catalog mailings, calls to families that provide phone number, and more • Provide discrete outreach activities including: creating and distributing collateral materials that describe the ARCA program, assisting ARCA in planning and implementation of information sessions, soliciting local media to cover ARCA and its students in news stories, creating and deploying advertising campaigns on television, radio, and print to increase awareness of the school, sending email communications to prospective families to inform them about the school and announcing activities or events, etc. 	Marketing
Enrollment Services	<ul style="list-style-type: none"> • Support and communication with caretakers throughout the enrollment process • Review and verify enrollment document • Review and verify student eligibility • Manage caps, waitlists, and lotteries • Report on regulatory compliance assurance • Train and support school personnel 	Enrollment & Records Management
Academic Placement Services	<ul style="list-style-type: none"> • Provide support and consultation for caretakers • Review academic documentation for completeness and regulatory compliance • Administer placement testing • Build course placement process on a sustainable algorithm using academic history data to produce readiness indicators • Place students in academic courses, clubs, and supplemental instructional support programs • Align with state compliance regulations for course offerings, progression plans, and high school graduation requirements 	Enrollment & Records Management

Administration	Description	Corresponding Fee Schedule Category
Student Records Management	<ul style="list-style-type: none"> • Ensure student records are maintained in accordance with state, local, and federal requirements • Utilize Connexus for records management needs, including enrollment documentation, attendance data, lesson completion, assessment results, transcripts 	Enrollment & Records Management
Professional Development and Training	<ul style="list-style-type: none"> • Coordinate, plan, deliver, and continuously support professional development initiatives through systematic and comprehensive multi-year professional development plan • Provide school staff with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. • Provide training on topics such as current trends in online learning as well as the Core Standards for Facilitating Student Learning • Manage Teacher Course Liaison program, which provides teachers with the opportunity to collaborate and share, via threaded discussions, with other teachers who teach the same courses at schools supported by Connections • Maintain Professional Learning Community resources (PLCr) section of Connexus which includes instructional tools and strategies, guidelines for accessing intervention resources for students, and professional learning research and resources 	Educational Resource Center
External Reporting Support	<ul style="list-style-type: none"> • Maintain robust External Deadline Management system in Connexus • Work with all parties to ensure external reporting deadlines are identified, documented, and fulfilled 	School Administration
State Testing Support	<ul style="list-style-type: none"> • Support school in all issues related to state testing • Ensure schools have necessary functionality in Connexus to track student registration and participation in state testing • Provide ARCA updates on student participation during state testing • Work with schools on importing and providing access to state test scores 	School Administration

Administration	Description	Corresponding Fee Schedule Category
<p>Accountability Support</p>	<ul style="list-style-type: none"> ● Support and oversee accountability processes and practices built around the development, implementation, and quarterly review/revision of data-driven school improvement plans ● Support and oversee reporting of results as required by state and other stakeholders. ● Includes support for access and analysis of the wide variety of data sets generated by weekly, monthly, and periodic/annual continuous improvement processes to improve learner outcomes such as weekly school-based reviews, teacher Professional Learning Community (PLC) meetings, Welcome Calls, and regular Curriculum-Based Assessments (CBA). ● Includes monthly School Data Training sessions; periodic after-action reviews focused on outcomes and lessons learned from major initiatives; quarterly meetings with other schools to review Quarterly Metrics, progress toward School Focus Goals, and School Improvement Plans; and annual meetings with other schools to review continuous improvement efforts and share best practices. 	<p>School Administration</p>
<p>Grant Identification, Writing, and Administration</p>	<ul style="list-style-type: none"> ● Assist in identifying grant opportunities ● Present overview of grant to School Leadership Team and school leader to decide if school will pursue the opportunity ● Coordinate the stakeholders and project manage the work needed ● Draft and finalize grant with all the appropriate approvals needed 	<p>School Administration</p>
<p>General Board Support</p>	<ul style="list-style-type: none"> ● Support ARCA Board by drafting meeting agendas and minutes, preparing and disseminating Board packages, complying with all necessary legal posting requirements, corresponding with Board members, attending Board meetings, tracking deliverables and comments for meetings and maintaining minute books, and other Board records and documentation ● Assist Board and school leader with compliance related matters requiring Board consideration in a timely manner ● Act as a liaison with the school and Board as appropriate ● Assist with all legal items and maintenance of the charter school entity (Articles, Bylaws, EIN, etc.) ● Draft Board policies for review by Board Counsel and consideration by the Board 	<p>School Administration</p>

Administration	Description	Corresponding Fee Schedule Category
Governance Training	<ul style="list-style-type: none"> • Develop, implement, and coordinate in person training programs offered by Connections and other partnering training professionals and authorizers • Identify and assist with the coordination of state and national training opportunities for Board members • Coordinate peer-to-peer networking opportunities. 	School Administration
Authorizer Compliance and Reporting Support	<ul style="list-style-type: none"> • Track compliance requirements and deadlines within authorizer/sponsor compliance reporting systems • Ensure governance related items are completed and submitted in a timely manner 	School Administration
Human Resources Support	<ul style="list-style-type: none"> • Provide employee relations and support, benefits administration and plan design negotiation, staff recruitment, employee/workplace training, payroll services, and other required human resources functions 	Human Resources Support

Regular Classroom Instruction - see budget line 33 (V-CI 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is \$1,313,375.75 and revised 2016-17 amount is \$2,640,853.05

Pages 52-53 of the application list (see bullets) the following areas covered under "Regular Classroom Instruction".

Figure 2. Breakdown of Regular Classroom Instruction Expenses

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Core and Elective Courses	Kindergarten Curriculum: Curriculum lessons and assessments aligned with state standards to include hands-on and virtual content covering the foundations of reading, writing, social studies, science, math, physical education, art, and educational technology and online learning. Curriculum supplements include digital and interactive resources, instructional tools, books, and learning supplies (e.g., manipulatives, art kit, science kit).	Tangible and Intangible Instructional Materials
	Grades 1-5 Core Curriculum: Curriculum lessons and assessments aligned with state standards that build on foundational skills and provide scaffolded support in reading, writing, social studies, science, math, physical education, art, and educational technology and online learning. Curriculum supplements include digital and interactive resources, instructional tools, books, and learning supplies (e.g., manipulatives, art kit, science kit, yoga DVD).	
	Grades 6-8 Core Curriculum: Curriculum lessons and assessments aligned with state standards to support students as they sharpen and strengthen their knowledge and skills in language arts, math, social studies, science, art, health, and physical education. Focus on the 4 Cs (communicating, collaborating, and critical and creative thinking) is embedded throughout the core and elective courses. Curriculum supplements include digital and interactive resources, texts, and instructional tools.	
	Grades 9-12 Core Courses: Curriculum lessons and assessments aligned with state standards to provide students a rigorous, flexible, and personalized learning experience in English, math, history, and science. Many core courses have both Honors and Foundations levels to provide scaffolding or enrichment to support student learning.	

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
	<p>Grades K-5 Elective Courses: Curriculum lessons and assessments of elective courses for students in grades K-5. Electives may include Chinese, Spanish, music, home life, sign language, and Webquest (data collection in environmental science). Elective courses allow students to explore languages and music and engage in project-based learning.</p>	
	<p>Grades 6-8 Elective Courses: Curriculum lessons and assessments of elective courses for students in grades 6-8. Electives may include business keyboarding, introduction to entrepreneurship, music, Chinese, Spanish, home life, sign language, and Webquest (data collection in environmental science). Provides students with an introduction to business and entrepreneurship, as well as instruction in the humanities supports the efforts in making students college and career ready.</p>	
	<p>Grades 9-12 Elective Courses: Curriculum and assessments of elective courses for students in grades 9-12. Electives may be provided in business management, English, health and physical education, math and science, social studies, technology and engineering, visual and performing arts, world languages, and student development. Additionally, 35 Career Technology Education (CTE) courses may be offered to students, allowing them to take courses that align with national career clusters and pathways.</p>	
<p>Career Technology Education (CTE) Courses</p>	<p>Over 30 CTE courses may allow students the opportunity to take courses that fulfill pathway requirements in 11 out of 16 national career clusters. Interactive presentations, real-world activities and assignments, career connections, and an online study guide are the tools to help students prepare for college and beyond.</p>	<p>Tangible and Intangible Instructional Materials</p>

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Clubs and Activities	<ul style="list-style-type: none"> ● Provide students with opportunity to gather with peers to discuss, investigate, and collaborate about topics of interest ● Facilitate national clubs and special events each year, including student publications such as Pens and Lens, the Monitor Newspaper, and the Connections Cookbook ● Publish and distribute the weekly Clubs and Activities E-Newsletter to students, Caretakers, teachers, and staff ● Oversee and manage the Yearbook, which includes text, images, and videos submitted by students, staff, and yearbook representatives from ARCA. Submissions also include school field trips, events, and graduation ceremonies. 	Tangible and Intangible Instructional Materials
Talent Networks	<ul style="list-style-type: none"> ● Promote opportunities and create awareness of the Talent Networks for middle and high school students involved in competitive sports, visual and performing arts, and STEM courses ● Oversee and manage the application process for Talent Networks including virtual open houses, school communications, and support for caretakers and students ● Facilitate a vast number of special events, competitions, collaborative projects, and LiveLesson sessions for Talent Network students ● Work closely with students as they network and communicate with peers and professionals in their fields of talent ● Plan and manage enrichment activities include guest presentations, artists and athletes in residence, lettering in their Talent Network, and long-range collaborative projects designed to solve real-life problems or demonstrate areas of expertise 	Tangible and Intangible Instructional Materials

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Connexus Education Management System (EMS)	<ul style="list-style-type: none"> Provide Connections' proprietary education management system, Connexus, which is a combination of a learning management system, student information system, and communication tool. Connexus creates a rich, vibrant virtual classroom experience that allows parents, teachers, and students to work together in a supportive environment. The comprehensive, reliable, and user-friendly system guides students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents are able to access the school 24/7/365 from any Internet connection. Connexus delivers every assignment and tracks every activity (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students and Learning Coaches will access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. All new releases and updates of Connexus will be automatically provided. 	Connexus Annual License
LiveLesson (Online Classroom)	<ul style="list-style-type: none"> Provide LiveLesson sessions which are unique, interactive tools that allow teachers to create and lead the real-time, lively interactions of a traditional classroom, but in an online setting 	Connexus Annual License
Staff Instructional Technology and Software	<ul style="list-style-type: none"> Provide staff with use of computers and necessary software including shipping & handling, technical support, repairs, and replacement if necessary 	Hardware/Software - Employees
Student Instructional Technology, and Software	<ul style="list-style-type: none"> Provide for student use of a computer pre-imaged with necessary software including shipping & handling, technical support, repairs, and replacement if necessary 	Student Technology Assistance - Desktop
Supplemental Instructional Support Programs	<ul style="list-style-type: none"> Provide for tiered supplemental instructional support programs including: Study Island, SkillsTutor™, Raz-Kids™, Reading Eggs, Reading Eggspress, Headsprout, Math-Whizz®, SuccessMaker® Math, SuccessMaker® Reading, Algebra 1 Math XL®, Algebra 2 Math XL®, and Geometry Math XL® 	Tangible and Intangible Instructional Materials

Special Education - see budget line 47 (V-SE 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is \$52,422.86 and revised 2016-17 amount is \$104,845.71

Page 53 of the application lists (see bullets) the following areas covered under "Special Education".

Figure 3. Breakdown of Special Education Expenses

Special Education	Description	Corresponding Fee Schedule Category
Special Education Protocol Development	<ul style="list-style-type: none"> • Provide support services to assist school with developing state-specific Special Education Protocols (policies, procedures and protocols that comply with state and federal law and provide guidance in provision of special education services) • Receive and review school's Special Education Protocols and any modifications and amendments to ensure compliance with state procedures • Assist school with holding IEP meetings to adopt or amend incoming students' IEPs, utilizing proper notice procedures within 30 days, or fewer according to state law, of enrollment • Provide guidance or assistance to school in determining appropriate Assistive Technology, special education, and related services – ARCA will conduct an annual review if date is pending or overdue and document all information in Connexus 	Special Education Oversight and Support
Special Education Training and Professional Development	<ul style="list-style-type: none"> • Provide professional development related to: adherence with policies, procedures and protocols that comply with state and federal law and provide guidance in provision of FAPE in each student's LRE, documentation procedures in Connexus, and providing education suitable for student including direct instruction • Provide curriculum, including curriculum for alternatively assessed students • Train Manager of Special Education and teachers on recommended instructional model • Provide support with determining how to modify general education curriculum 	Special Education Oversight and Support
Special Education Oversight and Compliance Support	<ul style="list-style-type: none"> • Monitor compliance including monthly reports and periodic onsite reviews • Provide training and compliance newsletter for ARCA Manager of Special Education 	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
IEP Management Software and Support	<ul style="list-style-type: none"> • Provide software used for creating and managing Individualized Education Plans (IEPs) and special education information • Assist school in maintaining compliance with both IDEA and state specific requirements for IEP documents 	Special Education Oversight and Support
Assistive Technology Procurement	<ul style="list-style-type: none"> • Coordinate the purchase of assistive technology including: screen readers, text readers, dictation software, touch screens, large monitors, FM systems, physical mounts for technology, Braille and large print books. 	Special Education Oversight and Support
Special Education Service Provider	<ul style="list-style-type: none"> • Coordinate vendor selection, contracting, invoice review, and payment. 	Special Education Oversight and Support
Accessibility Support	<ul style="list-style-type: none"> • Provide equality of opportunity to the greatest number of people, including people with disabilities • Create a culture of access for inclusive learning • Provide programs, products, and services that are usable by persons with disabilities • Develop solutions to remove barriers to a student's opportunity to learn and ability to demonstrate that learning • Support school in the implementation of students' IEPs or Section 504 plans that call for assistive technology and accessibility supports • Maintain an Accessibility Hotline (888-639-5960) and Accessibility email box (accessibility@connectionseducation.com) for students and families to contact for immediate support. • Provide processes for providing Closed Captioning and ASL translation to students and families • Coordinate with local agencies for in-person assistive technology training 	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
504 Plan Guidance	<ul style="list-style-type: none"> • Provide guidance as needed • Review periodically Section 504 plans during school audit visits • Work with special education leaders to train special education teachers/Section 504 coordinators in developing Section 504 plans • Conduct a review of the Section 504 plan if student is not making progress towards IEP goals • Determine how to assist student to make progress • Seek guidance from Student Services representative as needed • Conduct assessments and testing necessary to assist in determining how to provide FAPE to student within state timelines 	Special Education Oversight and Support
At-Risk Population Support Services	<ul style="list-style-type: none"> • Coordinate identification and tracking of At-Risk students based on specific criteria set by the school • Support intervention efforts. • Support ARCA with the three potential tiers of interventions available for At-Risk students. If Tier 1 intervention is insufficient to make progress, the student will be referred to the School Prevention, Review, and Intervention Team (SPRINT) composed of teachers and administrators for additional determination of need and intervention. Students will then be assigned to an intervention teacher who will provide additional interventions and monitor progress. The primary difference between Tier I, Tier II, and Tier III instruction is the frequency and intensity of the interventions and can include one-on-one lessons or more targeted lessons depending on the students' needs. Tier III interventions are designed to address instructional needs of students who required additional support mastering Essential Skills and Standards. 	Special Education Oversight and Support
Homeless and Migrant Support	<ul style="list-style-type: none"> • Assist ARCA with enrolling, identifying, and supporting students who are eligible under the McKinney Vento Act • Facilitate enrollment through alternative proof of residency options 	Special Education Oversight and Support
School Counseling Support	<ul style="list-style-type: none"> • Provide college counseling including Clubs and College Counseling Newsletter • Monitor child welfare and support critical tasks in the school counseling calendar 	Special Education Oversight and Support

Gifted and Talented Program - see budget line 61 (V-GT 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is \$88,075.50 and revised 2016-17 amount is \$177,294.45

Pages 52-53 of the application list (see bullets) the following areas covered under "Regular Classroom Instruction" and "Special Education".

Figure 4. Breakdown of Gifted and Talented Program Expenses

Gifted and Talented	Description	Corresponding Fee Schedule Category
Gifted and Talented Curriculum	Curriculum lessons, assessments, and enrichment material that align with state standards and provide gifted students with compacted content, enrichment opportunities, project-based learning, and inquiry-based exploration. Curriculum supplements include digital and interactive resources, texts, and instructional tools.	Tangible and Intangible Instructional Materials
Advanced Placement [®] (AP) courses	AP courses approved by College Board that may include the arts, STEM, social sciences, and humanities. Courses include college-level resources, references, and research opportunities, as well as practice activities and tests to prepare students to take the AP tests in the spring.	Tangible and Intangible Instructional Materials
Gifted Program Support	<ul style="list-style-type: none"> • Support identification, placement and instructional strategies for gifted students • Provide professional development for cohorts of GT Leads, GT teachers, and AP teachers 	Special Education Oversight and Support

English Language Learner Program - see budget line 89 (V-ELL 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is \$14,297.14 and revised 2016-17 amount is \$28,594.29

Page 53 of the application lists (see bullets) the following areas covered under "Special Education".

Figure 5. Breakdown of English Language Learner Program Expenses

English Language Learner	Description	Corresponding Fee Schedule Category
ELL Support (provided by ESOL/TESOL certified leaders and teachers)	<ul style="list-style-type: none"> • Provide oversight, training (Sheltered Instruction Observation Protocol), translation services for IEP and ELL documents, and translators at IEP meetings and parent contacts • Provide instructional materials for English Language Learners 	Special Education Oversight and Support

Fiscal Services - see budget line 145 (V-FS 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is \$97,776.75 and revised 2016-17 amount is \$195,553.50.

Page 53 of the application lists (see bullets) the following areas covered under "Fiscal Services".

Figure 6. Breakdown of Fiscal Services Expenses

Fiscal Services	Description	Corresponding Fee Schedule Category
School Financial Services	<ul style="list-style-type: none"> • Provide school accounting and general ledger maintenance, annual budget development, bank reconciliations and cash management functions • Prepare monthly reforecast/financial statement deliverables • Monitor state funding and state fiscal reporting (annual financial reports, program specific reporting, etc.) • Monitor budget and prepare budget revisions • Develop and monitor fiscal policy • Support ARCA Board (monthly financial presentation, periodic treasurer training) • Support ARCA during audits (annual external audits, state programmatic audits, federal grant audits) • Monitor federal and state fiscal compliance • Support grant accounting/tracking • Assist with preparation of grant budgets • Prepare grant reimbursement requests • Manage tax and other financial filings • Provide ad hoc analysis to support legislative initiatives 	Accounting and Regulatory Reporting

Fiscal Services	Description	Corresponding Fee Schedule Category
Federal Programs Support	<ul style="list-style-type: none"> • Ensure funding opportunities are maximized, awards are approved in a timely manner, and programmatic and fiscal requirements are met for Title 1, IIA, III and/or IDEA funding. • Apply for funds • Determine and ensure completion of all related requirements (time/effort, parent notifications, parent involvement policy/compact, fiscal policies and internal controls, homeless policies, procedures documents) • Provide oversight and technical assistance for external audits/monitoring visits • Identify students who can be serve • Ensure funds are allocated in an allowable manner both based on federal/state guidelines as well as Connections' requirements, tracking expenses, acquiring and renewing • Register for DUNS/SAM as required. 	Accounting and Regulatory Reporting
Payroll	<ul style="list-style-type: none"> • Process payroll • Calculate teacher pro-rations based on school pay calendar for new hires, position changes, terminations and leaves of absence • Manage and track payroll adjustments from multiple systems, including: stipends, special payments, teacher summer hours, benefits and leave of absence adjustments • Manage pension reporting and funding • Administer 403b plan • Remit withholdings and process annual census • Register with state and local taxing authorities and research tax notices/inquiries • Provide support for workers compensation and other audits 	Human Resources Support
Accounts Payable	<ul style="list-style-type: none"> • Establish expense reimbursement and disbursement policies that adhere to state specific guidelines • Maintain web-based expense reporting system and train and support school employees on its usage • Audit expense reports for compliance with established polices • Support school audits by providing invoice copies and other supporting data. 	Treasury Services

Fiscal Services	Description	Corresponding Fee Schedule Category
Cash Flow Protection	<ul style="list-style-type: none"> • Protect the school from cash flow volatility by awaiting reimbursement of Connections charges until the school has the funds available to make payment and by allowing the school to pay in installments 	Treasury Services
School Business Support	<ul style="list-style-type: none"> • Provide a broad range of school business needs such as billing, reimbursement requests, and the management of third party providers (e.g., E-Rate and Medicaid reimbursement programs) 	Accounting and Regulatory Reporting
Internet Subsidy Management and Payment Processing	<ul style="list-style-type: none"> • Provide subsidy to households for Internet service. Eligible households, actively enrolled at the time of disbursement, receive subsidies in the form of a pre-paid debit card • Make payments to households quarterly 	Internet Subsidy Payment Processing

Maintenance and Operation - see budget line 159 (V-MO 1) - Connections Academy of Arkansas, LLC in Attachment 6 Revised 2015-16 amount is \$105,000 and revised 2016-17 amount is \$195,000.

Page 53 of the application lists (see bullets) the following areas covered under "Maintenance and Operations".

Figure 7. Breakdown of Maintenance and Operation Expenses

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Systems Administration	<ul style="list-style-type: none"> Configure and support SharePoint Site Configuration, Microsoft Active Directory Administration, Email Administration through Microsoft Exchange, Microsoft Lync hosting and support; scanner/copier installation, and other initiatives as requested. 	Facilities Support Services
Telecommunications Support	<ul style="list-style-type: none"> Plan and design new sites/relocation including requirements gathering, site surveys, vendor coordination, phone system, equipment ordering and installation, circuit ordering and coordination of installation, programming/testing, and training. Provide ongoing support including moves/adds/changes, troubleshooting and repairs, system upgrades, maintenance of spare inventory, capacity planning and analysis/ordering of additional circuits/lines/equipment and vendor coordination. 	Facilities Support Services
Networking & Internet Connectivity	<ul style="list-style-type: none"> Design, procure, setup, and maintain Local Area Network, wireless connectivity, Internet service provider installation and maintenance, and firewall security services 	Facilities Support Services
MIS Help Desk	<ul style="list-style-type: none"> Provide ongoing technical support for all staff, students, and caretakers. 	Technical Support and Repairs

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Facilities Support Services	<ul style="list-style-type: none"> ● Identify facility ● Assist in the negotiation of a lease ● Equip facility ● Ensure facility has the necessary infrastructure to support the required computer network ● Bring facility into compliance with all building, zoning, and health and safety requirements. <p>Construction Phase:</p> <ol style="list-style-type: none"> 1. Produce/revise test fits and floor plans 2. Manage resources, vendors, architects and contractors 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord and Board Attorney communications and compliance <p>Occupancy Phase:</p> <ol style="list-style-type: none"> 1. Order supplemental equipment, furniture, and supplies as needed 2. Manage security, safety, and maintenance of vendors/contractors 3. Respond to and handle all emergency/disaster scenarios 4. Manage vendor/contractor invoices 5. Manage Landlord communications and compliance <p>Shutdown Phase:</p> <ol style="list-style-type: none"> 1. Manage personnel moves 2. Manage site shutdown activities 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord communications and walk-throughs 	Facilities Support Services
Insurance/Risk Management Support	<ul style="list-style-type: none"> ● Ensure compliance with all state, local, and district insurance requirements ● Maintain appropriate levels of property coverage in the event of a catastrophic loss to the school facility ● Maintain adequate coverage for claims against school personnel and workers compensation policies 	Facilities Support Services
Purchasing Support	<ul style="list-style-type: none"> ● Support school purchasing needs related to supplies, technology, facilities, equipment, vendor contracts, and miscellaneous items 	School Administration

Connections Standard Fee Schedule can be found in Attachment 16 of the original application.

Figure 8. Fee Schedule Categories aligned to Charter Application Budget Categories

Fee Schedule Category	Charter Application Budget Category
Educational Resource Center	Administration
Connexus Annual License (EMS)	Regular Classroom Instruction
Technical Support & Repairs	Maintenance and Operations
Accounting and Regulatory Reporting	Fiscal Services
Hardware/Software - Employees	Regular Classroom Instruction
Human Resources Support	Administration
School Curriculum Supplies	Regular Classroom Instruction
Facility Support Services	Maintenance and Operations
Student Technology Assistance - Desktop	Regular Classroom Instruction
Internet Subsidy Payment Processing	Fiscal Services
Enrollment and Records Management	Administration
Curriculum Postage	Regular Classroom Instruction
Tangible and Intangible Instructional Materials	Regular Classroom Instruction, Gifted and Talented
Treasury Services	Fiscal Services
Marketing Services	Administration
School Administration	Administration
Special Education Oversight and Support	Special Education, Gifted and Talented Program, English Language Learner Program

ATTACHMENT 3
LETTER FROM CRYSTAL BRIDGES



July 20, 2015

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

To whom it may concern:

Crystal Bridges Museum of American Art supports fine arts education in Arkansas and beyond through its education outreach efforts.

As part of this mission, we have met with Arkansas Connections Academy and heard about their efforts to extend learning opportunities statewide through an online public charter school program. We see potential for innovative collaboration between our two programs, particularly as Crystal Bridges explores online education programs to reach all students, particularly those who are rural or disadvantaged.

Crystal Bridges is currently piloting a fully-online art course that incorporates U.S. history, the visual arts, and career education. This first-of-its-kind course can be delivered by online providers, possibly including Arkansas Connections Academy, to increase student learning and career exploration in these areas. The course should be available for the 2016-17 school year when Arkansas Connections Academy hopes to open and we have been in contact with their curriculum department to explore whether the course will be compatible with their systems.

We would also be happy to work with Arkansas Connections Academy to plan fun and educational in-person field trips throughout the year. These field trips will be excellent opportunities to meet other parents, students, and teachers face-to-face, and to supplement learning presented in students' lessons.

Sincerely,

A handwritten signature in cursive script that reads "Anne Kraybill".

Anne Kraybill
Director of Education and Research in Learning
Crystal Bridges Museum of American Art

ATTACHMENT 4
MATH INITIATIVES

CONNECTIONS EDUCATION COMPREHENSIVE MATH INITIATIVE

CURRICULUM • INSTRUCTION • ASSESSMENT • RESEARCH • DATA ANALYTICS

Mission

The mission of Connections Education and the schools it supports is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

Virtual School Students and Math

Connections supported schools provide students and families with an alternative to traditional brick-and-mortar schooling when they are seeking a different type of learning environment. In addition to supporting students who may be looking for more challenge, students attend virtual school because they have struggled (for a variety of reasons) in their previous school. A significant percentage of students who enroll in Connections supported schools are behind in math and need intensive learning supports to catch up to their grade level peers. In addition, many students start the school year at a traditional school and make the decision to enroll in an online school after the school year has started. Our data indicates that students who enroll late often struggle to maintain their grades which is evident in math performance.

- 35% of new students who enrolled in a Connections supported school during the 2013-2014 school year were not proficient in math the previous year.
- 37.4% of students who enrolled in a Connections supported school during the 2013-2014 school year enrolled after the first day of school.

Supporting Increased Math Performance

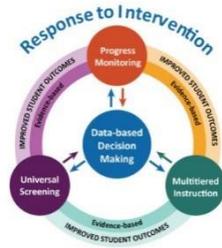
Connections Education is addressing math in a comprehensive manner ensuring that all perspectives, from student, teacher, and parent, are included:

- Curriculum & Instruction: Connections Education curriculum is aligned to the most current state standards; instructional activities and assessments align to how students are being asked to demonstrate their learning.
- Data Analytics & Assessments: Real-time data is used to actively engage students in the learning process, ensuring students' current performance levels are monitored, and identifying student and teacher behaviors that support learning and mastery to improve practices.
- Research and Support Programs: Learning sciences, cognitive sciences and research based practices are applied to the development of curriculum and instructional activities, and to the development of support programs, which include student engagement and resources, continuous teacher professional development, and instructionally focused parent support programs.

Recent Initiatives to Improve Math Performance

Systematic Response to Intervention Program

Connections Education recently implemented a systematic response to intervention program to ensure all students are receiving timely and effective instructional support, and that their performance is being actively monitored. Students who struggle with the core reading and math curriculum are assigned appropriate instructional interventions targeted to their greatest area of need.



Multi-Year Professional Development for Teachers

Research indicates that the single most important factor affecting student achievement is the teacher, and that sustained and professional learning for teachers is related to student-achievement gains. A systematic multi-year professional learning plan for teachers, initiated in 2013-2014, is aligned to learning science research, data-driven instructional practices, and the results of data analysis by Connections Education.

Examples of professional learning session topics and student performance meetings include:

- Are My Students Learning? Knowing When and How to Intervene
- Unlocking Math in a Virtual World
- Teaching Children with Learning Differences
- Weekly Interdepartmental Math Student Performance Committee Meetings

New Algebra I Course & Enhancements to All K-12 Math Courses

During the 2014-2015 school year, an enhanced Algebra I course was piloted in several Connections supported schools; and was based on learning science research and student performance data analytics.

All math courses through Algebra 2 have been updated to include these same enhancements for the school year. Enhancements include:

- self-reflection components that require students to assess their mastery of prerequisite skills and additional targeted activities that provide opportunities to explain mathematical thinking
- review and practice activities that target prerequisite skills and improve memory
- expanded assessment question types, such as practice interactives and widgets, that require students to demonstrate learning in alignment with Next Generation Assessments
- opportunities to evaluate student understanding of new concepts prior to taking an assessment

Math Efficacy Research

The results of Connections Education math research studies, in collaboration with Pearson, will inform additional curriculum enhancements, instructional resources, and teacher professional development. Areas of study include:

- The impact of working memory training on math performance
- The impact of increased teacher and student understanding and engagement in math metacognitive practices (thinking about math) on student math performance
- The impact of specific math interventions on student math performance
- The relationship between teacher feedback (type and quantity) on student math performance

ATTACHMENT 5
PLANNING INSTRUCTION AND SERVICES
FOR ELL STUDENTS

Arkansas Connections Academy (ARCA) Services for English Language Learners

Planning Instruction and Services for ELL Students						
	Level 1	Level 2	Level 3	Level 4	Level 5	Monitoring
ELPA Levels	Pre-functional	Beginning	Intermediate	Advanced	Fully English Proficient	
Gen Ed LL Attendance	ELLs must attend all English Language Arts LiveLesson® sessions					Consultation with student, family, and teachers four times per year
ELL Services Via LiveLesson® session	2x 60 or 4x30 minutes weekly	1x60 or 2x30 minutes weekly	Intervention to address target area(s) 1x30 minutes weekly	Intervention to Target Area(s) 1x30 minutes twice monthly	Intervention to Target Area(s) 1x30 minutes monthly	
	<i>** If additional intervention is assigned as well, coordinate to total 5 days per week (i.e., if Raz-Kids 2x per week, assign SuccessMaker 3x week).</i>					
SISP Enrollment for ELA (reading, writing, speaking listening)	Interventions if appropriate (consider age and grade level): 1.) Reading Eggs 2.) Raz-Kids 3.) SkillsTutor 4.) Study Island 5.) SuccessMaker 6.) Write To Learn			Reading (consider age and grade level): 1.) Reading Eggs 2.) Raz-Kids 3.) SkillsTutor 4.) Study Island 5.) ESL ReadingMate/Smart 6.) SuccessMaker		

ATTACHMENT 6
SIOP OVERVIEW

THE SIOP[®] MODEL

Sheltered Instruction Observation Protocol
Professional Development

Eight Components

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review and Assessment

For more information,
please visit the [Pearson
SIOP website.](#)

ARKANSAS CONNECTIONS ACADEMY

SUMMARY

Arkansas Connections Academy

Sponsoring Entity: Arkansas Connections Academy, Inc.

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

Grade Levels: K-12

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	K-9	600
2017-2018	K-10	1,200
2018-2019	K-11	2,000
2019-2020	K-12	2,500
2020-2021	K-12	3,000

Address of Proposed Charter: 609 SW 8th Street
Bentonville, AR 72712

Mission Statement:

Arkansas Connections Academy (ARCA) will offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality online school. ARCA will provide a complete public school experience for students in grades K-12 focusing on the students' academic growth, social and emotional needs, and post-secondary goals.

The school will embody multiple hallmarks of excellence: a rigorous curriculum aligned to the Arkansas Curriculum Frameworks; licensed teachers actively engaged with students and families; and an educational management system designed to provide accountability through data collection, analysis, and reporting.

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

Bentonville School District

26.09 % free and reduced-price lunch (2014-2015)

Needs Improvement District (ESEA 2014) - Literacy, Mathematics, and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support Included in Application

Samantha Leshner

Parent

Kristi Rhodes

Parent

Marsha McCarver

Parent

John F. Watson,

Evergreen Education Group

Michael B. Horn, and

Clayton Christensen Institute

Tom Vander Ark

Getting Smart

Additional Letters of Support on File in the Charter Office

Anne Kraybill	Crystal Bridges
Carla and Eric Hartwell	Parents
James and Brenda High	Parents
Deanna High	Student
Bruce Selvog	Parent
Emily Moore	Parent
Melinda M. Beers	Parent

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

C6: SCHEDULE OF COURSES OFFERED

It remains unclear what gifted and talented courses will be offered and who will teach them.

C8: CURRICULUM ALIGNMENT

The information does not provide assurance that courses/materials are completely aligned with the Arkansas Curriculum Frameworks.

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Arkansas Connections Academy

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, “ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections.”

Applicant Response:

ARCA teachers will all be licensed educators. ARCA is requesting waivers of teacher licensure requirements so that some classes that would otherwise not be able to be offered to ARCA students may be taught by teachers who are licensed in states other than Arkansas. All teachers will be subject to required background checks and the Code of Ethics for Arkansas Educators, regardless of state licensure.

This arrangement would allow ARCA to offer more courses from Connections’ catalog while maintaining the teacher quality indicated by state licensure. There may be courses for which an Arkansas-licensed teacher cannot be identified or courses with lower student interest (e.g., AP courses and advanced and low incidence world languages, CTE courses, and electives). In such instances, ARCA could still offer these courses using the resources of Connections’ private school (iNACA), which employs teachers who are licensed in the states they reside.

ARCA anticipates these instances would affect very few students and only for the better, as students could enroll in courses that would not otherwise be offered. ARCA estimates over 90% of course enrollments, or 9 out of 10 seats in courses, will be taught by a teacher licensed in Arkansas. For example, if 500 students enroll in six courses each (3,000 total course enrollments), no fewer than 2,700 of those course enrollments (90% of 3,000) would be taught by a teacher licensed in Arkansas.

If these teacher licensure waivers are not granted, all ARCA teachers will be Arkansas-licensed. This would not affect the viability of the ARCA program but would limit some of the courses available to students.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Provide the number of attendants for the nine online and 12 in-person information sessions held in addition to the six discussed.

Applicant Response:

In addition to the six attendants at the Bentonville public hearing and three attendants at the North Little Rock public hearing, two people attended in-person information sessions and one attended an online information session. The recording of the online information session remains available for interested families.

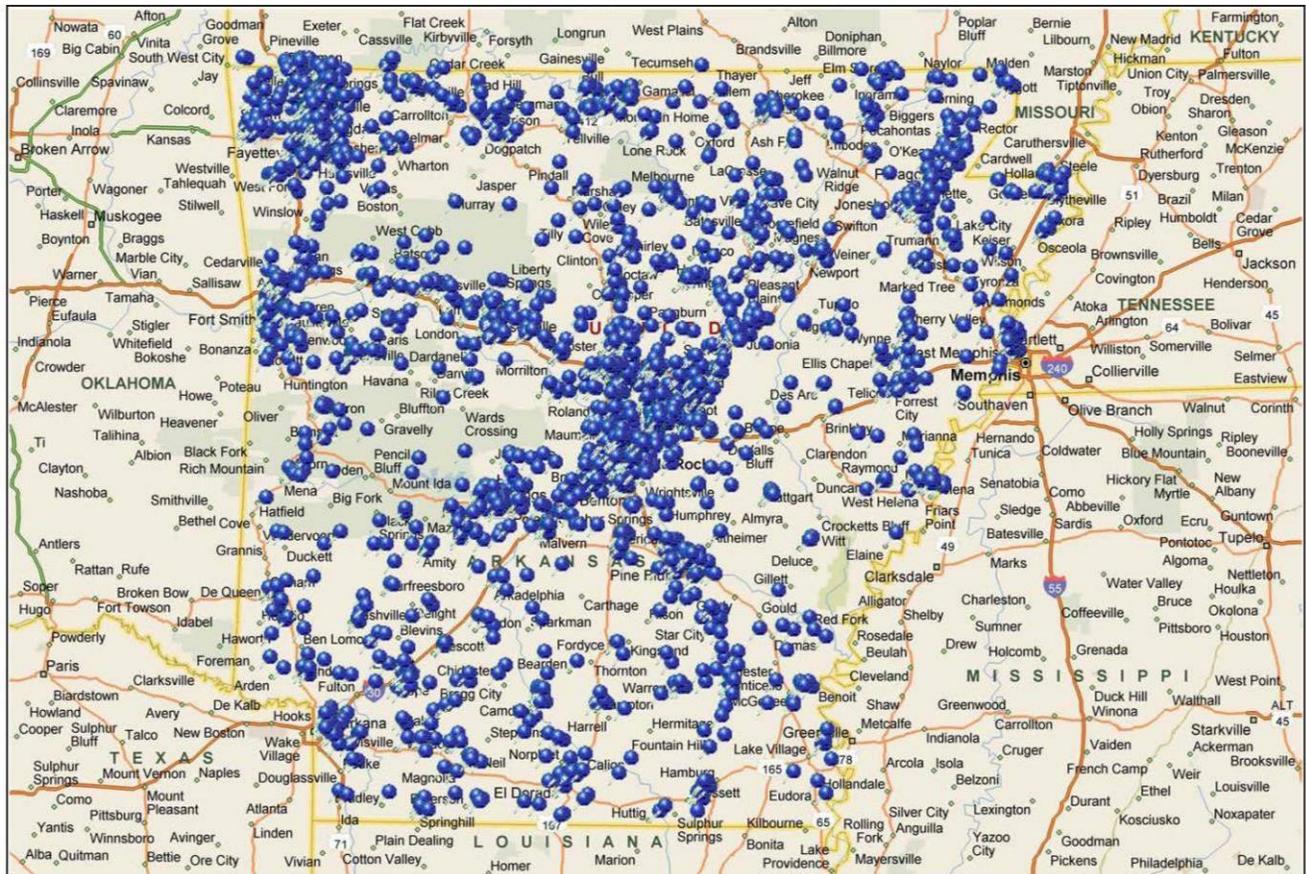
Connections' experience in other states is that information sessions, though initially attended sporadically, are vital to community outreach efforts. Attendance at information sessions typically increases once presenters are able to offer school enrollment, rather than the possibility of a school in the future. Word of mouth spreads quickly among parents seeking educational alternatives and a single attendee often leads to several other families who want to know more.

ARCA has provided information to families through various other channels as well. The ARCA

Facebook page has 111 followers and ARCA has received 11 letters of support, which are available upon request. Additionally, over 3,000 families across Arkansas have registered on Connections' website to learn more. Families who choose not to register on the website can still learn about Connections' curriculum, accreditation, and parent satisfaction through the website as well as use tools such as Contact a Parent, Contact a Teacher, and browse the Connections Program Guide.

A map of those families who have registered is included in Figure 1, demonstrating strong interest across Arkansas. ARCA will continue to offer online and in-person information sessions throughout the state to reach these and other families.

Figure 1. Locations of Interested Families



With the statewide interest in the Connections program and its NCAA approval of many high school courses, growing participation in online learning generally (Keeping Pace Report referenced in C.4), and enrollment cap on the state's single online public school, ARCA believes that many Arkansas students and their families will be interested in and benefit from attending ARCA.

C2: GOVERNING STRUCTURE

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

Evaluation Criteria:

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

Fully Responsive

C3: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

Concerns and Additional Question

- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, “ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections.”

Applicant Response:

Please see response to Part B Executive Summary.

C4: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain what is meant by “0.90 ratio of school results to state averages on the ACT Aspire.”

Applicant Response:

The ratio of school proficiency rates to statewide proficiency rates on the ACT ASPIRE will be at least 0.90, signifying ARCA students are approaching a level of proficiency that is nearly equivalent to other Arkansas students.

Figure 2 highlights an example explaining the calculation of ratios of school proficiency versus state proficiency on state assessments. The example is based on actual data from Texas Connections Academy at Houston (TCAH) and the State of Texas for 2013-14 academic year state assessments in reading, math, and science.

Figure 2. Example of Calculating Ratios

Grade/Subject	TCAH # Tested	TCAH % Proficient	State % Proficient	Ratio
3rd grade Reading	95	73.7%	76.0%	0.97
4th grade Reading	137	77.4%	74.0%	1.05
5th grade Reading	225	89.3%	76.0%	1.18
6th grade Reading	245	86.5%	77.0%	1.12
7th grade Reading	334	83.5%	75.0%	1.11
8th grade Reading	374	96.5%	82.0%	1.18
English I	433	74.0%	72.0%	1.03
English II	476	75.0%	73.0%	1.03
Weighted Average for Reading – 2319 tested students				1.09
3rd grade Math	95	37.9%	70.0%	0.54
4th grade Math	138	54.3%	70.0%	0.78
5th grade Math	226	73.5%	79.0%	0.93
6th grade Math	244	77.5%	78.0%	0.99
7th grade Math	315	60.6%	67.0%	0.90
8th grade Math	331	84.0%	79.0%	1.06
Algebra I	420	72.0%	86.0%	0.84
Weighted Average for Math – 1,769 tested students				0.90
5th grade Science	220	65.0%	73.0%	0.89

8th grade Science	361	64.3%	70.0%	0.92
Biology	429	91.0%	93.0%	0.98
Weighted Average for Science – 1,010 tested students				0.94
Overall Weighted Average across all three subjects – 5,098 tested students				0.99

- Grade/Subject: Grade and subject area being tested
- TCAH # Tested: The number of students tested in this grade/subject area
- TCAH % Proficient: The percentage of TCAH students that scored proficient or higher.
- State % Proficient: The percentage of students statewide that scored proficient or higher.
- Ratio: Calculated by dividing TCAH % Proficient by State % Proficient
- Weighted Average: Average of all the individual tests, taking into the number of students tested. For example, English I has about three times the impact of 4th grade reading for the reading weighted average because there were about three times as many English I students tested compared to 4th grade reading students tested. Similarly, reading has more than twice the impact as Science in the overall weighted average because there are more than twice as many students testing in reading than in science.
- Discuss growth expectations for students performing below grade level who need accelerated growth to get on pace to graduate.

Applicant Response:

ARCA’s expectations for students performing below grade level are the same as all other students, that they will become proficient in the academic standards. ARCA recognizes such students may need more than one year to achieve proficiency if they enroll more than one year behind and will also need additional support in order to meet these high expectations. This support may include individual tutoring on standards that have not been mastered, intervention programs with frequent process monitoring by teachers, or credit recovery options for students who may have previously failed a high school course.

The core academic program has mechanisms in place to identify students who are performing below grade level. Each student is given formative assessments throughout the school year. These assessments let the teachers know if the student is on track academically. If a student does not perform well on the pre-test, the teacher will be notified via real-time data on his or her teacher home page within Connexus showing that the student needs attention. (Intervention indicators are also triggered if the student does poorly on the state assessment. It will be important for the school to gather previous year’s test scores and enter them into Connexus. The more data teachers have on previous performance, the better the decisions made for the students.) Teachers can assign interventions, set up tutoring, and create personalized plans to help their students achieve. Some of the interventions that teachers may choose to assign/monitor to increase students’ success include SuccessMaker Math, Math-Whizz, Reading Eggs, Reading Eggspress, Think Through Math, SkillsTutor, Study Island, HeadSprout, Math XL, SuccessMaker Reading, and Raz-Kids.

- Confirm that alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

Applicant Response: Alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs). Examples of possible alternative assessments are the National Center and State Collaborative Alternate Assessment on Alternate Achievement Standards (NCSC (AA-AAS)) for students in grades 3-8 and 11 who meet the eligibility criteria and the Arkansas Alternate Portfolio Assessment in science for students in grades 5, 7, and 10.

C6: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain when and how the curriculum will be modified to align with Arkansas Curriculum Frameworks.

Applicant Response:

English/Language Arts, math, science, and social studies courses for grades K-12 have already been aligned to the Arkansas Curriculum Frameworks. The alignments total hundreds of pages and therefore will be made available upon request. Alignments for electives will be completed by the end of 2015. All alignments will be completed well before the start of the inaugural school year.

Connections supports schools in many states and has extensive experience aligning courses to state-specific standards. In preparing to support ARCA, Connections mapped each course to the Arkansas Curriculum Frameworks. After an in-depth analysis of the alignments, any gaps between course content and state standards are addressed in one or more of the following ways: current courses are updated with units, lessons, activities, and/or assessments to meet the standards; a new course is built to meet the standards; and/or resources are shared with teachers to modify the existing courses to strengthen the alignments.

If a new course must be built, Connections will use the Arkansas Curriculum Framework to employ a “backwards mapping” approach. After an in-depth analysis of standards, the team identifies the types of assessments necessary to allow students to showcase their new understanding and demonstrate growth on essential skills and standards. Once evidence of mastery is determined, an assessment map is created to indicate the types of assessments to be used to monitor and evaluate performance on each standard. Curriculum designers then work backwards to design curriculum maps comprised of learning objectives, lesson activities, and digital and interactive resources that will lead students to successful mastery of concepts. Any gaps between course content and state standards are addressed

as described herein.

- Explain why all courses cannot be offered in first and second years of school operations given the online nature of the delivery.

Applicant Response:

ARCA will meet state requirements for courses offered at appropriate grade levels and will comply with Standards for Accreditation 9.03.2 (annual instruction content areas for grades K-4) and Standards for Accreditation 9.03.3 (annual instruction content areas for grades 5-8). ARCA is asking for a waiver from Standards for Accreditation 9.03.1.2 and 9.03.4 because the school will not initially serve all high school grades.

ARCA is impressed by Connections' catalog of courses but understands the exact courses offered at the school will depend on the number of students enrolled, the grade levels of enrolled students, and the number of staff hired as determined by mutual agreement of the Board, the Principal, and Connections.

Although these courses already exist in Connexus, courses require an assigned teacher in order to be offered at the school. Teachers are essential to high-quality online instruction and support students in the following ways:

- Communicate frequently with students and Learning Coaches; document and review all interactions.
- Modify lesson pacing, lesson content, and organizational routines to meet diverse instructional needs.
- Monitor and differentiate instruction based on student achievement, state requirements, and program expectations.
- Review, grade, and provide high-quality, personalized, and instructionally-focused feedback on student work.
- Provide immediate intervention to students who are struggling and adjust the intensity, frequency, and nature of interventions and enrichment based on student performance.
- Monitor student response to intervention regularly, document results, and follow the process for referring any students not making progress to the Student Support Team.

Therefore, due to staffing constraints, Connections' wide range of courses may not be fully offered during the first and second years of school operations. Granting ARCA's licensure and professional development waiver requests to allow teachers licensed in a state other than Arkansas to instruct ARCA students would help to alleviate this issue.

Regardless of the licensure and professional development waivers, ARCA's initial high school cohort will have access to a full course load that will allow students to graduate on time under Smart Core requirements and by the start of this initial cohort's 12th grade year, ARCA will offer all 38 required units, less any waived requirements.

- Explain what is offered in the first and second years to ensure that students on an accelerated pathway will be served.

Applicant Response:

ARCA intends to meet the needs of all students who enroll, including those on an accelerated pathway. To ensure accelerated students will be served, students will be able to take above grade level courses, gifted and talented course offerings (in grades 2-8), honors level courses (in grades 9-12), and AP courses (in grades 9-12). The Connections program is highly unique in that middle school students have previously been offered and completed courses as advanced as Algebra II. Online students have these opportunities without the typical challenge of transportation to a high school campus and concern about the age gap among students. Waiving teacher licensure and professional development requirements to allow instruction by teachers licensed in a state other than Arkansas will help ensure accelerated students have access to additional advanced courses.

ARCA is asking for a waiver from Standards for Accreditation 9.03.1.2 and 9.03.4 because the school will not initially serve all high school grades. However, advanced high school courses already exist in Connexus and may be made available to students. Should accelerated high school students wish to take above grade level courses, those courses will be offered pending ARCA Board and teacher approval.

Accelerated students will be identified during the formulation of their Personalized Learning Plans (PLP). During enrollment, Academic Placement Advisors and School Counselors will review students' past records and performance to place them in appropriate courses. The PLP will be developed collaboratively by the teacher, Learning Coach, and student to tailor curriculum and instruction. Throughout the year, teachers will monitor students' progress and adjust their learning programs to identify areas where students need to improve and areas in which they can build on their strengths.

Remaining issue: It remains unclear what gifted and talented courses will be offered and who will teach them.

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain which Connections courses have not been approved by the National Collegiate Athletic Association (NCAA) Eligibility Center and how this information is routinely conveyed to students, parents, and the community.

Applicant Response:

The NCAA Eligibility Center only approves courses in the areas of language arts, math, science, social studies, and world languages that are needed to meet NCAA graduation requirements (a total of 16 core courses). In addition, the NCAA does not approve courses taught “below the regular academic level” and therefore Connections’ Foundations courses are not approved, as they are considered below Connections’ regular (college-prep) academic level. Connections maintains a list of its 75 NCAA approved courses; all other Connections courses not on the list can be considered NCAA non-approved courses. Connections’ 75 NCAA-approved courses are communicated to families in variety of formats such as the school website, the main Connections Curriculum website,¹ and in the school’s Virtual Library.

Families can also check the NCAA’s public website where submitted approved and non-approved courses are displayed. All submitted but non-approved courses show the reason for not being approved.

Because Arkansas requires more credits for graduation than the NCAA requires for eligibility, NCAA-interested students can take courses outside of the NCAA approved courses. The Manager of Counseling will be responsible for communicating the NCAA approved/non-approved courses to families and students. The Manager of Counseling will also help ensure students pursuing NCAA eligibility are placed in NCAA-approved courses to meet NCAA graduation requirements and placed in appropriate NCAA non-approved courses to meet state graduation requirements.

- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, “ARCA estimates that over 90% of course enrollments will be taught by Arkansas- licensed staff, as this is a goal jointly shared by the Board and Connections.”

Applicant Response:

Please see response to Part B Executive Summary.

- Confirm or correct the grade levels and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment
2016-2017	K-9	600
2017-2018	K-10	1,200
2018-2019	K-11	2,000
2019-2020	K-12	2,500
2020-2021	K-12	3,000

Applicant Response:

ARCA confirms the grade levels and maximum enrollment by year in the above table are appropriate.

C8: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Provide information on the way that each course, has been mapped to the Arkansas Curriculum Frameworks, other than the seven courses previously approved by the ADE to be offered digitally.

Applicant Response:

To ensure alignment to the Arkansas Curriculum Frameworks, the appropriate standards are first identified.² Connections’ alignment specialists create templates that contain the standards and the course to be aligned. Working through the course, an alignment specialist reviews each lesson in the course, course materials, resources, multimedia, and assessments to notate where each standard is addressed. It is important to note that this is not simply a keyword search, but an in-depth analysis of the course content and a manual mapping of the standards to the course content. Once the alignment is completed, Connections conducts another review to ensure accuracy and, if necessary, adjustments are made as previously described in the response to C.6. Alignments are updated annually, or sooner if a change in standards necessitates. Completed alignments are housed in Connections' Virtual Library and are made available to teachers to guide their instruction.

As a result of the alignment process, lessons and/or units may be created to enhance an existing alignment or further support students' mastery of the content.

***Access the Curriculum Framework Alignment Documents for Arkansas Connections Academy Courses by using the following URL:**

<https://drive.google.com/file/d/0B4jUQm3oumJpa0lWaFRnNks2dkU/view?usp=sharing>

Remaining issue: The information does not provide assurance that courses/materials are completely aligned with the Arkansas Curriculum Frameworks.

C9: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions

- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, “ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections.”

Applicant Response:

Please see response to Part B Executive Summary.

- Define the term “mentor” as used on page 37 of 77.

Applicant Response:

The mentor assigned to ARCA will be a Connections Special Education Senior Manager with experience implementing special education procedures and instruction in a virtual environment. The mentor will provide support, training, and modeling for the ARCA Special Education Manager. The mentor will not provide any direct service to students.

- Confirm that mentors providing direct service to special education students will have special education certification.

Applicant Response:

The mentor will not provide any direct service to students.

C10: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

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

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

C12: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Describe the timeline for enrolling, the date of the lottery, and the process for notifying parents about each child's selection or order on the waiting list.

Applicant Response:

The open enrollment period will begin on 3/1/16 and end on 4/1/16. If the school is oversubscribed, a lottery will be held on 4/11/16. The parents of selected students will receive an email confirmation within five business days after the lottery and must confirm student attendance within 10 business days of the receipt of the email. Students without confirmed attendance within 10 business days will forfeit their slots to the next eligible students on the waiting list. The parents of students who are not selected will be notified within five business days after the lottery that their students are on the waitlist. Movement from the waitlist is based on availability in a student's grade level and also allows for sibling enrollment preference. Because of this, parents will be notified when an opening is available based on the grade level opening or sibling preference.

If the school is not oversubscribed by the end of the open application period, no lottery will be held and ARCA will continue to accept applications and admit eligible students in the order in which they complete all enrollment tasks, based on availability in their respective grade clusters. Again, once the enrollment limit has been met, students will be placed on a waitlist and allowed to enroll if space becomes available in their grade cluster. Siblings of enrolled students will receive preference on the waitlist.

Should this arrangement conflict with any present or future state law or ADE policy, the ARCA Board will adopt changes to ensure compliance.

- Confirm that if a lottery is necessary, the names of all students who apply by deadline will be drawn, and once grade level capacity is reached, names will be placed on a waiting list in the order drawn.

Applicant Response:

ARCA confirms that if a lottery is necessary, the names of all students who apply by deadline will be drawn, and once grade level capacity is reached, names will be placed on a waiting list in the order drawn.

For each grade cluster, a computer program developed by Connections using Microsoft Excel will randomly select a student name from the pool of enrollment applicants for that grade cluster until the number of available slots is filled, or the pool of enrollment applications is exhausted. As each student in a grade cluster is selected, siblings of that student who have also completed the applicable enrollment steps, excluding course placement, will be accepted as long as a slot in their grade cluster is available. When all available slots in a grade level have been filled, students not selected will be placed on a waiting list in the order in which they were drawn in the random lottery. These students will have until a pre-determined date to complete the enrollment process or forfeit their space on the waitlist.

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 and will be released if not filled by a published date. 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. Waitlisted siblings of selected students will be offered enrollment after students on the Founder Preference List, as space becomes available. Again, students on this list with the lowest lottery number will be placed first. ARCA will then offer enrollment to all students on the waiting list in the order drawn.

Should this arrangement conflict with any present or future state law or ADE policy, the ARCA Board will adopt changes to ensure compliance.

- Explain how the charter will ensure the lottery is transparent to the public.

Applicant Response:

ARCA is committed to informing all interested parties of its open enrollment period and potential lottery dates through publication on the ARCA website. If a lottery is required at the conclusion of the open enrollment period, ARCA will provide lottery information on its website and the subsequent steps for enrollment.

Because ARCA would use a computer program developed by Connections for any lottery, Connections would make this program available to the ADE for inspection upon request.

C13: PRIOR CHARTER INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to

- an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions

- Provide the minimum qualifications that will remain unchanged for the following positions:
 - Principal;
 - Assistant Principal;
 - Administrative Assistant;
 - Manager of Special Education;
 - Manager of Counseling;
 - Teachers;
 - Advisory Teacher/School Counselor; and
 - Special Education Teachers.
 - Remove “or related Education Field” given that Special Education teachers must be licensed in Special Education.

Applicant Response:

Principal (contracted position) - Minimum Qualifications

- Administrative credential strongly preferred
- Minimum of five years teaching experience and some administrative/management experience
- Online teaching experience is preferred
- Advanced degree is preferred
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment
- Technologically proficient

Assistant Principal (contracted position) - Minimum Qualifications

- Administrative certification preferred
- Minimum of five years of relevant work experience
- Some operational/logistical experience and/or administrative/management experience
- Relevant advanced degree is preferred
- Education experience
- Excellent communication skills, oral and written
- Technologically proficient

Administrative Assistant (contracted position) - Minimum Qualifications

- Proficient with Microsoft tools and web-based applications
- Ability to multitask in a fast paced environment
- Good interpersonal skills and attention to detail
- Excellent communication skills, oral and written
- High degree of flexibility
- Ability to work well in fast-paced team environment

Manager of Special Education (contracted position) - Minimum Qualifications

- Masters' Degree in Special Education or related Education Field
- Valid Special Education credential in Arkansas
- Teaching experience in Special Education
- Expertise in special education law and compliance
- Experience in IDEA administration
- Excellent communication skills, oral and written
- Demonstrated ability to work well in fast paced environment
- Technologically proficient

Manager of Counseling (contracted position) - Minimum Qualifications

- Minimum of 5 years teaching experience, some counseling/management experience
- Arkansas Counseling Credential endorsement
- Advanced degree
- Technologically proficient
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment

K-5 and 6-12 Teachers (contracted position) - Minimum Qualifications

- Licensed to teach (appropriate to grade and subject level responsibilities). If ARCA does not receive a waiver to licensure requirements, all teachers will be licensed in Arkansas. If ARCA does receive a waiver to licensure requirements, some classes that would otherwise not be able to be offered to ARCA students due to low student enrollment may be taught by teachers who are licensed in states other than Arkansas.
- Strong technology skills
- Excellent communication skills, oral and written
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Ability to work some occasional evening hours, as needed to support some families

Advisory Teacher/School Counselor (contracted position) - Minimum Qualifications

- Arkansas teacher certification in a secondary content area or grade level or Arkansas Counseling certification
- Strong technology skills
- Excellent communication skills, oral and written
- Excellent attention to detail and organizational skills
- High degree of flexibility
- Team player with demonstrated leadership skills
- Ability to work well in fast-paced environment

Special Education Teachers (contracted position) - Minimum Qualifications

- Degree in Special Education
 - Valid Special Education credential in Arkansas
 - Experience in policy (IDEA) and/or administration with Special Education
 - Strong technology skills
 - Excellent communication skills, oral and written
 - Ability to work well in fast paced environment
-
- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications section of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, “ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections.”

Applicant Response:

Please see response to Part B Executive Summary.

- Explain how 1.8 FTE’s of a position can perform all special education services required for a charter with a student population of 600.

Applicant Response:

ARCA has revisited special education staffing assumptions and made adjustments. These adjustments are reflected in the new Budget Template, which has been submitted to the ADE.

ARCA projects that 11% of enrolling students will present with IEPs, matching the Arkansas 2013-14 State Report Card’s statewide percentage of students eligible to receive special education. The adjustments to special education staffing assume that students with IEPs who enroll in ARCA will present a range of disability types and service needs. ARCA projects a breakout by disability similar to that of other school supported by Connections, as show in Figure 3.

Figure 3. Percentage of Students by Disability Type

Disability Type	Percent
Specific Learning Disability	44%
Other Health Impaired	15%
Autism	13%
Emotionally Impaired	11%
Speech language Impaired	10%
Cognitive Disability	5%
Multiple Disability	1%
All other disabilities	1%

ARCA expects that students' IEPs will identify a range of services that include speech language therapy, co-teaching, itinerant instruction, resource services, and special class services options. Special education teacher staffing will be reviewed weekly during each school year. ARCA will adjust staffing based on the number of students who enroll with IEPs and students who are evaluated by ARCA and determined to be eligible for special education and related services. This process of weekly staffing review and adjustment will ensure ARCA remains in compliance with ADE Rules regarding Special Education and Related Services, particularly Section 17.03 Maximum Teacher/Pupil Caseloads.

For the 2016-17 school year, ARCA anticipates 66 students with IEPs (11% of 600) will enroll. Special education staffing will include a Manager of Special Education and 2.2 FTE special education teachers. During 2016-17, the Manager of Special Education will have 0.4 FTE special education teaching responsibility that first year, for a total of 2.6 special education teacher FTE. The remaining 0.6 FTE for the Manager of Special Education will be dedicated to leading the school in special education compliance and providing instructional leadership for students with disabilities.

For the 2017-18 school year, ARCA will have a full-time Manager of Special Education as well as 5.1 FTE special education teachers. ARCA anticipates these five special education teachers will teach 132 students (11% of 1200).

- Explain how mentors, mentioned in the discussion of Special Education, fit in the staffing plan.

Applicant Response:

The mentors mentioned in the Special Education section do not factor into the ARCA staffing plan. They are not ARCA employees and do not provide any direct services to students. A mentor is a Connections Special Education Senior Manager with experience implementing special education procedures and instruction in a virtual environment. The mentors provide support, training, and modeling for ARCA's Manager of Special Education.

C15: BUSINESS AND BUDGETING PLAN

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

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

Fully Response

Concerns and Additional Questions

- Provide the minimum number of students required for financial viability and describe a contingency plan to provide the education program outlined in the application if fewer students than necessary for viability enroll and/or attend.

Applicant Response:

ARCA projects it will require a minimum of 50 students enrolled by June 2016 to be financially viable for the 2016-17 school year. In the unlikely scenario that fewer than 50 students are enrolled by June 2016, the ARCA Board will ask the ADE for permission to delay its opening by one school year. Connections' enrollment team will work with enrolled families to find the best available educational alternatives.

ARCA believes enrollment above this level will make the school financially viable. ARCA's budgeted expenses will be largely variable rather than fixed and thus able to flex up and down with enrollment. Further, Connections has pledged to protect ARCA from deficits by offering "service credits" (discounts on Connections products and services) as needed. A letter from the Connections CFO was provided in Attachment 12 of the submitted application.

ARCA is confident about student/family demand for online learning in Arkansas and in the schools outreach plan supported by Connections program to increase awareness statewide. In Connections' 13+ year history of supporting schools, there has never been a school that has closed its doors due to concerns about lower than expected enrollment.

- Given that Special Education funds can only be used to provide services to Special Education students, provide a detailed breakdown of the funds in the “Special Education Oversight and Support fee”; specifically, explain how the funds will be distributed for G/T, English Language Learners (ELL), and Special Education.

Applicant Response:

ARCA and Connections acknowledge that special education funds can only be used to provide services to special education students. In the Connections Standard Fee Schedule (Attachment 16), there are two fees related to Special Education:

- Special Education Oversight and Support - 2.5% of all revenue from governmental sources, excluding any special education revenue
- Special Education Direct Services - 100.0% of all special education revenue

Special education revenue supports the provision of special education services. The Special Education Oversight and Support fee specifically excludes special education revenue so that these funds may be used in other ways. Special Education Oversight and Support includes:

- 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
- Gifted Program Support
- At-Risk Population Support Services
- Homeless and Migrant Support
- ELL Support (provided by ESOL/TESOL certified leaders and teachers)
- School Counseling Support

This list of services funded by the Special Education Oversight and Support fee does include support for Special Education and other at-risk populations. This will supplement the 100% of special education funding that will be dedicated to special education services.

- Provide a detailed breakdown of the monies budgeted to pay to Connections Academy of Arkansas, LLC in the expenditures related to administration, regular classroom instruction, special education, and maintenance and operations.

Applicant Response:

Administration – See Budget Line see budget line 19 (V-AD 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is \$435,740 and revised 2016-17 amount is \$869,105.

Page 52 of the application lists (see bullets) the following areas covered under "Administration".

Figure 4. Breakdown of Administration Expenses

Administration	Description	Corresponding Fee Schedule Category
School Launch Support	<ul style="list-style-type: none"> • Oversee the launch of new school through initial phases of development • Facilitate Connections interdepartmental collaboration (i.e., regularly scheduled meetings, ongoing communications) to ensure thorough and timely task completion and risk mitigation • Provide auxiliary support to the school throughout the launch process and first year of operation with ongoing focus on high-quality outcomes • Maintain and store organized documentation of each school’s launch process for future and/or colleague reference 	School Administration

Administration	Description	Corresponding Fee Schedule Category
School Oversight	<ul style="list-style-type: none"> • Support the creation of school goals for Board approval and short- and long-term school-based planning and improvement based on those goals • Develop and help maintain, with the Principal, operational protocols, procedures, and services to support school operations and achievement of school goals • Ensure that the school provides the appropriate support, assistance, and direction to all students so they achieve academically • Monitor all school metrics including grading, teacher/family contacts, teacher workloads, parent satisfaction, student promotion and retention, escalation, state test results, graduation rates, teacher evaluations, count days and/or course completion where required, etc. and provide support to the school and Board, as appropriate 	School Administration
School Leader Support and Development	<ul style="list-style-type: none"> • Provide communication, support, and professional growth through General Principal meetings, data meetings, SIP meetings, Winter Leadership Meetings, Summer Leadership Retreats, etc. 	School Administration
Accreditation Support	<ul style="list-style-type: none"> • Assist school, with Board approval, on all aspects of the accreditation process, including understanding and explaining the process and philosophy of accreditation • Manage timelines • Review/revise narratives and ratings from school • Collate, protect, and provide evidence to evaluators • Host internal meetings • Attend site visits at school • Assist school with follow-up as needed • Collate "big takeaways for improvement" and provide to Leadership Team for consideration about overall program improvements 	School Administration

Administration	Description	Corresponding Fee Schedule Category
Research and Analysis	<ul style="list-style-type: none"> • Conduct on-demand data analysis at the Board’s direction for school level student performance, student demographics, student learning, and trends in all of the above • Prepare, conduct, analyze, and report results of the annual Parent Satisfaction Survey and Student Satisfaction Survey • Inform various groups within Connections on how to best serve ARCA families • Provide results to faculty and administration to undergo continuous school improvement and to focus on areas of improvement • Maintain marketing databases to ensure accurate and timely communication of information to families throughout the application, enrollment, and onboarding processes 	School Administration
School Handbook Support	<ul style="list-style-type: none"> • Create, edit, revise, manage Board approval process for, and publish school handbooks • Coordinate review and approval with Board designee and/or Board Legal Counsel 	School Administration
Outreach Support	<ul style="list-style-type: none"> • Create awareness of school, with Board approval, through a variety of media, including: television advertising, radio advertising, online advertising, events, direct mail, and media relations • Inform prospective families on how the program works and what to expect when attending ARCA through: information sessions, email communications, parent-led consultations, school-specific websites, catalog mailings, calls to families that provide phone number, and more • Provide discrete outreach activities including: creating and distributing collateral materials that describe the ARCA program, assisting ARCA in planning and implementation of information sessions, soliciting local media to cover ARCA and its students in news stories, creating and deploying advertising campaigns on television, radio, and print to increase awareness of the school, sending email communications to prospective families to inform them about the school and announcing activities or events, etc. 	Marketing

Administration	Description	Corresponding Fee Schedule Category
Enrollment Services	<ul style="list-style-type: none"> • Support and communication with caretakers throughout the enrollment process • Review and verify enrollment document • Review and verify student eligibility • Manage caps, waitlists, and lotteries • Report on regulatory compliance assurance • Train and support school personnel 	Enrollment & Records Management
Academic Placement Services	<ul style="list-style-type: none"> • Provide support and consultation for caretakers • Review academic documentation for completeness and regulatory compliance • Administer placement testing • Build course placement process on a sustainable algorithm using academic history data to produce readiness indicators • Place students in academic courses, clubs, and supplemental instructional support programs • Align with state compliance regulations for course offerings, progression plans, and high school graduation requirements 	Enrollment & Records Management
Student Records Management	<ul style="list-style-type: none"> • Ensure student records are maintained in accordance with state, local, and federal requirements • Utilize Connexus for records management needs, including enrollment documentation, attendance data, lesson completion, assessment results, transcripts 	Enrollment & Records Management

Administration	Description	Corresponding Fee Schedule Category
Professional Development and Training	<ul style="list-style-type: none"> • Coordinate, plan, deliver, and continuously support professional development initiatives through systematic and comprehensive multi-year professional development plan • Provide school staff with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. • Provide training on topics such as current trends in online learning as well as the Core Standards for Facilitating Student Learning • Manage Teacher Course Liaison program, which provides teachers with the opportunity to collaborate and share, via threaded discussions, with other teachers who teach the same courses at schools supported by Connections • Maintain Professional Learning Community resources (PLCr) section of Connexus which includes instructional tools and strategies, guidelines for accessing intervention resources for students, and professional learning research and resources 	Educational Resource Center
External Reporting Support	<ul style="list-style-type: none"> • Maintain robust External Deadline Management system in Connexus • Work with all parties to ensure external reporting deadlines are identified, documented, and fulfilled 	School Administration
State Testing Support	<ul style="list-style-type: none"> • Support school in all issues related to state testing • Ensure schools have necessary functionality in Connexus to track student registration and participation in state testing • Provide ARCA updates on student participation during state testing • Work with schools on importing and providing access to state test scores 	School Administration

Administration	Description	Corresponding Fee Schedule Category
Accountability Support	<ul style="list-style-type: none"> • Support and oversee accountability processes and practices built around the development, implementation, and quarterly review/revision of data-driven school improvement plans • Support and oversee reporting of results as required by state and other stakeholders. <ul style="list-style-type: none"> • Includes support for access and analysis of the wide variety of data sets generated by weekly, monthly, and periodic/annual continuous improvement processes to improve learner outcomes such as weekly school-based reviews, teacher Professional Learning Community (PLC) meetings, Welcome Calls, and regular Curriculum-Based Assessments (CBA). • Includes monthly School Data Training sessions; periodic after-action reviews focused on outcomes and lessons learned from major initiatives; quarterly meetings with other schools to review Quarterly Metrics, progress toward School Focus Goals, and School Improvement Plans; and annual meetings with other schools to review continuous improvement efforts and share best practices. 	School Administration
Grant Identification, Writing, and Administration	<ul style="list-style-type: none"> • Assist in identifying grant opportunities • Present overview of grant to School Leadership Team and school leader to decide if school will pursue the opportunity • Coordinate the stakeholders and project manage the work needed • Draft and finalize grant with all the appropriate approvals needed 	School Administration

Administration	Description	Corresponding Fee Schedule Category
General Board Support	<ul style="list-style-type: none"> • Support ARCA Board by drafting meeting agendas and minutes, preparing and disseminating Board packages, complying with all necessary legal posting requirements, corresponding with Board members, attending Board meetings, tracking deliverables and comments for meetings and maintaining minute books, and other Board records and documentation • Assist Board and school leader with compliance related matters requiring Board consideration in a timely manner • Act as a liaison with the school and Board as appropriate • Assist with all legal items and maintenance of the charter school entity (Articles, Bylaws, EIN, etc.) • Draft Board policies for review by Board Counsel and consideration by the Board 	School Administration
Governance Training	<ul style="list-style-type: none"> • Develop, implement, and coordinate in person training programs offered by Connections and other partnering training professionals and authorizers • Identify and assist with the coordination of state and national training opportunities for Board members • Coordinate peer-to-peer networking opportunities. 	School Administration
Authorizer Compliance and Reporting Support	<ul style="list-style-type: none"> • Track compliance requirements and deadlines within authorizer/sponsor compliance reporting systems • Ensure governance related items are completed and submitted in a timely manner 	School Administration
Human Resources Support	<ul style="list-style-type: none"> • Provide employee relations and support, benefits administration and plan design negotiation, staff recruitment, employee/workplace training, payroll services, and other required human resources functions 	Human Resources Support

Regular Classroom Instruction - see budget line 33 (V-CI 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is \$1,384,392.50 and revised 2016-17 amount is \$2,784,030.

Pages 52-53 of the application list (see bullets) the following areas covered under "Regular Classroom Instruction".

Figure 5. Breakdown of Regular Classroom Instruction Expenses

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Core and Elective Courses	<p>Kindergarten Curriculum: Curriculum lessons and assessments aligned with state standards to include hands-on and virtual content covering the foundations of reading, writing, social studies, science, math, physical education, art, and educational technology and online learning. Curriculum supplements include digital and interactive resources, instructional tools, books, and learning supplies (e.g., manipulatives, art kit, science kit).</p>	Tangible and Intangible Instructional Materials
	<p>Grades 1-5 Core Curriculum: Curriculum lessons and assessments aligned with state standards that build on foundational skills and provide scaffolded support in reading, writing, social studies, science, math, physical education, art, and educational technology and online learning. Curriculum supplements include digital and interactive resources, instructional tools, books, and learning supplies (e.g., manipulatives, art kit, science kit, yoga DVD).</p>	
	<p>Grades 6-8 Core Curriculum: Curriculum lessons and assessments aligned with state standards to support students as they sharpen and strengthen their knowledge and skills in language arts, math, social studies, science, art, health, and physical education. Focus on the 4 Cs (communicating, collaborating, and critical and creative thinking) is embedded throughout the core and elective courses. Curriculum supplements include digital and interactive resources, texts, and instructional tools.</p>	
	<p>Grades 9-12 Core Courses: Curriculum lessons and assessments aligned with state standards to provide students a rigorous, flexible, and personalized learning experience in English, math, history, and science. Many core courses have both Honors and Foundations levels to provide scaffolding or enrichment to support student learning.</p>	

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
	<p>Grades K-5 Elective Courses: Curriculum lessons and assessments of elective courses for students in grades K-5. Electives may include Chinese, Spanish, music, home life, sign language, and Webquest (data collection in environmental science). Elective courses allow students to explore languages and music and engage in project-based learning.</p> <p>Grades 6-8 Elective Courses: Curriculum lessons and assessments of elective courses for students in grades 6-8. Electives may include business keyboarding, introduction to entrepreneurship, music, Chinese, Spanish, home life, sign language, and Webquest (data collection in environmental science). Provides students with an introduction to business and entrepreneurship, as well as instruction in the humanities supports the efforts in making students college and career ready.</p> <p>Grades 9-12 Elective Courses: Curriculum and assessments of elective courses for students in grades 9-12. Electives may be provided in business management, English, health and physical education, math and science, social studies, technology and engineering, visual and performing arts, world languages, and student development. Additionally, 35 Career Technology Education (CTE) courses may be offered to students, allowing them to take courses that align with national career clusters and pathways.</p>	
<p>Gifted and Talented Curriculum</p> <p>Advanced Placement® (AP) courses</p>	<p>Curriculum lessons, assessments, and enrichment material that align with state standards and provide gifted students with compacted content, enrichment opportunities, project-based learning, and inquiry-based exploration. Curriculum supplements include digital and interactive resources, texts, and instructional tools.</p> <p>AP courses approved by College Board that may include the arts, STEM, social sciences, and humanities. Courses include college-level resources, references, and research opportunities, as well as practice activities and tests to prepare students to take the AP tests in the spring.</p>	<p>Tangible and Intangible Instructional Materials</p> <p>Tangible and Intangible Instructional Materials</p>

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Career Technology Education (CTE) courses	Over 30 CTE courses may allow students the opportunity to take courses that fulfill pathway requirements in 11 out of 16 national career clusters. Interactive presentations, real-world activities and assignments, career connections, and an online study guide are the tools to help students prepare for college and beyond.	Tangible and Intangible Instructional Materials
Clubs and Activities	<ul style="list-style-type: none"> • Provide students with opportunity to gather with peers to discuss, investigate, and collaborate about topics of interest • Facilitate national clubs and special events each year, including student publications such as Pens and Lens, the Monitor Newspaper, and the Connections Cookbook • Publish and distribute the weekly Clubs and Activities E-Newsletter to students, Caretakers, teachers, and staff • Oversee and manage the Yearbook, which includes text, images, and videos submitted by students, staff, and yearbook representatives from ARCA. Submissions also include school field trips, events, and graduation ceremonies. 	Tangible and Intangible Instructional Materials
Talent Networks	<ul style="list-style-type: none"> • Promote opportunities and create awareness of the Talent Networks for middle and high school students involved in competitive sports, visual and performing arts, and STEM courses • Oversee and manage the application process for Talent Networks including virtual open houses, school communications, and support for caretakers and students • Facilitate a vast number of special events, competitions, collaborative projects, and LiveLesson sessions for Talent Network students • Work closely with students as they network and communicate with peers and professionals in their fields of talent • Plan and manage enrichment activities include guest presentations, artists and athletes in residence, lettering in their Talent Network, and long-range collaborative projects designed to solve real-life problems or demonstrate areas of expertise 	Tangible and Intangible Instructional Materials

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Connexus Education Management System (EMS)	<ul style="list-style-type: none"> Provide Connections' proprietary education management system, Connexus, which is a combination of a learning management system, student information system, and communication tool. Connexus creates a rich, vibrant virtual classroom experience that allows parents, teachers, and students to work together in a supportive environment. The comprehensive, reliable, and user-friendly system guides students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents are able to access the school 24/7/365 from any Internet connection. Connexus delivers every assignment and tracks every activity (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students and Learning Coaches will access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. All new releases and updates of Connexus will be automatically provided. 	Connexus Annual License
LiveLesson (Online Classroom)	<ul style="list-style-type: none"> Provide LiveLesson sessions which are unique, interactive tools that allow teachers to create and lead the real-time, lively interactions of a traditional classroom, but in an online setting 	Connexus Annual License
Staff Instructional Technology and Software	<ul style="list-style-type: none"> Provide staff with use of computers and necessary software including shipping & handling, technical support, repairs, and replacement if necessary 	Hardware/Software - Employees
Student Instructional Technology, and Software	<ul style="list-style-type: none"> Provide for student use of a computer pre-imaged with necessary software including shipping & handling, technical support, repairs, and replacement if necessary 	Student Technology Assistance - Desktop
Supplemental Instructional Support Programs	<ul style="list-style-type: none"> Provide for tiered supplemental instructional support programs including: Study Island, SkillsTutor™, Raz-Kids™, Reading Eggs, Reading Eggspress, Headsprout, Math-Whizz®, SuccessMaker® Math, SuccessMaker® Reading, Algebra 1 Math XL®, Algebra 2 Math XL®, and Geometry Math XL® 	Tangible and Intangible Instructional Materials

Special Education - see budget line 47 (V-SE 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is \$100,080 and revised 2016-17 amount is \$200,160.

Page 53 of the application lists (see bullets) the following areas covered under "Special Education".

Figure 6. Breakdown of Special Education Expenses

Special Education	Description	Corresponding Fee Schedule Category
Special Education Protocol Development	<ul style="list-style-type: none"> • Provide support services to assist school with developing state-specific Special Education Protocols (policies, procedures and protocols that comply with state and federal law and provide guidance in provision of special education services) • Receive and review school's Special Education Protocols and any modifications and amendments to ensure compliance with state procedures • Assist school with holding IEP meetings to adopt or amend incoming students' IEPs, utilizing proper notice procedures within 30 days, or fewer according to state law, of enrollment • Provide guidance or assistance to school in determining appropriate Assistive Technology, special education, and related services – ARCA will conduct an annual review if date is pending or overdue and document all information in Connexus 	Special Education Oversight and Support
Special Education Training and Professional Development	<ul style="list-style-type: none"> • Provide professional development related to: adherence with policies, procedures and protocols that comply with state and federal law and provide guidance in provision of FAPE in each student's LRE, documentation procedures in Connexus, and providing education suitable for student including direct instruction • Provide curriculum, including curriculum for alternatively assessed students • Train Manager of Special Education and teachers on recommended instructional model • Provide support with determining how to modify general education curriculum 	Special Education Oversight and Support
Special Education Oversight and Compliance Support	<ul style="list-style-type: none"> • Monitor compliance including monthly reports and periodic onsite reviews • Provide training and compliance newsletter for ARCA Manager of Special Education 	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
IEP Management Software and Support	<ul style="list-style-type: none"> • Provide software used for creating and managing Individualized Education Plans (IEPs) and special education information • Assist school in maintaining compliance with both IDEA and state specific requirements for IEP documents 	Special Education Oversight and Support
Assistive Technology Procurement	<ul style="list-style-type: none"> • Coordinate the purchase of assistive technology including: screen readers, text readers, dictation software, touch screens, large monitors, FM systems, physical mounts for technology, Braille and large print books. 	Special Education Oversight and Support
Special Education Service Provider Coordination	<ul style="list-style-type: none"> • Coordinate vendor selection, contracting, invoice review, and payment. 	Special Education Oversight and Support
Accessibility Support	<ul style="list-style-type: none"> • Provide equality of opportunity to the greatest number of people, including people with disabilities • Create a culture of access for inclusive learning • Provide programs, products, and services that are usable by persons with disabilities • Develop solutions to remove barriers to a student’s opportunity to learn and ability to demonstrate that learning • Support school in the implementation of students' IEPs or Section 504 plans that call for assistive technology and accessibility supports • Maintain an Accessibility Hotline (888-639-5960) and Accessibility email box (accessibility@connectionseducation.com) for students and families to contact for immediate support. • Provide processes for providing Closed Captioning and ASL translation to students and families • Coordinate with local agencies for in-person assistive technology training 	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
504 Plan Guidance	<ul style="list-style-type: none"> • Provide guidance as needed • Review periodically Section 504 plans during school audit visits • Work with special education leaders to train special education teachers/Section 504 coordinators in developing Section 504 plans • Conduct a review of the Section 504 plan if student is not making progress towards IEP goals • Determine how to assist student to make progress • Seek guidance from Student Services representative as needed • Conduct assessments and testing necessary to assist in determining how to provide FAPE to student within state timelines 	Special Education Oversight and Support
Gifted Program Support	<ul style="list-style-type: none"> • Support identification, placement and instructional strategies for gifted students • Provide professional development for cohorts of GT Leads, GT teachers, and AP teachers 	Special Education Oversight and Support
At-Risk Population Support Services	<ul style="list-style-type: none"> • Coordinate identification and tracking of At-Risk students based on specific criteria set by the school • Support intervention efforts. • Support ARCA with the three potential tiers of interventions available for At-Risk students. If Tier 1 intervention is insufficient to make progress, the student will be referred to the School Prevention, Review, and Intervention Team (SPRINT) composed of teachers and administrators for additional determination of need and intervention. Students will then be assigned to an intervention teacher who will provide additional interventions and monitor progress. The primary difference between Tier I, Tier II, and Tier III instruction is the frequency and intensity of the interventions and can include one-on-one lessons or more targeted lessons depending on the students' needs. Tier III interventions are designed to address instructional needs of students who required additional support mastering Essential Skills and Standards. 	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
Homeless and Migrant Support	<ul style="list-style-type: none"> • Assist ARCA with enrolling, identifying, and supporting students who are eligible under the McKinney Vento Act • Facilitate enrollment through alternative proof of residency options 	Special Education Oversight and Support
ELL Support (provided by ESOL/TESOL certified leaders and teachers)	<ul style="list-style-type: none"> • Provide oversight, training (Sheltered Instruction Observation Protocol), translation services for IEP and ELL documents, and translators at IEP meetings and parent contacts • Provide instructional materials for English Language Learners 	Special Education Oversight and Support
School Counseling Support	<ul style="list-style-type: none"> • Provide college counseling including Clubs and College Counseling Newsletter • Monitor child welfare and support critical tasks in the school counseling calendar 	Special Education Oversight and Support

Fiscal Services - see budget line 145 (V-FS 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is \$98,485.50 and revised 2016-17 amount is \$196,971.

Page 53 of the application lists (see bullets) the following areas covered under "Fiscal Services".

Figure 7. Breakdown of Fiscal Services Expenses

Fiscal Services	Description	Corresponding Fee Schedule Category
School Financial Services	<ul style="list-style-type: none"> • Provide school accounting and general ledger maintenance, annual budget development, bank reconciliations and cash management functions • Prepare monthly reforecast/financial statement deliverables • Monitor state funding and state fiscal reporting (annual financial reports, program specific reporting, etc.) • Monitor budget and prepare budget revisions • Develop and monitor fiscal policy • Support ARCA Board (monthly financial presentation, periodic treasurer training) • Support ARCA during audits (annual external audits, state programmatic audits, federal grant audits) • Monitor federal and state fiscal compliance • Support grant accounting/tracking • Assist with preparation of grant budgets • Prepare grant reimbursement requests • Manage tax and other financial filings • Provide ad hoc analysis to support legislative initiatives 	Accounting and Regulatory Reporting

Fiscal Services	Description	Corresponding Fee Schedule Category
Federal Programs Support	<ul style="list-style-type: none"> • Ensure funding opportunities are maximized, awards are approved in a timely manner, and programmatic and fiscal requirements are met for Title 1, IIA, III and/or IDEA funding. • Apply for funds • Determine and ensure completion of all related requirements (time/effort, parent notifications, parent involvement policy/compact, fiscal policies and internal controls, homeless policies, procedures documents) • Provide oversight and technical assistance for external audits/monitoring visits • Identify students who can be serve • Ensure funds are allocated in an allowable manner both based on federal/state guidelines as well as Connections' requirements, tracking expenses, acquiring and renewing • Register for DUNS/SAM as required. 	Accounting and Regulatory Reporting
Payroll	<ul style="list-style-type: none"> • Process payroll • Calculate teacher pro-rations based on school pay calendar for new hires, position changes, terminations and leaves of absence • Manage and track payroll adjustments from multiple systems, including: stipends, special payments, teacher summer hours, benefits and leave of absence adjustments • Manage pension reporting and funding • Administer 403b plan • Remit withholdings and process annual census • Register with state and local taxing authorities and research tax notices/inquiries • Provide support for workers compensation and other audits 	Human Resources Support
Accounts Payable	<ul style="list-style-type: none"> • Establish expense reimbursement and disbursement policies that adhere to state specific guidelines • Maintain web-based expense reporting system and train and support school employees on its usage • Audit expense reports for compliance with established polices • Support school audits by providing invoice copies and other supporting data. 	Treasury Services

Fiscal Services	Description	Corresponding Fee Schedule Category
Cash Flow Protection	<ul style="list-style-type: none"> Protect the school from cash flow volatility by awaiting reimbursement of Connections charges until the school has the funds available to make payment and by allowing the school to pay in installments 	Treasury Services
School Business Support	<ul style="list-style-type: none"> Provide a broad range of school business needs such billing, reimbursement requests, and the management of third party providers (e.g., E-Rate and Medicaid reimbursement programs) 	Accounting and Regulatory Reporting
Internet Subsidy Management and Payment Processing	<ul style="list-style-type: none"> Provide subsidy to households for Internet service. Eligible households, actively enrolled at the time of disbursement, receive subsidies in the form of a pre-paid debit card Make payments to households quarterly 	Internet Subsidy Payment Processing

Maintenance and Operation - see budget line 159 (V-MO 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is \$105,000 and revised 2016-17 amount is \$195,000.

Page 53 of the application lists (see bullets) the following areas covered under "Maintenance and Operations".

Figure 8. Breakdown of Maintenance and Operation Expenses

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Systems Administration	<ul style="list-style-type: none"> Configure and support SharePoint Site Configuration, Microsoft Active Directory Administration, Email Administration through Microsoft Exchange, Microsoft Lync hosting and support; scanner/copier installation, and other initiatives as requested. 	Facilities Support Services
Telecommunications Support	<ul style="list-style-type: none"> Plan and design new sites/relocation including requirements gathering, site surveys, vendor coordination, phone system, equipment ordering and installation, circuit ordering and coordination of installation, programming/testing, and training. Provide ongoing support including moves/adds/changes, troubleshooting and repairs, system upgrades, maintenance of spare inventory, capacity planning and analysis/ordering of additional circuits/lines/equipment and vendor coordination. 	Facilities Support Services
Networking & Internet Connectivity	<ul style="list-style-type: none"> Design, procure, setup, and maintain Local Area Network, wireless connectivity, Internet service provider installation and maintenance, and firewall security services 	Facilities Support Services
MIS Help Desk	<ul style="list-style-type: none"> Provide ongoing technical support for all staff, students, and caretakers. 	Technical Support and Repairs

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Facilities Support Services	<ul style="list-style-type: none"> • Identify facility • Assist in the negotiation of a lease • Equip facility • Ensure facility has the necessary infrastructure to support the required computer network • Bring facility into compliance with all building, zoning, and health and safety requirements. <p>Construction Phase:</p> <ol style="list-style-type: none"> 1. Produce/revise test fits and floor plans 2. Manage resources, vendors, architects and contractors 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord and Board Attorney communications and compliance <p>Occupancy Phase:</p> <ol style="list-style-type: none"> 1. Order supplemental equipment, furniture, and supplies as needed 2. Manage security, safety, and maintenance of vendors/contractors 3. Respond to and handle all emergency/disaster scenarios 4. Manage vendor/contractor invoices 5. Manage Landlord communications and compliance <p>Shutdown Phase:</p> <ol style="list-style-type: none"> 1. Manage personnel moves 2. Manage site shutdown activities 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord communications and walk-throughs 	Facilities Support Services

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Insurance/Risk Management Support	<ul style="list-style-type: none"> • Ensure compliance with all state, local, and district insurance requirements • Maintain appropriate levels of property coverage in the event of a catastrophic loss to the school facility • Maintain adequate coverage for claims against school personnel and workers compensation policies 	Facilities Support Services
Purchasing Support	<ul style="list-style-type: none"> • Support school purchasing needs related to supplies, technology, facilities, equipment, vendor contracts, and miscellaneous items 	School Administration

Connections Standard Fee Schedule can be found in Attachment 16.

Figure 9. Fee Schedule Categories aligned to Charter Application Budget Categories

Fee Schedule Category	Charter Application Budget Category
Educational Resource Center	Administration
Connexus Annual License (EMS)	Regular Classroom Instruction
Technical Support & Repairs	Maintenance and Operations
Accounting and Regulatory Reporting	Fiscal Services
Hardware/Software - Employees	Regular Classroom Instruction
Human Resources Support	Administration
School Curriculum Supplies	Regular Classroom Instruction
Facility Support Services	Maintenance and Operations
Student Technology Assistance - Desktop	Regular Classroom Instruction
Internet Subsidy Payment Processing	Fiscal Services
Enrollment and Records Management	Administration
Curriculum Postage	Regular Classroom Instruction
Tangible and Intangible Instructional Materials	Regular Classroom Instruction
Treasury Services	Fiscal Services
Marketing Services	Administration
School Administration	Administration
Special Education Oversight and Support	Special Education

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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

Evaluation Criteria:

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

Fully Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

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

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

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

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

Fully Responsive

Concerns and Additional Questions

- Explain how and where students will be accommodated to take the state assessments.

Applicant Response:

ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations throughout the state based on the geographic locations of the student population. While the teaching/learning center in Bentonville may potentially be enlisted as a testing site, most testing will occur at other locations. Testing sites may include locations such as hotel conference rooms, public library meeting rooms, local schools if available, private tutoring and learning centers, and local colleges. Test sites will be easy for families to find, safe, secure, and ideally will provide free parking. Geographic population maps will be created to identify areas where testing sites are needed based on student population. Sites will be reviewed annually to adjust for an increase in student population. Students will be assigned to a testing center. If a family has transportation issues and is not able to make it to a testing site, ARCA will work with the family to make accommodations and may help them travel (via public transport).

Through the Educational Products and Services Agreement, Connections will provide testing support. Connections currently provides services to approximately 33 virtual and blended public schools, some of which have successfully administered state tests for over 10 years. Connections maintains and distributes a National State Testing Best Practices Manual to help facilitate the testing process. In addition, ARCA will create a State Testing Master Plan each year. The testing plan will address the tests, testing schedule, testing sites, student registration, test security, site security, and Special Education accommodations.

All staff that proctor tests will be trained on the specific state rules and requirements for testing. This training will be conducted synchronously by the school's Testing Coordinator with staff members at least two to three weeks before testing commences. Each staff member will acknowledge via a data view in Connexus that they have been trained and understand the importance of maintaining test security.

Tests will be kept secure in the teaching/learning center. Paper and pencil tests, when transported to students throughout the state, will be moved in locked cases (like a locked suitcase or other device). Teachers will be trained to stay with their tests throughout the testing process.

The ARCA Special Education Manager will implement students' IEP/504 accommodations at the testing site. The Special Education Manager will ensure the testing site can meet the accommodations and that there are enough staff scheduled to provide the accommodations. Any test administrator who proctors state assessments to Special Education/504 students will be trained in how to administer the test and provide accommodations.

C19: CONFLICTS OF INTEREST

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

Evaluation Criteria:

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

Fully Responsive

C20: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C21: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C23: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

C24: WAIVERS

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

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and
- The level of achievement that will indicate a positive result

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

2016-2017
Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$92,000.00	1	\$92,000.00
2	Assistant Principal	0	\$68,250.00	1	\$68,250.00
3	Administrative Assistant	1.5	\$31,500.00	3	\$31,500.00
4	Manager of Special Education	1	\$66,000.00	1	\$66,000.00
5					
6					
7	Subtotal:		\$205,250.00		\$320,750.00
8	Fringe Benefits (rate used 29%)		\$59,522.50		\$93,017.50
9	Total Administration:		<u>\$264,772.50</u>		<u>\$413,767.50</u>

Line#	Regular Classroom Instruction:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
10	Teachers	15.3	\$47,250.00	30.1	\$47,250.00
11	Aides				
12	Subtotal:		\$722,925.00		\$1,422,225.00
13	Teacher Fringe Benefits (rate used 29%)		\$209,648.25		\$412,445.25
14	Aide Fringe Benefits (rate used _____)				
15	Total Regular Classroom Instruction:		<u>\$932,573.25</u>		<u>\$1,834,670.25</u>

Line#	Special Education:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
16	Teachers	2.2	\$47,250.00	5	\$47,250.00
17	Aides				
18	Subtotal:		\$103,950.00		\$236,250.00
19	Teacher Fringe Benefits (rate used 29%)		\$30,145.50		\$68,512.50
20	Aide Fringe Benefits (rate used _____)				
21	Total Special Education:		<u>\$134,095.50</u>		<u>\$304,762.50</u>

Line#	Gifted and Talented Program:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
42 Manager of Counseling	1	1
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used 29%)		
49 Total Guidance Services:		

Health Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions				
59				
60				
61				
62				
63 Subtotal:				
64 Fringe Benefits (rate used _____)				
65 Total Media Services:				

Fiscal Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
66 List Positions		
67		
68		
69		
70		
71 Subtotal:		
72 Fringe Benefits (rate used _____)		
73 Total Fiscal Services:		

Maintenance and Operation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
74 List Positions		
75		
76		
77		
78		
79 Subtotal:		
80 Fringe Benefits (rate used _____)		
81 Total Maintenance and Operation:		

Pupil Transportation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
82 List Positions		
83		
84		
85		
86		
87 Subtotal:		
88 Fringe Benefits (rate used _____)		
89 Total Pupil Transportation:		

Food Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90 List Positions _____	_____	_____	_____	_____
91 _____	_____	_____	_____	_____
92 _____	_____	_____	_____	_____
93 _____	_____	_____	_____	_____
94 _____	_____	_____	_____	_____
95 Subtotal:	_____	_____	_____	_____
96 Fringe Benefits (rate used _____)	_____	_____	_____	_____
97 Total Food Services:	_____	_____	_____	_____

Data Processing:

	2016-2017 No. FTEs	2017-2018 No. FTEs
98 List Positions _____	_____	_____
99 _____	_____	_____
100 _____	_____	_____
101 _____	_____	_____
102 _____	_____	_____
103 Subtotal:	_____	_____
104 Fringe Benefits (rate used _____)	_____	_____
105 Total Data Processing:	_____	_____

Substitute Personnel:

	2016-2017 No. FTEs	2017-2018 No. FTEs
106 Number of Certified Substitutes _____	_____	_____
107 Number of Classified Substitutes _____	_____	_____
108 Subtotal:	_____	_____
109 Certified Fringe Benefits (rate used _____)	_____	_____
110 Classified Fringe Benefits (rate used _____)	_____	_____
111 Total Substitute Personnel:	_____	_____

112 TOTAL EXPENDITURES FOR SALARIES:	<u>\$1,409,486.25</u>	<u>\$2,631,245.25</u>
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**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

Line#		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017		
1	No. of Students <u>600</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$3,987,600.00</u>	
2	No. of Students <u>600</u> x <u>\$26.00</u> Professional Development	<u>\$15,600.00</u>	
3	No. of Students _____ x _____ eligible rate* NSL Funding		
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5	_____		
	2017-2018		
6	No. of Students <u>1200</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$7,975,200.00</u>
7	No. of Students <u>1200</u> x <u>\$26.00</u> Professional Development		<u>\$31,200.00</u>
8	No. of Students _____ x _____ eligible rate* NSL Funding		
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10	_____		
11	Total State Charter School Aid:	<u><u>\$4,003,200.00</u></u>	<u><u>\$8,006,400.00</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
15	Other (<i>Specifically Describe</i>)		
16	_____		
	Total Other Sources of Revenues:		
17	TOTAL REVENUES:	<u><u>\$4,003,200.00</u></u>	<u><u>\$8,006,400.00</u></u>

EXPENDITURES

Administration:

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	<u>\$264,772.50</u>	<u>\$413,767.50</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$435,740.00</u>	<u>\$869,105.00</u>
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$27,000.00</u>	<u>\$54,000.00</u>
25	Equipment		
	Other (List Below)		
26	Community Outreach		<u>\$200,000.00</u>
27	Staff Recruiting	<u>\$5,000.00</u>	<u>\$5,000.00</u>
28	Board Related Expenses	<u>\$5,000.00</u>	<u>\$5,000.00</u>
29	Dues	<u>\$2,000.00</u>	<u>\$2,500.00</u>
30	_____		
31	Total Administration:	<u><u>\$739,512.50</u></u>	<u><u>\$1,549,372.50</u></u>

Regular Classroom Instruction:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
32	Salaries and Benefits	<u>\$932,573.25</u>	<u>\$1,834,670.25</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$1,384,392.50</u>	<u>\$2,784,030.00</u>
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	_____	_____
39	Equipment	_____	_____
	Other (List Below)	_____	_____
40	<u>Student Testing & Assessment</u>	<u>\$80,000.00</u>	<u>\$150,000.00</u>
41	_____	_____	_____
42	_____	_____	_____
43	_____	_____	_____
44	_____	_____	_____
45	Total Regular Classroom Instruction:	<u><u>\$2,396,965.75</u></u>	<u><u>\$4,768,700.25</u></u>

Special Education:			
46	Salaries and Benefits	<u>\$134,095.50</u>	<u>\$304,762.50</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$100,080.00</u>	<u>\$200,160.00</u>
48	V - SE 2 _____	_____	_____
49	V - SE 3 _____	_____	_____
50	V - SE 4 _____	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	_____	_____
53	Equipment	_____	_____
	Other (List Below)	_____	_____
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	Total Special Education:	<u><u>\$234,175.50</u></u>	<u><u>\$504,922.50</u></u>

Gifted and Talented Program:			
60	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Connections Academy of Arkansas, LLC</u>	_____	_____
62	V - GT2 <u>Support is included in Line 47 above</u>	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	_____	_____
67	Equipment	_____	_____
	Other (List Below)	_____	_____
68	<u>ARCA is applying for a waiver from</u>	_____	_____
69	<u>6-20-2208(c)(6) and 6-42-109</u>	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	Total Gifted and Talented Program:	_____	_____

Alternative Education Program/ Alternative Learning Environments:

2016-2017 Amount:

2017-2018 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
75	V - ALE1 _____	_____	_____
76	V - ALE2 _____	_____	_____
77	V - ALE3 _____	_____	_____
78	V - ALE4 _____	_____	_____
79	V - ALE5 _____	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)		
82	ARCA is applying for a waiver from _____	_____	_____
83	6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and _____	_____	_____
84	6-48-101 et seq. _____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>_____</u>	<u>_____</u>

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
89	V - ELL1 <u>Connections Academy of Arkansas, LLC</u>	_____	_____
90	V - ELL2 <u>Support is included in Line 47 above</u>	_____	_____
91	V - ELL3 _____	_____	_____
92	V - ELL4 _____	_____	_____
93	V - ELL5 _____	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
	Other (List Below)		
96	_____	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	<u>_____</u>	<u>_____</u>

Guidance Services:

102	Salaries and Benefits	<u>\$78,045.00</u>	<u>\$78,045.00</u>
	Purchased Services - List Vendors Below		
103	v - GS1 <u>Connections Academy of Arkansas, LLC</u>	_____	_____
104	v - GS2 <u>Support is included in Line 47 above</u>	_____	_____
105	V - GS3 _____	_____	_____
106	V - GS4 _____	_____	_____
107	V - GS5 _____	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
	Other (List Below)		
110	_____	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$78,045.00</u>	<u>\$78,045.00</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Health Services:		
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124	ARCA is applying for a waiver from		
125	6-18-706		
126			
127			
128			
129	Total Health Services:		
	Media Services:		
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	ARCA is applying for a waiver from		
139	6-25-103 and 6-25-104		
140			
141			
142			
143	Total Media Services:		
	Fiscal Services:		
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 Connections Academy of Arkansas, LLC	\$98,485.50	\$196,971.00
146	V - FS2 Rasco Winter Abston Moore & Associates, LLP	\$12,000.00	\$12,000.00
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	Banking fees	\$1,000.00	\$1,000.00
153			
154			
155			
156			
157	Total Fiscal Services:	\$111,485.50	\$209,971.00

Maintenance and Operation:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$105,000.00</u>	<u>\$195,000.00</u>
160	V - MO2 _____	_____	_____
161	V - MO3 _____	_____	_____
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	_____	_____
165	Equipment	<u>\$43,000.00</u>	<u>\$43,000.00</u>
	Other (List Below)		
166	Phone _____	<u>\$20,000.00</u>	<u>\$35,000.00</u>
167	High Speed Internet _____	<u>\$25,000.00</u>	<u>\$40,000.00</u>
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	Total Maintenance and Operation:	<u><u>\$193,000.00</u></u>	<u><u>\$313,000.00</u></u>

Pupil Transportation:			
172	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
173	V - PT1 _____	_____	_____
174	V - PT2 _____	_____	_____
175	V - PT3 _____	_____	_____
176	V - PT4 _____	_____	_____
177	V - PT5 _____	_____	_____
178	Supplies and Materials	_____	_____
179	Equipment	_____	_____
	Other (List Below)		
180	<u>ARCA will not provide pupil transportation</u>	_____	_____
181	_____	_____	_____
182	_____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	Total Pupil Transportation:	<u>_____</u>	<u>_____</u>

Food Services:			
186	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
187	V - FD1 _____	_____	_____
188	V - FD2 _____	_____	_____
189	V - FD3 _____	_____	_____
190	V - FD4 _____	_____	_____
191	V - FD5 _____	_____	_____
192	Supplies and Materials	_____	_____
193	Equipment	_____	_____
	Other (List Below)		
194	<u>ARCA is applying for a waiver from</u>	_____	_____
195	<u>6-18-705 and 6-20-701 et seq.</u>	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	Total Food Services:	<u>_____</u>	<u>_____</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	Data Processing:		
	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1 <u>Connections Academy of Arkansas, LLC</u>		
202	V - DP2 <u>Support is included in Line 145 above</u>		
203	V - DP3 _____		
204	V - DP4 _____		
205	V - DP5 _____		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208	_____		
209	_____		
210	_____		
211	_____		
212	_____		
213	Total Data Processing:	<u> </u>	<u> </u>
	Substitute Personnel:		
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1 <u>Usually not required in an online environment</u>		
216	V - SB2 <u>as school staff can typically cover when a</u>		
217	V - SB3 <u>colleague is absent</u>		
218	V - SB4 _____		
219	V - SB5 _____		
220	Total Substitute Personnel:	<u> </u>	<u> </u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$128,000.00	\$128,000.00
	Facility Upgrades - List Upgrades Below		
222	_____		
223	_____		
224	_____		
225	_____		
226	_____		
227	_____		
228	_____		
229	Property Insurance for One Full Year		
230	Content Insurance for One Full Year		
231	Total Facilities:	<u>\$128,000.00</u>	<u>\$128,000.00</u>

Debt Expenditures:

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	<u>_____</u>	<u>_____</u>

Other Expenditures:

List Other Expenditures Below

235	<u>Staff Training / Professional Development</u>	<u>\$20,000.00</u>	<u>\$40,000.00</u>
236	<u>Travel and Conferences</u>	<u>\$19,800.00</u>	<u>\$37,890.00</u>
237	<u>Internet Subsidy</u>	<u>\$51,637.50</u>	<u>\$103,275.00</u>
238	<u>Legal</u>	<u>\$25,000.00</u>	<u>\$10,000.00</u>
239	<u>Insurance - Directors & Officers</u>	<u>\$1,500.00</u>	<u>\$1,500.00</u>
240			
241	TOTAL EXPENDITURES:	<u><u>\$3,999,121.75</u></u>	<u><u>\$7,744,676.25</u></u>

Net Revenue over Expenditures:

\$4,078.25

\$261,723.75

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

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

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Connections Academy Waivers Requested in Original Application 2015 Open-Enrollment Application

1. School Year/School Day

ARK. CODE ANN. §6-10-106 Uniform dates for beginning and end of school year

ARK. CODE ANN. §6-16-102 School day

ARK. CODE ANN. §6-18-211 Mandatory attendance for students in grades nine through twelve

ARK. CODE ANN. §6-18-213(a)(2) Attendance records and reports generally

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

Standards for Accreditation 10.01.4 Required Time for Instruction

Standards for Accreditation 14.03

Students in an online school are able to work on their own schedules. ARCA will track student attendance electronically based on student engagement and completed work rather than physical attendance and seat-time. Planned instruction time will not average less than 30 hours per week. Students are able to work across the entire week rather than five days, so instructional time may average less than six hours per day over a seven-day week. Learning coaches will record school day attendance and ARCA staff will ensure those records match completed work.

Legal Comments: None

Remaining Issues: None

2. Safety

ARK. CODE ANN. §6-10-122 Automated external defibrillators required

ARK. CODE ANN. §6-15-1302 Emergency plans for terrorist attacks

ARK. CODE ANN. §6-17-102 Emergency first aid personnel

ARK. CODE ANN. §6-21-106 Fire hazards inspection prior to closing for breaks

ADE Rules - Automated External Defibrillator (AED) Devices and Cardiopulmonary Resuscitation (CPR)

ADE Rules - Automated External Defibrillators, Requirement of Schools to Have

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ADE Rules - School Fire Marshal

Students will not be physically present at the ARCA teaching/learning center. ARCA will ensure a safe working environment for its staff. The Board will adopt its own student discipline, school safety, and transportation

Legal Comments: None

Remaining Issues: None

3. CPR Instruction

ARK. CODE ANN. §6-16-143 Cardiopulmonary resuscitation instruction

Students will receive instruction in cardiopulmonary resuscitation but since instruction will be online, there will not be a psychomotor (“hands-on”) component.

Legal Comments: None

Remaining Issues: None

4. ALE

ARK. CODE ANN. §6-15-1005(b)(5)(A) Safe, equitable, and accountable public schools

ARK. CODE ANN. §6-18-503(a)(1)(C)(i) Written student discipline policies required

ARK. CODE ANN. §6-48-101 et seq. Alternative Learning Environments

ADE Rules – Student Discipline and School Safety Policies 4.10

ADE Rules Governing the Distribution of Student Special Needs Funding 4.00

Standards for Accreditation 19.03

Students will not be physically present at the ARCA teaching/learning center and therefore will not need a separate ALE program. Students, their families, and their Learning Coaches choose the environment in which the student learns online. ARCA will provide appropriate discipline and intervention responses for students with disciplinary, socially dysfunctional, or behavioral problems, but will not provide a physical ALE center.

Legal Comments: None

Remaining Issues: None

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5. Licensure-Teacher, Administrator, Superintendent

ARK. CODE ANN. § 6-13-109 School Superintendent

ARK. CODE ANN. §6-15-1004 Qualified teachers in every public school classroom

ARK. CODE ANN. §6-17-302 Public school principals - Qualifications and responsibilities

ARK. CODE ANN. §6-17-309 Licensure – Waiver

ARK. CODE ANN. §6-17-401 Teacher's license requirement

ARK. CODE ANN. §6-17-427 Superintendent license - Superintendent mentoring program required

ARK. CODE ANN. §6-17-802 Twelve-month contracts for vocational agriculture teachers

ARK. CODE ANN. §6-17-902 Definitions [Arkansas Teachers' Salary Law]

ARK. CODE ANN. §6-17-919 Warrants void without valid certificate and contract

ADE Rules - Licensure - Educator Licensure

Standards for Accreditation 15.01 School District Superintendent

Standards for Accreditation 15.02 Principals

Standards for Accreditation 15.03 Licensure and Renewal

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

The Board will contract with Connections Education for and Connections Education will employ effective administration, licensed teachers, and support staff. All staff will be subject to background checks and the Code of Ethics for Arkansas Educators. Teachers will be licensed in Arkansas except for those situations where an in-state teacher cannot be identified or for classes with low student interest (e.g. foreign language & AP courses). In those circumstances, ARCA intends to utilize the resources of Connections' private school, which employs teachers who are licensed in the states they reside. This will enable ARCA to offer the full Connections' catalogue of courses to its students. ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections. While certified administrators will be sought, the Board would like the discretion to hire the best leader for the school that is available. This will increase student achievement by providing students with the most effective teachers and a robust catalogue of courses.

Legal Comments: Other sections of the application indicate that teachers will be licensed.

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Applicant Response: *ARCA teachers will all be licensed educators. ARCA is requesting waivers of teacher licensure requirements so that some classes that would otherwise not be able to be offered to ARCA students may be taught by teachers who are licensed in states other than Arkansas. All teachers will be subject to required background checks and the Code of Ethics for Arkansas Educators, regardless of state licensure.*

This arrangement would allow ARCA to offer more courses from Connections' catalog while maintaining the teacher quality indicated by state licensure. There may be courses for which an Arkansas-licensed teacher cannot be identified or courses with lower student interest (e.g., AP courses and advanced and low incidence world languages, CTE courses, and electives). In such instances, ARCA could still offer these courses using the resources of Connections' private school (iNACA), which employs teachers who are licensed in the states they reside.

ARCA anticipates these instances would affect very few students and only for the better, as students could enroll in courses that would not otherwise be offered. ARCA estimates over 90% of course enrollments, or 9 out of 10 seats in courses, will be taught by a teacher licensed in Arkansas. For example, if 500 students enroll in six courses each (3,000 total course enrollments), no fewer than 2,700 of those course enrollments (90% of 3,000) would be taught by a teacher licensed in Arkansas.

If these teacher licensure waivers are not granted, all ARCA teachers will be Arkansas-licensed. This would not affect the viability of the ARCA program but would limit some of the courses available to students.

Remaining Issues: None

6. Business Manager Qualifications

ARK. CODE ANN. §6-15-2302 General Business Manager

ADE Rules - Business Manager Qualifications

ARCA anticipates contracting with Connections for financial management services, which will include a business manager responsible for the fiscal operations of the public charter school. The Connections financial services team maintains a sterling record with charter finance experience in 17 states and will support ARCA under the direction of its Board-designated treasurer through its team of professional staff, many of whom possess CPA and/or CFE designations. Contracting with Connections for a business manager will avoid potential duplication of effort, enabling the school to direct resources to its educational program.

Legal Comments: None

Remaining Issues: None

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7. Personnel Policies/Salary Schedules

ARK. CODE ANN. §6-17-201 et seq. Personnel Policies

ARK. CODE ANN. §6-17-913 Audit of Accounts

ARK. CODE ANN. §6-17-1201 et seq. The Teachers' Minimum Sick Leave Law

ARK. CODE ANN. §6-17-1301 et seq. The School Employees' Minimum Sick Leave Law

ARK. CODE ANN. §6-17-1501 et seq. Teacher Fair Dismissal Act

ARK. CODE ANN. §6-17-1701 et seq. Public School Employee Fair Hearing Act

ARK. CODE ANN. §6-17-2201 et seq. Classified School Employee Minimum Salary Act

ARK. CODE ANN. §6-17-2301 et seq. Personnel Policy Law for Classified Employees

ARK. CODE ANN. §6-17-2401 et seq. Teacher Compensation Program of 2003

ARK. CODE ANN. §6-20-2208(c)(1) Monitoring of expenditures

ADE Rules - Personnel Policies and Salary Schedules

ARCA intends to contract with Connections for its administrators and teachers and wishes to use the performance-based compensation model Connections has successfully pioneered in the schools it supports. This model which consists of competitive salary, incentive compensation based on school outcomes, responsibility-driven stipends, a rich benefit plan, and a flexible paid time off program, is tailored to the unique aspects of a virtual school setting and will enable ARCA to attract, retain, and promote staff who share our vision of a focus on student outcomes.

Legal Comments: None

Remaining Issues: None

8. Insurance

ARK. CODE ANN. §6-17-1111 Life and disability insurance - Employee eligibility - Allocation of costs

ARK. CODE ANN. §6-17-1117 Health insurance

ARCA staff will be eligible for benefits through Connections' plans, including health, life, disability, vision, dental insurances and other benefits/programs. As a nationwide educational services provider, Connections is able to pool risk to offer a competitive benefits package and

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recruit and retain effective administrators and teachers.

Legal Comments: None

Remaining Issues: None

9. Professional Development

ARK. CODE ANN. §6-17-701 et seq. Professional development

ADE Rules - Professional Development Emergency Rule Effective July 1, 2014

ADE Rules – Advanced Placement and International Baccalaureate Diploma Incentive Program 4.00

Standards for Accreditation 10.01.3 Required Time for Instruction and School Calendar

Standards for Accreditation 15.04 Professional Development and In-Service Training

ARCA's teachers who are not licensed in Arkansas will complete required professional development as a condition for maintaining their state licenses. Teachers licensed in other states and providing instruction in an area where a state-based teacher could not be found or in courts with low student interest (e.g. foreign language and AP courses) will receive professional development in their own home states. This will increase student achievement by providing students with most effective teachers and a robust catalogue of courses.

Legal Comments: Rationale should be provided to explain how these waivers will help the Applicant achieve its goals. The Applicant should describe the training and professional development it will offer its staff.

Applicant Response: *ARCA teachers who are licensed in Arkansas will meet all ongoing continuing education requirements to maintain their licensure. If the licensure waiver is approved, teachers who are licensed in a state other than Arkansas will meet continuing education requirements in their state(s) of licensure. These waivers to Arkansas professional development requirements for those teachers licensed in a state other than Arkansas will help ARCA meet its goals by allowing students to enroll in courses that would not otherwise be offered.*

In addition to state requirements, Connections will provide additional training and professional development to ARCA teachers. These training and professional development sessions will include best practices in education as well as training specific to teaching in an online environment and supporting at-risk student populations.

Research on effective professional development indicates that professional development must be intensive, ongoing, and connected to practice. Connections provides a systematic approach to professional learning for all teachers. ARCA staff will participate in Connections'

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Foundations for Teaching program to make a transition from teaching in a brick-and-mortar school to teaching online. This professional development will help ARCA teachers learn about the school year cycle and associated tasks and become familiar with instructional tools and resources that are used to engage learners.

The following training modules must be completed by new teachers in Connexus within the first 30 days of employment:

- *Teacher Orientation*
- *Accessibility for All – a module focusing on Exceptional Children and their needs, including 504 and IDEA compliance*
- *Internet Safety Training*
- *Students in Distress – a module focusing on the wellbeing of students including recognizing and responding to physical, emotional, and sexual abuse, child neglect, depression, suicide, and cyberbullying*

Special Education, English Language Learner (ELL), and Gifted/Talented teachers will receive additional training and professional development related to serving their respective student populations in an online environment.

Designated professional development days will have a specific focus and additional professional learning support will be available on a daily basis. Teachers will have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. ARCA will have multiple levels of ongoing support from the Connections’ Instructional Services Department. Listed in Figure 1 are the training and professional development programs and initiatives that may be facilitated throughout the school year following the time table and topics noted in each section. Topics covered in School Support training correspond with specific times of the school year. Each session is one hour in length.

Figure 1. School Support – Instructional Services Department

Month and Session	Topics and Descriptions
<i>September</i>	<p><i>Introduction to the School Year Cycle</i></p> <ul style="list-style-type: none"> • <i>Monitoring Formative Assessments and Encouraging Student Participation</i> • <i>Welcome Calls, Curriculum-Based Assessments (CBAs), and Escalation</i> • <i>Monitoring and assisting homeroom students with attendance, participation, and contacts</i> • <i>Using the School Year Cycle Radar Report to monitor escalation</i> • <i>Intervention Indicators: How to review, identify, and implement interventions</i>

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<i>October</i>	<p><i>Using the Section Performance Report</i></p> <ul style="list-style-type: none"> ● <i>Accessing and using the report to monitor student participation and performance</i> ● <i>School Year Cycle Radar report - Accessing and using the report to monitor homeroom students' attendance, contacts, and participation.</i> ● <i>Using LiveLesson® Session Tools to Engage Students</i>
<i>December</i>	<p><i>Setting Section Stages Complete</i></p> <ul style="list-style-type: none"> ● <i>Reviewing student grade books to determine when they are ready to have Section Stages set to Complete</i> ● <i>Completing the process of setting Section Stages to Complete</i> ● <i>Making changes after Section Stages have been set to Complete</i> <p><i>Marking Lessons at Midyear</i></p> <ul style="list-style-type: none"> ● <i>Fall Preliminary Retention Data View</i> ● <i>Identifying the purpose of this Data View</i> ● <i>Completing the Fall Preliminary Retention Data View</i>
<i>January</i>	<p><i>Setting Section Stages Review</i></p> <ul style="list-style-type: none"> ● <i>Identifying promotion criteria</i> ● <i>Using the School Year Cycle Radar to identify a student's recommendation status</i> ● <i>Reviewing Connexus suggestions and inputting recommendations</i> ● <i>Conducting follow-up phone contacts and WebMail messages</i> ● <i>Pulling individual teacher radar data for review</i> ● <i>Formative Assessment Mid-Test</i> ● <i>Motivating students to participate</i> ● <i>Encouraging Learning Coach training and participation</i>
<i>February</i>	<p><i>Helping Homeroom Students</i></p> <ul style="list-style-type: none"> ● <i>Reviewing best practices for intervening with students in Approaching Alarm or Alarm status</i> ● <i>Reviewing best practices for ensuring high levels of student engagement</i>

Figure 2 is a sample of the types of professional development and instructional support that will occur during the school year. These will be presented in conjunction with other members of the Connections' Instructional Services Department. Each session is one hour in length.

Figure 2. Professional Development – Instructional Services Department

Topic	Activity
<p><i>Week 1</i></p> <ul style="list-style-type: none"> • <i>How is teaching online different from teaching in brick-and-mortar?</i> • <i>Office Hours with Professional Development</i> 	<ul style="list-style-type: none"> • <i>Learning about the role of a facilitator of learning and analyzing data (not re-teaching curriculum in Connexus®)</i> • <i>Using the ARCA Teacher ePortfolio to capture attendance and participation in all training and professional learning</i> • <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
<p><i>Weeks 2 through 6</i></p> <ul style="list-style-type: none"> • <i>Office Hours with Professional Development</i> 	<ul style="list-style-type: none"> • <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
<p><i>Week 7</i></p> <ul style="list-style-type: none"> • <i>Adobe Connect, Foundations Part 2 (continued from First 8 Days)</i> • <i>Office Hours with Professional Development</i> 	<ul style="list-style-type: none"> • <i>Polls, Applets, Pods – keeping sessions engaging – “how to” tutorials as recordings – course content is about why/when you use them to engage students</i> • <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
<p><i>Weeks 8 and 9</i></p> <ul style="list-style-type: none"> • <i>Office Hours with Professional Development</i> 	<ul style="list-style-type: none"> • <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
<p><i>Week 10</i></p> <ul style="list-style-type: none"> • <i>Revisiting CBAs and Higher-level Questioning</i> • <i>Data-driven Decisions</i> • <i>Office Hours with Professional Development</i> 	<ul style="list-style-type: none"> • <i>How are you doing with CBAs? What are the different levels of questioning?</i> • <i>Looking at data and making instructional decisions for personalizing instruction</i> • <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>

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<p><i>Week 11</i></p> <ul style="list-style-type: none"> <i>Adobe Connect, Foundations Part 3: Targeted LiveLesson Sessions</i> <i>Office Hours with Professional Development</i> 	<ul style="list-style-type: none"> <i>Strategies for asking higher level questions in LiveLesson sessions</i> <i>Working with targeted groups of students</i> <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
<p><i>Through end of December</i></p> <ul style="list-style-type: none"> <i>Office Hours with Professional Development</i> 	<ul style="list-style-type: none"> <i>Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.</i>
<p><i>January</i></p> <ul style="list-style-type: none"> <i>Next Generation Assessments and High Stakes Assessments, Part 1</i> 	<ul style="list-style-type: none"> <i>Sample questions, student expectations, and preparing students for next generation assessments</i>
<p><i>February</i></p> <ul style="list-style-type: none"> <i>Next Generation Assessments and High Stakes Assessments, Part 2</i> <i>Using the AOPR</i> 	<ul style="list-style-type: none"> <i>Sample questions, student expectations, and preparing students for next generation assessments</i> <i>AOPR for academic progress and data analysis</i> <i>Instructional Support Database for Resources</i>
<p><i>March</i></p> <ul style="list-style-type: none"> <i>Engaging Students in Learning</i> 	<ul style="list-style-type: none"> <i>Developing grit and persistence, maintaining engagement, and understanding learning styles</i>
<p><i>April</i></p> <ul style="list-style-type: none"> <i>Helping Students Succeed</i> 	<ul style="list-style-type: none"> <i>Review and analyze data from the approved Supplemental Instructional Support Programs (SIPs)</i>
<p><i>May</i></p> <ul style="list-style-type: none"> <i>Closing Out the Year</i> 	<ul style="list-style-type: none"> <i>Developing professional learning goals for the next school year</i> <i>Introduction to the Professional Learning 100 Series Overview</i>

In addition to required training and professional development, Connections maintains a multitude of optional professional learning sessions that may be offered during the school year. These are open to all teachers who are looking to expand their skill sets. Sessions are designed for specific content areas, grade level teams, or experience levels. The optional learning experiences are designed as multi-part series or stand-alone sessions, depending on their content. Examples of optional trainings, many of which have monthly sessions, include:

- 1, 2, 3: Developing Number Sense (K-2)*

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- *1/2, 1/3, 1/4: Developing Number Sense (3–5)*
- *Building Blocks to Teaching Reading: The Five Components of Literacy Instruction for K–5 Teachers*
- *Developing Empowered Writers*
- *LiveLesson[®] Foundations*
- *Topics in Gifted Education*
- *Advancing Your Practice: Time Management, Data Analysis, and Synchronous Instruction*
- *Collective Approach to Teaching Students with Learning Differences*
- *Introduction to Response to Intervention (RTI)*
- *Partnering with Learning Coaches*
- *Using Formative Assessment Data to Make Instructional Decisions*

Remaining Issues: None

10. Class Size and Teaching Load

Standards for Accreditation 10.02 Class Size and Teaching Load

ARCA educators utilize Connections' curriculum and assessments rather than preparing their own and will not face the typical challenges of classroom management, as instruction is delivered online. The Board will adopt class size and teaching load requirements that are more appropriate for an online setting to allow for a more effective allocation of school funds. ARCA proposes the following specific alternative maximum student-to-teacher ratios:

- *Teachers (K-5) – 50:1*
- *Teachers (6-8) – 38:1*
- *Advisory Teachers – 300:1*
- *Special Education Teachers – 35:1*

Legal Comments: Special Education standards regarding class size and teaching load cannot be waived.

Applicant Response:

The ARCA Board acknowledges that Special Education standards regarding class size and teaching load cannot be waived and withdraws that portion of the waiver request.

ARCA proposes the following specific alternative maximum student-to-teacher ratios:

- *Teachers (K-5) – 50:1*
- *Teachers (6-8) – 38:1*
- *Advisory Teachers – 300:1*

ARCA will comply with Special Education class size and teaching load requirements authorized by A.C.A. §6-41-309 and specified in ADE Rules – Special Education and Related Services 17.00 Program Standards, specifically Section 17.03.1.2.

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Please see ARCA's response to C.14 Staffing Plan for additional details on how ARCA will comply with Special Education standards regarding class size and teaching load.

Remaining Issues: None

11. Food Services

ARK. CODE ANN. §6-18-705 Breakfast program

ARK. CODE ANN. §6-20-701 et seq. School Lunch Program

As an online school, ARCA will not serve meals.

Legal Comments: None

Remaining Issues: None

12. Gifted and Talented

ARK. CODE ANN. §6-20-2208(c)(6) Monitoring of expenditures

ARK. CODE ANN. §6-42-109 Reports by school districts

ADE Rules - Gifted And Talented Program Approval Standards

Standards for Accreditation 18.00 Gifted and Talented Education

The Board will contract with Connections Education to offer a gifted and talented program as described in this application, though not as prescribed by ACA and ADE Rules. The Connections program, described above, is designed to increase student achievement for gifted and talented students.

Legal Comments: None

Remaining Issues: None

13. School Nurse/Media Services

ARK. CODE ANN. §6-18-706 School nurse

ARK. CODE ANN. §6-25-103 and §6-25-104 Library media services program defined and Library media specialist – qualifications

ADE Rules Governing Public School Student Services 3.01.6

Standards for Accreditation 16.02 Media Services

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Standards for Accreditation 16.03 Health and Safety Services

As an online school, ARCA will not need a school nurse or library media specialist. Teachers will work to ensure students understand research and technology.

Legal Comments: None

Remaining Issues: None

14. Guidance Counseling Services

ARK. CODE ANN. §6-18-1001 et seq. Public School Student Services Act

ADE Rules Governing Public School Student Services 3.01.1

Standards for Accreditation 16.01.03 Guidance and Counseling

ARCA will provide its own set of student services programs that will be possible and appropriate in a full-time online charter school setting. The ratio required for brick-and-mortar schools in which counselors and students must meet face-to-face is not necessarily appropriate for a full-time online program. The Board believes in the importance of guidance and counseling services and will ensure appropriate staffing levels are maintained. One or more properly certified guidance counselors will be on staff, but the services provided to students can be distributed differently among staff. Advisory teachers (estimated 300:1 ratio) will handle most course scheduling and post-graduation planning support.

Legal Comments: None

Remaining Issues: None

15. School Boards

ARK. CODE ANN. §6-13-608 Length of directors' terms

ARK. CODE ANN. §6-13-611(b) and (c) Vacancies generally

ARK. CODE ANN. §6-13-612(c) Vacancy – Conviction of a Felony

ARK. CODE ANN. §6-13-613 Temporary vacancies – Vacancies created by failure to participate

ARK. CODE ANN. §6-13-619(c)(1)(A) and (d)(2) Meetings

ARK. CODE ANN. §6-13-620(5)(A) Powers and Duties

ARK. CODE ANN. §6-13-630 Election by zone and at large

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ARK. CODE ANN. §6-13-631 Effect of minority population on election

ARK. CODE ANN. §6-13-1301 et seq. Site-Based Decision Making

ARK. CODE ANN. §6-14-101 et seq. School elections

ARCA'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 or Connections Education. The Board will provide for its own site-based decision making committee and school board member training. The ARCA 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. Connections will be the employer of school leader, even though he/she will serve at the pleasure of the Board. This flexibility will allow the Board to focus on student achievement.

Legal Comments: None

Remaining Issues: None

16. Commodity Bidding

ARK. CODE ANN. §6-21-301 et seq. Acquisition of Commodities Generally

ARCA intends to contract with Connections for provision of its education program. Connections' education program integrates technology, curriculum, instructional materials and tools, staff, and support services into a single education services offering. The Connections program is proprietary and Connections is the only source from which ARCA can obtain access to the Connections education program. ARCA believes that this service offering falls within the single source exemption of ACA § 6-21-05. Because of the unique nature of the Connections education program, the Board would prefer RFP requirements be waived only for its contract with Connections. This will increase student achievement as ARCA will have more time to establish its program. All other purchases will be subject to ACA § 6-21-01 et seq. Should this waiver not be granted, ARCA will follow the required RFP process for a contract with an educational service provider.

Legal Comments: None

Remaining Issues: None

17. Instructional Materials

ARK. CODE ANN. §6-21-406 Conditions for offering textbooks for adoption, sale, or exchange

ADE Rules Governing Instructional Materials 6.02

Connections maintains a national array of instructional material/book depositories across the

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country linked by an efficient logistics network. Any new depository would be redundant and the expenses passed onto the school would be better spent serving ARCA students.

Legal Comments: The Applicant should explain why these waivers are necessary and how they will help the Applicant meet its goals.

Applicant Response: *A.C.A. §6-21-406(b) and ADE Rules Governing Instructional Materials Section 6.02 require that publishers doing business in the State of Arkansas maintain at least one book depository in Arkansas. ARCA anticipates contracting with Connections which already maintains a national array of depositories linked by an efficient logistics network.*

A waiver is necessary because maintaining a book depository in Arkansas would be redundant to Connections' operations. Connections is already able to store and ship instructional materials for ARCA students with its existing depositories. As such, requiring a redundant depository would increase costs to Connections and ARCA without any benefit to students.

If this waiver is granted, ARCA would allocate those school funds that would have funded a depository to other services that the ARCA Board decides will best support students. This financial flexibility will help ARCA meet its goals for student academic success.

If this waiver is not granted, ARCA and Connections agree to comply with A.C.A. §6-21-406(b) and ADE Rules Governing Instructional Materials Section 6.02 and will take the steps necessary to do so.

Remaining Issues: None

18. Annual Progress Report Publication

ARK. CODE ANN. §6-15-2006(b) Annual Report

Standards for Accreditation 7.02.2 School District Goals

ARCA will operate as a statewide school making it cost-prohibitive to publish a report in newspapers with general circulation in all served districts. ARCA will report to parents online and to the State Board of Education in writing which will be more effective in engaging parents.

Legal Comments: None

Remaining Issues: None

19. Flags/Period of Silence/Pledge of Allegiance

ARK. CODE ANN. §6-10-115 Period of Silence

ARK. CODE ANN. §6-16-105 United States flag

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ARK. CODE ANN. §6-16-106 Arkansas flag

ARK. CODE ANN. §6-16-108 Recitation of the Pledge of Allegiance

ARCA will display the U.S. and Arkansas flags, though not as prescribed by A.C.A. The online nature of ARCA does not lend itself to a group Period of Silence or recitation of the Pledge of Allegiance. Time is available for students to do so individually.

Legal Comments: None

Remaining Issues: None

20. Adult Education

Standards of Accreditation 19.04

ARCA may make a summer school available depending on student need and demand but will not offer an adult education program. The ARCA Board prefers to focus on serving students in grades K-12, from which an adult education program may distract.

Legal Comments: None

Remaining Issues: None

21. Material Allotment to Teachers

ARK. CODE ANN. §6-21-303(b)(1)(A) Rules [Acquisition of Commodities Generally]

ARCA teachers will not have traditional classrooms and will be provided with the materials necessary for class activities.

Legal Comments: Applicant should provide rationale of why this waiver is necessary and how it will help the Applicant achieve its goals.

Applicant Response: *A.C.A. §6-21-303(b)(1)(A) requires a school district to provide to each PK-6th grade teacher for use in his or her classroom or for class activities the greater of \$500 or \$20 per student enrolled in a teacher's class for more than 50% of the school day at the end of the first three months of the school year.*

A waiver is necessary because ARCA teachers, who will teach in a fully-online environment, will not need to spend out-of-pocket on their virtual classrooms or class activities. ARCA anticipates contracting with Connections for instructional materials, which includes materials for class activities (e.g., science kits, math manipulatives, and art supplies).

If this waiver is granted, ARCA would allocate a portion of those school funds that would have been provided for teachers' classrooms and class activities to other services that the ARCA

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

Board decides will best support students. This financial flexibility will help ARCA meet its goals for student academic success.

ARCA may implement procedures akin to those required by A.C.A. §6-21-303(b)(1)(B), whereby teachers may draw from or be reimbursed from a discretionary fund. These procedures would be set by the ARCA Board and may target core subject teachers or teachers serving high- need students.

If this waiver is not granted, ARCA agrees to comply with A.C.A. §6-21-303(b)(1)(A) and will adopt the procedures necessary to do so.

Remaining Issues: None

22. Eye and Vision Screening

ARK. CODE ANN. §6-18-1501 et seq. Mandated Eye and Vision Screening Procedures and Tests for Children

ADE Rules - Eye and Vision Screening Report in Arkansas Public Schools

ARCA students will not be physically present at the teaching/learning center to receive eye and vision screening exams. Should these waivers be denied, ARCA will comply with state law and ADE rules in one or more of the following ways: contracting with screening providers in students' local areas, subsidizing households to provide for screening, proving for screening at sites where students will be present (e.g. state assessments, field trips). Transportation may be provided for those families who require it in a similar fashion to state assessments procedure.

Legal Comments: None

Remaining Issues: None

21. Secondary Units Offered

Standards for Accreditation 9.03.1.2 and 9.03.4

ARCA will not initially serve all secondary grades. ARCA's initial high school cohort will have access to a full court load that will allow students to graduate on time under Smart Core requirements. By the start of this initial cohort's 12th grade year, ARCA will offer all 38 required units, less any waived requirements.

Legal Comments: None

Remaining Issues: None

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

22. Secondary Units Offered – Instrumental and Vocal Music

Standards for Accreditation 9.03.4.5

ARCA will not offer a unit of instrumental music or a unit of vocal music. ARCA will offer at least 3 ½ fine arts units better suited to an online environment, which will benefit student achievement. Connections has music theory, music appreciation, digital arts, and art history course in its catalogue.

Legal Comments: None

Remaining Issues: None

Desegregation Analysis: Fully Responsive

**ADE LEGAL
DESEGREGATION
ANALYSIS**

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment
Public Charter School Application for
Arkansas Connections Academy

Date: September 30, 2015

I. INTRODUCTION

Arkansas Connections Academy, Inc. submitted an application for an open-enrollment public charter school, Arkansas Connections Academy. The proposed charter school would be virtual with its offices located in the Bentonville School District. The proposed charter school would provide instruction in grades kindergarten through twelve (K-12) and possess a student enrollment cap of 3,000. Because of its virtual nature, the proposed school could draw students from throughout the state.

II. STATUTORY REQUIREMENTS

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

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

The applicant addresses Desegregation Assurances on pages 62 and 63 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2014, enrollment for the Bentonville School District is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Affected School Districts							
Bentonville	570	878	468	1,663	253	11,665	15,497
School District	3.68%	5.67%	3.02%	10.73%	1.63%	75.27%	--

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)). ADE is aware of various desegregation orders affecting districts throughout the state.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs “prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed* specifically to the [allegedly segregated] schools.” *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). “[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate.” *Id.*, at 208 (emphasis in original).

It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools. Although ADE is aware of various

desegregation orders affecting districts throughout the state, we have no reason to believe that the number of students who will attend ARCA will be significant enough to impact any district's desegregation obligations. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school's existence.

the Getting Started onboarding program, the Get Coaching Learning Coach support program, and the Get Connected socialization and connectedness program.

During the enrollment process, Learning Coaches will be provided with the School Handbook, which clearly outlines the role of and expectations for the Learning Coaches. Learning Coaches will also be provided an online orientation course detailing how the program works, how to use Connexus, and particulars about their specific role. Homeroom teachers provide ongoing support to Learning Coaches and ARCA will provide support for Learning Coaches throughout the year with modules on participation, motivation, assessments, and summer learning.

If a student is not having attendance taken, is not completing work, or is not succeeding in the school, the student's teachers will intervene and conference with the Learning Coach. If it is determined this stems from a Learning Coach issue (rather than from academic difficulties), the staff would take action such as creating an action plan or contract with the Learning Coach that further specifies expectations and tasks. The school will conduct check-in meetings with the Learning Coach, student, teacher, and administrator throughout the process.

Involve the Parents, Employees, and Broader Community in Carrying Out the Terms of the Charter
Active involvement of all stakeholders will ensure the success of ARCA 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 virtually periodically throughout the year.

Connections will contract with a third party to survey parents and employees annually to evaluate ARCA on several criteria including student progress, teacher support, and quality of the curriculum. Parents and employees will be surveyed to get their feedback on the program to help identify what the school is doing well and how it can improve.

To keep families and community members informed and involved, ARCA will maintain a public website and social media pages (Facebook, Pinterest, Twitter, etc.) that contains all required and relevant information. ARCA will develop a student information and community education plan to inform potential students, their parents/guardians, and other interested parties about the education program.

22. 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 ARCA's charter approval will not negatively impact the desegregation efforts of any public school district in the state. ARCA will operate as an online school; since all learning and assignments are delivered to students online, ARCA may attract and enroll students across the entire state. ARCA 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, ARCA will use a random, anonymous lottery for admissions.

Since ARCA will draw students statewide, 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 ARCA 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 ARCA do come from public school districts, this is a small fraction of the approximately 460,000 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 2,000- 3,000 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. (ARCA is seeking an enrollment cap of 2,000 students for the first 3 years of operation, and a cap of 3,000 students for years 4 and 5.)

ARCA plans to operate a teaching/learning center in Bentonville within the boundaries of the Bentonville School District. Even assuming that the majority of the 2,000- 3,000 students who may enroll in ARCA come from the Bentonville School District and its six contiguous districts, which again is not likely, it's hard to imagine that 2,000- 3,000 students could affect the racial makeup of the over 57,000 students enrolled in the seven school districts in question. The Bentonville, Pea Ridge, Gentry, and Gravette School Districts all currently have a student body of over 65% white students with Hispanic students being the highest minority concentration. The Rogers and Decatur School Districts both have a student body of approximately 50% white students, again with Hispanic students making up the highest minority concentration at 44% and 33% respectively. The only school district with less than a 50% white student body is Springdale. The Springdale School District has a student body of just under 40% white students. 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 ARCA could negatively impact any desegregation efforts currently in place.

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

23. 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 Connexus 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 Connections' Compliance Team to ensure all state laws are met.

ARCA will ensure everyone has access to the education program, including providing a computer and Internet subsidy. ARCA 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:

- 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).
- Curriculum Alignment: The content is aligned to the Arkansas Curriculum Frameworks. If the state standards change, the curriculum can also change to maintain alignment.

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday July 28, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Arkansas Connections 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
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Arkansas Connections Academy (ARCA)

Grade Level(s) for the School: K-12 Student Enrollment Cap: 3,000

Name of Sponsoring Entity: Arkansas Connections Academy, Inc.

Other Charter Schools Sponsored by this Entity (Name and Location):
Not Applicable

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

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

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Dennis Beck

Address: 2224 East Tall Oaks City: Fayetteville

ZIP: 72703 Daytime Phone Number: (479) 422-9365 FAX: (479) 510-1454

Email: ArkansasConnectionsAcademy@gmail.com

Charter Site

Address: 609 SW 8th Street City: Bentonville

ZIP: 72712 Date of Proposed Opening: August 22, 2016

Chief Operating Officer

of Proposed Charter (if known): Virginia Walden Ford Title: Board Treasurer

Address: 2206 S. Park Street City: Little Rock

ZIP: 72202 Daytime Phone Number: (209) 297-8738

The proposed charter will be located in the Bentonville 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: Dennis Beck Position: Board President State of Residence: AR

Name: Virginia Walden Ford Position: Board Treasurer State of Residence: AR

Name: Carla Hartwell Position: Board Secretary State of Residence: AR

Name: Melissa Nelson Position: Connections VP State of Residence: MN

Name: Bryce Adams Position: Connections Exec Dir State of Residence: TX

Name: Lyn McCullen Position: Connections Sr Dir State of Residence: PA

Name: _____ Position: _____ State of Residence: _____

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

15,081 (Total District Enrollment)

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

See Attachment 13 for full list _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Arkansas Connections Academy (ARCA) will offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality online school. ARCA will provide a complete public school experience for students in grades K-12 focusing on the students' academic growth, social and emotional needs, and post-secondary goals.

The school will embody multiple hallmarks of excellence: a rigorous curriculum aligned to the Arkansas Curriculum Frameworks; licensed teachers actively engaged with students and families; and an educational management system designed to provide accountability through data collection, analysis, and reporting.

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

Applicant Response:

In "The Rise of Online Education" Clayton Christensen and Michael Horn observed, "...[T]he rise of online learning carries with it an unprecedented opportunity to transform the schooling system into a student-centric one that can affordably customize for different student needs by allowing all students to learn at their appropriate pace and path, thereby allowing each student to realize her fullest potential." (Clayton Christensen and Michael Horn. "The Rise of Online Education". Washington Post, 11 October 2011. Available at <http://www.washingtonpost.com/national/on-innovations/the-rise-of-online-education/2011/09/14/gIQA8e2AdL_story.html>)

ARCA will provide students with a student-centric, whole-school experience with academic, behavioral, emotional, and post-secondary supports. The personalized approach to learning will benefit each and every student, including those who struggle academically as well as high achievers. The placement process will ensure that each learner is provided with the most appropriate curriculum, pacing, teaching approach, and support from the first day.

ARCA's full-time public school experience will include licensed teachers, award-winning curriculum aligned to the Arkansas Curriculum Frameworks, and personalized learning plans for each student. ARCA will promote academic and emotional success for all learners by combining the best in online education with real and engaging connections among students, families, teachers, and the community. Students at all grade levels participate in clubs, activities, field trips, and electives. In addition, high school students will have individualized and supported progression plans focused on college and career readiness in order to realize their full potential after graduation.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

The ARCA Board hosted three public hearings to assess support for its charter application:

- July 17, 2015 at 6:00 PM
Holiday Inn Express & Suites Bentonville
2205 S.E. Walton Blvd
Bentonville, AR 72712
- July 18, 2015 at 2:00 PM
Hilton Garden Inn North Little Rock
4100 Glover Lane
North Little Rock, AR 72117
- July 27, 2015 at 9:00 AM
Holiday Inn Express & Suites Bentonville
2205 S.E. Walton Blvd
Bentonville, AR 72712

The July 17th public hearing in Bentonville was attended by six people. Board President Dennis Beck spoke about the effectiveness of online learning. The audience discussed the flexibility available to students in an online school, particularly in pursuing extracurricular activities, and the differences between a public online school and homeschooling. It was made clear to the audience that while there is flexibility in scheduling coursework, ARCA will have required state assessments, certified teachers, and a curriculum aligned to state standards.

The July 18th public hearing in North Little Rock was attended by three people. The audience had some prior knowledge of online schools from speaking with parents of student-athletes in other states and previous enrollment with other providers (both private and public). The response to the presentation was overwhelmingly positive, with interest in the personalized instruction, IEP services, and connections with other students.

The July 27th public hearing in Bentonville received two RSVPs but was unattended.

Evidence of Public Support Exhibited at the Hearing

There were nine attendees at the hearings. Response at the hearings was positive and participants made the following comments:

- "I've heard great things about Connections from [Oklahoma, Louisiana, and Texas] parents at gymnastics meets. I wish Arkansas had this option too."
- "We need the flexibility but I don't want to homeschool. I really like that you have certified teachers and NCAA accreditation."
- "I think my son would learn better with the one-on-one attention."
- "My son wants to be an FBI agent and was told he needs to study Chinese, Arabic, and computer programming. It's great you can offer those across the state."
- "There are so many parents out there who don't even know about this option who are going to love it."

Documentation of Required Notices Published to Garner Public Attention

Copies of the notices are provided in Attachment 2.

The notice for the first and second public hearings ran in the Arkansas Democrat Gazette (statewide edition) on 6/21/15, 6/28/15, and 7/5/15. It was not placed in the Legal Notices or Classifieds section. The hearings were held on 7/17/15 and 7/18/15. The notice was posted for three consecutive weeks with the last notice being not less than seven days before the first hearing. Superintendents throughout the state were notified via email.

The first notice stated, "Notice of Public Hearings: Arkansas Connections Academy announces two public hearings on the creation of a new statewide online open-enrollment charter school. Arkansas Connections Academy will serve students in grades K-12 with quality curriculum and personalized instruction. Please attend to learn more.

Friday, July 17, 2015 - 6:00 PM

Holiday Inn Express & Suites Bentonville, 2205 S.E. Walton Blvd, Bentonville, AR 72712

Saturday, July 18, 2015 - 2:00 p.m.

Hilton Garden Inn North Little Rock, 4100 Glover Lane, North Little Rock, AR 72117"

The notice for the third public hearing ran in the Arkansas Democrat Gazette (statewide edition) on 7/9/15, 7/15/15, and 7/20/15. It was not placed in the Legal Notices or Classifieds section. The hearing was held on 7/27/15. The notice was posted for three consecutive weeks with the last notice being not less than seven days before the first hearing. Superintendents throughout the state were notified via email.

The second notice stated, "Notice of Public Hearings: Arkansas Connections Academy announces a public hearing on the creation of a new statewide online open-enrollment charter school. Arkansas Connections Academy will serve students in grades K-12 with quality curriculum and personalized instruction. Please attend to learn more.

Monday, July 27, 2015 - 9:00 AM

Holiday Inn Express & Suites Bentonville, 2205 S.E. Walton Blvd, Bentonville, AR 72712"

In addition to the three public hearings, nine online and twelve in-person information sessions were conducted to ensure information regarding the school reached as many students and families throughout the state as possible. In-person sessions were offered:

- 5/27/15 at 10:00 AM - The Perfect Cup in Camden
- 6/8/15 at 6:00 PM - Mylo Coffee Co. in Little Rock
- 6/10/15 at 10:00 AM - Community Bakery in Little Rock
- 7/19/15 at 7:00 PM - Old Sawmill Cafe in Forrest City
- 7/20/15 at 9:00 AM - Howard's Donuts in West Memphis
- 7/20/15 at 12:00 PM - Shipley's Do-Nuts in Blytheville
- 7/20/15 at 7:00 PM - Starbucks in Jonesboro
- 7/21/15 at 9:00 AM - Midnight Oil Coffee House in Searcy
- 7/21/15 at 12:00 PM - Starbucks in Conway
- 7/21/15 at 7:00 PM - Anne's Country Cafe in Pine Bluff
- 7/22/15 at 9:00 AM - Shipley's Do-Nuts in Monticello
- 7/22/15 at 11:00 AM - Community Bakery in Little Rock

Documentation of Required Notices of the Public Hearing to Superintendents

On 7/6/15, Dennis Beck, ARCA Board President, sent an email to superintendents throughout the state notifying them of the first two public hearings with an additional email sent on 7/9/15 notifying superintendents of the third public hearing. Email addresses were gathered from the Arkansas Department of Education and district websites. Several email addresses were returned as not having been delivered. New email addresses were located for those recipients and new emails were sent to ensure that the superintendents received notice of the public hearings. Copies of the emails are provided in Attachment 2.

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:

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

ARCA 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 Connections Academy (a division of Connections Education, collectively referred to as Connections throughout this application), the proposed educational services provider for the school.

ARCA received non-profit 501(c)(3) status in January 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.

Dennis Beck, Board President, is currently an Assistant Professor at the University of Arkansas, where he has taught Theoretical Foundations of Educational Technology and Grant Writing in Instructional Technology and has maintained an active research agenda in the areas of K-12 virtual school leadership, virtual schooling and special education students, and social studies technology integration. He received the 2013 Southeastern Conference Visiting Faculty Travel Grant and the 2011 New Faculty Teaching Excellence Award from the University of Arkansas. He earned his Ph.D. in Curriculum and Instruction, Educational Technology from the University of Florida and a B.S. in Economics from Pennsylvania State University.

Virginia Walden Ford, Board Treasurer, is Executive Director of the Arkansas Parent Network, working to make more educational choices available to Arkansas parents. Virginia was the recipient of the Heritage Foundation's prestigious 2004 Salvatori Prize for American Citizenship, the Black Alliance for Educational Options' (BAEO) 2004 Vision Award, the National Catholic Education Agency's (NCEA) 2005 Leonard F. DeFiore Parental Choice Advocate Award, and the 2008 John T. Walton Champions for School Choice Award from the Alliance for School Choice.

Carla Hartwell, Board Secretary, is a parent of three children, former substitute teacher, and homeschooler of her second child. Carla has experience as a Learning Coach with her middle child, who was previously enrolled in Arkansas Virtual Academy with much success. She strongly believes in providing online learning options for all Arkansas children and expects to enroll her youngest child in Arkansas Connections Academy.

Relationship between Board of School and Board of the Sponsoring Entity

The Board of the school (ARCA) is the same as the Board of the sponsoring entity (Arkansas Connections Academy, Inc.). ARCA 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 ARCA 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.

Board of Directors Roles and Responsibilities

The Board will have all the powers and duties permitted by law to manage the business, property, and affairs of the school and to adopt policies by which the school will be governed. The Board will be responsible for assuring that the school operates according to its charter and applicable law.

ARCA will be a fully autonomous, fully accountable public charter school. The Board will have the tools and resources necessary to ensure a combination of autonomy and accountability. The Board will oversee the charter and use appropriate access to student performance data (abiding by student data privacy laws and regulations) as well as frequent reporting on school operations and finance to carry out its tasks. The Board will monitor such data closely to ensure that the school is meeting its academic performance goals and remaining operationally effective and fiscally sound. The entire Board will have academic performance as its purview; the Treasurer will serve as first reviewer of fiscal data; and the Board will appoint members to monitor operations issues such as staffing and facilities during both the start-up and implementation phases. The Board will hold its partners and vendors accountable for performance, and will in turn be accountable to the ADE.

The operating structure of ARCA will be similar to that of a traditional educational environment. The Board will oversee and support the Principal and administrative team, who while implementing the policies and procedures of the Board, will in turn supervise and support the teaching staff. The Board will oversee the management of the charter school and be legally accountable for its operations. The Board will set policy and select contractors, including those providing the school's day-to-day operations, curriculum, technology, and instructional services. ARCA anticipates contracting with Connections for educational and operational support, with the approval and oversight of the Board. Working with the Principal and School Leadership Team, Connections will hire and employ the instructional staff with Board approval. The Board will be responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill the school's obligations to the ADE and to stakeholders. The Board will meet approximately ten times per year in open session to fulfill its duties and may create subcommittees or task forces to carry out special tasks.

ARCA's instructional leader will be the Principal, who will be selected by the Board and serve at its pleasure but will be employed and supervised by Connections under the guidance of the Board. The Principal will build

consensus as well as inspire teachers to teach, students to learn, and parents to engage in their children's learning. The Principal is responsible for overall school operation, working with parents, students, support staff, and teachers. The Board evaluates the Principal annually and, based on that evaluation, approves the Principal's compensation. The Board is supported in the evaluation process by Connections. Since the Board selects, evaluates, approves compensation for, and retains the power to fire the Principal, the Board has influence over the Principal.

Policies and Procedures for Board Operation

Board Composition

The Board will consist of parents, educators, and business and community leaders who are committed to bringing a high-quality, highly accountable online public school to Arkansas. The founding members may recruit additional members to form a diverse and well-balanced Board. The Board will be deemed public agents authorized by the State Board of Education to supervise and control the charter school.

The Board will be comprised of no fewer than three and no more than seven voting members. No member of the Board will be an employee or independent contractor or otherwise be compensated by ARCA or its partner, Connections. The Board intends to recruit at least one parent of an enrolled student to serve as a member.

Each Board member brings unique skills and expertise to support ARCA and to make decisions regarding operations of the school, including budgeting and curriculum. ARCA will be a statewide school and as such, the Board members have community ties across the state. The wide range of expertise on the Board demonstrates the capacity for initial start-up operations and the successful launch of the school for fall 2016.

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 greater Arkansas community may seek election to the Board of Directors, with the exception of employees of ARCA, employees of Connections, 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.

Roles and Responsibilities

The Board sets policy and selects contractors, including those providing management, curriculum, technology, personnel, and instructional services. The Board will be responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill the charter agreement. The Board will:

- Create and monitor the vision/mission of the school
- Set Board and school policy
- Govern the operations of the school
- Practice strategic planning
- Select contractors, negotiate service agreements, and hold contractors accountable for performance under such agreements
- Assess the school's performance
- Exercise sound legal and ethical practices and policies
- Ensure that the school adheres to the same safety, civil rights, data privacy, and disability rights requirements as are applied to all public schools operating in Arkansas
- Comply with state and federal reporting requirements
- Manage assets, revenue, and liabilities wisely and in compliance with applicable state and federal laws
- Ensure adequate resources for administration, teachers, and students and manage them effectively
- Oversee, protect, and defend the legal interests of the school

- Advocate good external relations with the ADE and its Charter Office in the Division of Learning Services, the State Board of Education, school districts, parents, students, media, and the wider community

Once the charter is approved, the Board expects to attend trainings and meetings as may be appropriate to governing the school. Members will have the opportunity to attend national conferences such as the annual International Association for K-12 Online Learning's (iNACOL) Virtual School Symposium on Blended and Online Learning and the National Charter School Conference, as well as training sessions conducted by groups such as Greater Capacity Consortium and Above Board Training. Training topics will include charter school governance, non-profit management, conflicts of interest, budgeting and financial oversight, effective meetings, policy development, and human resources oversight. Board members will participate in national conferences to network with other charter school board members and further their development as effective board members.

School administrators and staff will also support the school. School administrators and staff will be employed by Connections through a professional services agreement, but will serve at the pleasure of the Board. The employee wages related to these positions, which are 100% dedicated to ARCA, will be reimbursed to Connections at cost. The school will be staffed with the following positions:

- Principal
- Assistant Principal(s)
- Administrative Assistant(s)
- Manager of Special Education
- Manager of Counseling
- Qualified Teachers
- Advisory Teachers/School Counselor(s)
- Special Education Teachers

Involving Parents, Staff, Students and Community

Administrators, faculty, parents, students, and community members will provide leadership and input in school decision-making. The Board will meet approximately ten times per year in open, public session to ensure transparency in operation.

Administrators lead the school, direct the goal setting and improvement planning process, and create a positive education environment conducive to student academic success and teacher professional growth. Administrators ensure compliance with applicable state and federal law and regulations.

Faculty members participate in the leadership of the school through professional learning communities (PLCs) and provide direct feedback and guidance to administrators. Extensive professional development ensures faculty members are familiar with best practices for online instruction and also provides an opportunity for instructors to provide input to the school. Faculty members will be responsible for serving Special Education and English Language Learner (ELL) students. Teachers also influence the curriculum and instruction of the school by:

- Collaborating with the Curriculum team to review planning documents
- Reviewing and providing feedback on unit and lesson content
- Evaluating lesson/assessment alignment
- Providing suggestions for Curriculum Based Assessments and LiveLesson session content

Parents actively participate in the school and with the Board. The Board may create ad hoc parent/Learning Coach advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. Parents are also encouraged to be involved with the Board's activities. The schedule and agenda for all Board meetings will be posted to the school website. ARCA will make all Board minutes available to families on request and will report on Board activities in the newsletter. The Board will aim to have at least one parent of an ARCA student on the Board. The Board will also have a public comment policy to support parent interaction.

Volunteer parents will serve as Community Coordinators and develop a vibrant and active school community. In addition to facilitating family get-togethers and formal field trips, Community Coordinators and ARCA staff will also reach out to community-based organizations and businesses to coordinate face-to-face community service opportunities. Students and families will have the opportunity to participate in regular field trips and outings throughout the state, so that all students may join. Once students have enrolled, administrators will select field trip locations based on the location of students throughout the state. Field trips may include visits to the

Arkansas Arts Center in Little Rock, the Arkansas River Valley Nature Center in Fort Smith, the Garvan Woodland Gardens in Hot Springs, the Heifer Ranch & International Learning Center in Perryville, and the University of Central Arkansas Archives in Conway. (<http://www.arkansas.com/kids/parents-teachers/field-trips.aspx>)

Community Coordinators provide an important communication link between families and the school, ensuring through phone conferences and news updates that school staff are attuned to needs of the parent community. Parental feedback is an important hallmark of the school's outreach and information sessions in the community. The school will take full advantage of this valuable communication with families to ensure that the school reflects their unique needs and creative ideas.

Parent satisfaction will be a main focus of the Board. ARCA families will be given an annual opportunity to participate in a thorough parent satisfaction survey, conducted by an independent market research firm. 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.

The independent evaluation results are used to ensure effective parent satisfaction with the program. Faculty and administration use these results to undertake continuous school improvement and focus on areas where improvement is needed. Parent satisfaction is key to monitoring the success of the program.

An independent February 2015 survey of families with students enrolled in schools supported by Connections found the following:

- 95% of parents agree that the curriculum is high quality
- 95% of parents agree that their children are satisfied with the program
- 96% of parents are satisfied with their teachers' helpfulness
- 93% of parents are satisfied with the variety of learning activities
- 93% of parents would recommend Connections Academy to other families
- 93% of parents agree that our technology tools improve their child's learning experience

Students provide feedback on courses and teachers. Input will be gathered on an ongoing basis via StarTrack. A StarTrack box requesting text feedback and ratings on a five-star scale is embedded in virtually every lesson in the curriculum and on the home page for each Learning Coach. Data gathered from this feedback is examined carefully and acted upon by school staff and Connections. As of March 2015, 736,049 lesson ratings have been submitted during the 2014-15 school year in schools supported by Connections, with an average rating of 4.20 out of five stars.

Community members are crucial to the planning process of the school, as well as its operation. The Board has actively solicited feedback from the community. The school will continue to take full advantage of valuable community partnerships to ensure that the school reflects the needs and wishes of the wider Arkansas community.

The school will actively seek out community organizations to partner with and provide real connections among students and the community. As part of the planning process for the school, the following community organizations were contacted to see if they would be interested in collaborating:

- Arkansas Hospitality Association
- Northwest Arkansas Council
- William J. Clinton Presidential Library
- Pea Ridge National Military Park
- Arkansas Studies Institute
- Janet Huckabee Arkansas River Valley Nature Center
- Fort Smith National Historic Site
- Little Rock Central High School National Historic Site

Information was provided to educate and inform these organizations about ARCA's unique school model and to find opportunities to work together. The Board plans to continue these discussions after the school has been approved and identify specific activities in which students may participate.

A. (1) The Board will have final decision-making authority for the school in the areas of finance, and purchasing.

(2) and (3) The Principal will have final decision-making authority in the areas of student discipline and hiring and firing of staff, with the advice, recommendation, and approval of the Board.

(4) The Board will have final decision-making authority in the hiring and firing of a school Principal.

The Board will govern ARCA and maintain responsibility for ensuring that the charter school program meets all of the educational, fiscal, and programmatic goals outlined in the charter. The Board, with input and guidance from school leadership, will decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures. The Principal will run the day-to-day operations of the school.

The Principal, in consultation with the Board and following the Board-approved Employee Handbook, will be the final decision-maker in employment matters. Connections will ensure that all personnel undergo required background checks before they are employed in the school. The Board will approve pay scales, performance criteria, a performance appraisal system, and disciplinary policies for all employees.

The Board will ensure that the school adheres to the same safety, civil rights, data privacy, and disability rights requirements as are applied to all public schools operating in Arkansas. The Board will also be responsible for ensuring that the public as well as students, parents, and employees have the ability to communicate appropriately with the Board in keeping with state law and regulation.

New policies may be suggested by parents, school staff, or others, but the development of those policies will be the responsibility of the Board with advice from its independent legal counsel. The Board will be well-informed regarding Charter School Law, ADE Policy, and operating policies established by the Charter Office in the Division of Learning Services. Such knowledge is imperative for the Board to make appropriate policy decisions that will affect the operation of the school and the work environment for students and staff.

The Board is a non-profit entity with 501(c)(3) status. By conferring this status to the Board, the IRS validates the independence of the school's corporation. ARCA is not related to nor is it a part of a holding company system and the Board does not include, and will never include, an employee or former employee of Connections.

B. The Board plans to contract with Connections to recruit the Principal (the final decision-maker identified in A(3)) and provide human resource services, including recruiting, to ensure ARCA is staffed by well-trained and effective online learning professionals. Daily management of the school will be the Principal's responsibility, while overall governance is the responsibility of the Board. The Board will annually evaluate the Principal's performance. Annual performance will be based upon meeting school goals, staff evaluations, and input from Connections based upon their experience interacting with Principals and supporting successful online school programs nationwide. The Board will adopt pay scales, performance criteria, a performance appraisal system, and disciplinary policies for the Principal.

C. ARCA's leadership will also be accountable to the parents. The parents will participate annually in a survey to provide feedback and input to the school.

The Board will also institute a parent grievance resolution process to ensure parent needs are met and issues are addressed.

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

Applicant Response:

Arkansas Connections Academy (ARCA) will offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality online school. ARCA will provide a complete public school experience for students in grades K-12 focusing on the students' academic growth, social and emotional needs, and post-secondary goals.

The school will embody multiple hallmarks of excellence: a rigorous curriculum aligned to the Arkansas Curriculum Frameworks; licensed teachers actively engaged with students and families; and an educational management system designed to provide accountability through data collection, analysis, and reporting.

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

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates 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	Bentonville Public School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	88.59	87.08	85.92
Targeted Achievement Gap Group	74.14	74.55	77.90
African American	82.64	79.73	75.00
Hispanic	83.85	79.31	83.90
White/Caucasian	89.17	88.00	86.76
Economically Disadvantaged	78.91	77.26	75.80
English Language Learners/ Limited English Proficient	77.52	76.80	92.11
Students with Disabilities	45.34	53.99	76.32

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Bentonville Public School District	
Campus Name	RE Baker	
Grade Levels	Grades K-4	
Campus Status	Needs Improvement	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	84.88	91.22
Targeted Achievement Gap Group	58.97	74.36
African American	n < 10	n < 10
Hispanic	n < 10	n < 10
White/Caucasian	85.03	91.44
Economically Disadvantaged	68.18	86.36
English Language Learners/ Limited English Proficient	n < 10	n < 10
Students with Disabilities	43.48	60.87

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Bentonville Public School District	
Campus Name	Old High Middle School	
Grade Levels	Grades 5 and 6	
Campus Status	Needs Improvement School	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	85.53	77.84
Targeted Achievement Gap Group	70.10	64.71
African American	66.67	66.67
Hispanic	78.13	65.63
White/Caucasian	86.32	78.95
Economically Disadvantaged	76.65	67.07
English Language Learners/ Limited English Proficient	72.73	63.64
Students with Disabilities	33.87	37.10

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Bentonville Public School District		
Campus Name	Bentonville High School		
Grade Levels	Grades 9-12		
Campus Status	Needs Improvement School		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	91.52	88.98	85.92
Targeted Achievement Gap Group	74.22	80.42	77.90
African American	86.21	85.90	75.00
Hispanic	84.54	80.43	83.90
White/Caucasian	93.17	90.39	86.76
Economically Disadvantaged	83.23	84.59	75.80
English Language Learners/ Limited English Proficient	73.91	79.05	92.11
Students with Disabilities	40.51	67.72	76.32

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:

Valid, Reliable, and Verifiable Data Substantiate an Educational Need for the Charter

Per the ADE's guidance, we are providing two sets of data for comparison in this application. The first set, provided in the tables herein, pertains to the Bentonville Public School District where the physical teaching/learning center will be located. In the second, provided in Attachment 14, we provide data for statewide averages.

ARCA will operate as a K-12 statewide online public school, meaning its positive impact will not be constrained to the Bentonville Public School District. As such, in this section of our application, we address the statewide data provided in Attachment 14. We also address the specific benefits for those students in school districts statewide, including Bentonville, in need of a flexible and personalized online public school option. In the subsequent section, which asks for a demonstration of need in districts not represented in the previous charts, we consider the statewide benefits provided by ARCA.

The school will address an unmet need for students to be educated outside of traditional brick-and-mortar schools, substantiated by the dramatic growth of online public schools across the country. According to the 2014 Keeping Pace Report, 30 states plus Washington DC have fully online schools operating statewide in 2014-15. Statewide virtual schools had about 740,000 course enrollments in 2013-14. About 315,000 students took all of their courses online in 2013-14, growing 6.2% from 2012-13. (<http://www.kpk12.com/states/>)

ARCA will serve students who want or need a full-time online educational environment for a variety of reasons, including:

- Students not on pace with their peers in school, including students coping with social issues.
- High-achieving students who wish to take AP, language, and elective courses that may not be offered locally
- Students who have been bullied or subjected to unwanted social pressures.
- Students with special learning needs. Arkansas reported in 2014 that 11% of students qualified to receive

special education services. (<https://adesrc.arkansas.gov/ReportCard/View?lea=AR&schoolYear=2014>) As shown previously in the charts, these students significantly lag in proficiency rates.

- Students undergoing medical treatment or are homebound due to illness or physical/emotional disability.
- Students in rural communities who may spend several hours on a school bus each day and lack access to public school options. According to the Rural School and Community Trust, 40% of Arkansas students are rural (http://www.ruraledu.org/user_uploads/file/2013-14-Why-Rural-Matters.pdf)
- Students with family livelihood responsibilities. According to Kids Count, there were 288,969 students qualifying for free and reduced lunch in 2014, representing a large population that may need flexibility for the parents' or students' work. (<http://datacenter.kidscount.org/data/tables/256-number-of-students-receiving-free-and-reduced-school-lunch?loc=5#detailed/2/any/false/869,36,868,133/any/9778>) Participation rates in the FRL program are higher in rural areas.
- Students who need a more flexible learning environment, including students pursuing artistic or athletic careers.

Some of these students will enroll for a shorter period of time then return to their previous schools; others will choose to stay enrolled as long as is appropriate for their child.

In the 2014-15 school year, there were 476,083 public school students across Arkansas. (<http://www.arkansased.org/about-ade/fast-facts>) In the majority of districts, families are assigned to their closest school, regardless of fit, and homeschooling is the only alternative. Families in some districts have limited choices based on local charter school availability. As of now, only 2,000 Arkansas students are able to enroll in the state's sole full-time online public school option (an average of 165/grade for the whole state). The choice of a second online public school will encourage online schools, as well as traditional schools, to innovate.

There is strong demand in Arkansas for alternatives and in particular for online education. Since January 2011, without any marketing or parental outreach efforts, over 4,000 Arkansas families have expressed interest in learning more about a Connections program once available. The Board anticipates that a broad range of students from across the state will enroll once information about the school is widely available. ARCA's student population may have an over-representation of students who are struggling academically or credit deficient and would benefit from an individualized program.

As indicated in the statewide data provided in Attachment 14, economically disadvantaged students and Students with Disabilities do not perform as well as their peers. Schools supported by Connections have performed particularly well with these underserved populations. Among all schools supported by Connections, low-income students in nearly 80% of school grades outpace the statewide reading performance for low-income students. Schools supported by Connections also have substantial experience serving students with disabilities. Nationally, these schools serve an average of 9.8% of students with IEPs, with percentages as high as 18%. Schools supported by Connections have also demonstrated their high quality in surrounding states and are the top-performing online schools in neighboring Texas and Louisiana. (<http://ritter.tea.state.tx.us/perfreport/account/2013/statelist.pdf>) (<http://www.louisianabelieves.com/data/reportcards/2013/>)

ARCA will provide opportunities for students who may have otherwise been unsuccessful in their educational and non-academic goals. Supporting the academic and non-academic goals of students will ultimately have a positive impact on individual student's lives and the state's economic future.

View the videos at the following URLs for personal stories from online school students attesting to how online schooling helped them succeed:

- Tori is a cancer survivor and high school student who has aspirations to become a speech pathologist. (<http://www.connectionsacademy.com/our-program/students/tori-hornick.aspx>)
- Beau is a high school student who chose to attend an online school to avoid the bullying he experienced in his brick-and-mortar school. (<http://www.connectionsacademy.com/our-program/students/beau-patterson.aspx>)

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, ARCA will also meet the needs of students and families statewide, bringing new courses, particularly college-level and career/technology electives, to students who previously lacked access to these courses. A high-quality statewide online school leverages excellent teachers and curriculum to meet the needs of students who need this option.

ARCA will bring opportunities similar to what is currently provided at Louisiana Connections Academy (LACA), a school supported by Connections in Louisiana. LACA students have access to:

- 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, 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

In addition to these courses, ARCA can offer students anywhere in the state dozens of clubs and activities as well as resources that will help prepare them for the global economy. The personalized approach at ARCA will help students develop critical skills, including independent thinking and problem solving. Students are also able to collaborate with people in their community and potentially across the globe.

Students will have access to more than 27 clubs and 14 special events (e.g., talent shows, virtual art galleries, cards for hospitalized children) through which they can explore interests beyond the classroom, develop leadership skills, and make friends within the school. An online yearbook allows each student to create a personal page including photos, videos, responses to poll questions, and autographs collected from friends. Clubs and activities include online and in-person meetings. Some of the online clubs and activities include:

- **Art Club:** The Art Club sparks students' creativity by exploring art, photography, and graphic design. Students explore the nuances of each medium and have opportunities to create and share their own creative designs. Optional LiveLesson sessions let students interact with art experts. This club is available to students in grades 6-12.
- **Broadcast and Theater Arts Club:** Students in grades 6-12 learn about choreography, set design, and tech crew for on- and off-Broadway productions. Working both individually and collaboratively, students are encouraged to write their own plays and musical scores. Students also learn about the history of and trends in broadcast media, exploring print, audio, and video mediums. LiveLesson sessions provide opportunities for students to share their theatrical talents as well as segments similar to those on television news magazines.
- **Career Club:** The Career club encourages students to learn about potential careers and explore fields that interest them. The club enables middle school students to enter high school with a direction in mind, making them more likely to embrace and succeed in a high school program that prepares them to pursue their career interests. At the high school level, this club facilitates the identification of a career goal and guides students to the postsecondary education needed to achieve it.
- **Chess Club:** Club members learn, socialize, and play in an atmosphere of friendly competition. After completing an online tutorial for either beginner or advanced players, students are matched with competitors of the same skill level and the games begin. Students can even play in a national tournament on an exclusive Connections site.
- **College Planning Club:** Designed for students in grades 9-12, this club helps those students who plan to attend college develop a portfolio that focuses on elements sought by college admissions committees.
- **First Generation Student Club:** Exclusively for high-achieving students who aspire to be the first in their families to graduate from college, this club provides high school students mentoring, advice, and personal development activities to help them prepare for a challenging and successful future.
- **Leadership and Global Awareness Club:** Students in middle and high school who are natural leaders in their communities are challenged to take on a leadership role at the state, national, and international levels. Students meet regularly to discuss, plan, and share service learning projects and outcomes. Additionally, students learn about various global cultures historically and presently in an effort to better prepare themselves for careers and lives in our global economy.

In addition to clubs and activities, ARCA will produce monthly newsletters that celebrate student and school successes, showcase student work, provide tips from teachers, and highlight upcoming events. ARCA will apply for a chapter of the National Honor Society. Of schools supported by Connections nationwide, 19 are members of the National Honor Society and 15 are members of the National Junior Honor Society.

Students who have demonstrated outstanding talent in the performing arts, competitive sports, or math and science will have the opportunity to flourish in the school's proposed Talent Networks devoted to fostering focused growth. The Talent Networks will give exceptional students the opportunity to network with other students in their areas of interest. The programs will also provide guest speakers, collaborative projects, activities, and competitions to help students excel in their fields.

ARCA will focus on post-secondary plans for high school students. Graduates of schools supported by Connections have been accepted at Hendrix College, the University of Central Arkansas, University of Alabama, Savannah College of Art and Design, Louisiana State University, Southern Methodist University, University of California, Berkeley, Yale University, Tulane University, University of North Carolina at Chapel Hill, and hundreds of other colleges. The counselor(s) will work with post-secondary institutions to arrange college explorations for ARCA students.

All of these features will help students statewide and ensure ARCA does its part to improve student outcomes.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

ARCA's instructional methods, educational philosophy, and program include many unique elements. ARCA anticipates contracting with Connections for educational and operational support, with the approval and oversight of the Board. Connections' program includes:

Education Management System

- **Connexus® Education Management System (EMS):** Connexus will be the platform for organizing and supporting the school's entire educational environment. This proprietary, web-based software delivers assignments and tracks activity (whether on or offline) while monitoring the completion of individual lessons as well as the mastery of discrete skills and knowledge. This all occurs under the watchful eye of administrators, teachers, and Learning Coaches. Data-driven homepages provide teachers and administrators real time data to facilitate personalized instructional programming. Connexus operates within a secure technology infrastructure, protecting data from loss and intrusion while maintaining a safe environment. Students and Learning Coaches will access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. New releases and updates are automatically provided.
- **StarTrack™:** This integrated rating system allows every student, Learning Coach, and teacher to rate each lesson in which they engage from one to five stars and to give detailed feedback.
- **Progression Plan:** A Progression Plan, automated in Connexus, will define and track requirements that must be accomplished to meet a goal. Teachers and counselors will use four-year academic progression plans for students to ensure they are on target for graduation and for meeting their college and career goals. In the future, progression plans will also be used to track speech therapy goals and completion of middle school courses.
- **WebMail:** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

Student Performance Data

- **Student Status/Escalation Process:** The school will track and report ongoing student progress based on objective data generated by Connexus. Staff will analyze attendance, participation, performance, assessments, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in

statuses other than “On-Track” in order to ensure students are effectively participating and learning.

- **Intervention Indicators:** Intervention Indicators will be displayed on the teacher home page in Connexus to facilitate teachers' ability to identify students who may be in need of an instructional intervention. These indicators are data-driven codes and are the first phase of a multi-phase initiative to facilitate teachers' ability to ensure that all students learn at high levels of achievement. These codes will be used to identify at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions.
- **Assessment Objective Performance Reports (AOPR):** These reports will provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. These reports identify the objectives students should master by the end of a grade level based upon the Arkansas Curriculum Frameworks and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.
- **Curriculum-Based Assessments:** The program will use eight curriculum-based assessments (CBA) via telephone conversation per year as a quick and effective way to gather additional information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts and verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed.
- **Longitudinal Evaluation of Academic Progress (LEAP):** LEAP is a technology-facilitated pre-, mid-, and post-test that will be used for students in grades K-8. LEAP will provide essential diagnostic information for developing and planning instruction. It will provide an early read on a student's performance on state-mandated tests, and report key accountability data on student progress.

Instructional Model

- **Personalized Performance Learning™ (PPL):** This instructional process creates a unique learning experience for each student. During enrollment, Academic Placement Advisors and School Counselors will review students' past records and performance to place them in appropriate courses. A Personalized Learning Plan (PLP) will then be developed collaboratively by the teacher, Learning Coach, and student to tailor curriculum and instruction. Throughout the year, teachers will monitor students' progress and adjust their learning programs to identify areas where students need to improve and areas in which they can build on their strengths.
- **SSTAIR™:** This instructional model links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting assessment performance. The SSTAIR program targets Essential Skills/Standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and tracks students' response to the implemented interventions by skill/standard. SSTAIR is an acronym for Skills, Standards, Assessments, Intervention, and Response.
- **Multi-tiered Intervention:** The school will employ a multi-tiered intervention model so that every student has access to the resources they need to be successful: Tier 1 - Core Instructional Program; Tier 2 - Supplemental Programs and Supports; Tier 3 - Alternative Support Programs. Student Support Teams will meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.
- **Learning Coach:** A parent, extended family member, or similarly qualified adult designated by the parent/guardian selected during the enrollment process who will work in person with the student under the guidance of the certified teacher. The Learning Coach and student will interact with the teacher via telephone, WebMail message, LiveLesson sessions, and in-person meetings. The school will provide a unique login and ongoing training to help the Learning Coach carry out this important role while making optimal use of the available technology tools and professional teacher support. Connections' “Get Coaching” program provides direct support to Learning Coaches through its three program components: Learning Coach Resources (synchronous and asynchronous), Learning Coach Link (monthly newsletter), and Learning Coach Central (web-based site for connecting Learning Coaches to one another and essential resources).
- **LiveLesson® Session:** A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with individual or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect™.
- **Teachlet® Tutorials:** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, incorporated into most lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.

Students learn best in a safe and positive environment in which they are respected, accepted, valued, and

nurtured as unique individuals and challenged to achieve their full potential. Students succeed academically when instruction is tailored to their unique needs and when they are supported by adults who are committed to their success. The centerpiece of instruction at ARCA will be the Personalized Learning Plan (PLP), which provides for individualized instruction tailored to the learning needs of each student. Supported by Connexus and student performance data, the school will use the PLP and a variety of interventions to ensure students are on track and thriving academically.

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
1) Proficiency 3-5: Official published state test proficiency rates for school grades 3-5 will meet	ACT Aspire	0.90 ratio of school results to state averages on ACT Aspire. Ratio calculated for each grade, and overall	End of School Years 2-5
or exceed state averages		average weighted by number of each test taken by ARCA students	
2) Proficiency 6-8: Same goal as above for grades 6-8	ACT Aspire	Same performance level as above for grades 6-8	End of School Years 2-5
3) Proficiency HS: Same goal as above for high school grades	ACT Aspire and ACT	Same performance level as above for high school grades	End of School Years 2-5
4) Growth 4-5: Students returning in grades 4-5 will demonstrate proficiency or improvement from the lowest	ACT Aspire	70% of reading and math tests taken by students returning in grades 4-5 result in passing scores or in	End of School Years 2-5
score level or range of scores to the next higher level or range of scores in reading and math		improvement from the lowest score level or range of scores to the next higher level or range of scores	
5) Growth 6-8: Same goal as above for grades 6-8	ACT Aspire	Same performance level as above for grades 6-8	End of School Years 2-5
6) Growth HS: Same goal as above for high school grades	ACT Aspire and ACT	Same performance level as above for high school grades	End of School Years 2-5

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:

ARCA 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.

Attaining Goals Demonstrates that ARCA is Meeting Educational Need and Fulfilling its Mission

By attaining these goals, the school will fulfill its mission of offering students access to a quality education.

ARCA will support a complete public school experience for students by focusing on students' academic growth,

social and emotional needs, and post-secondary goals.

ARCA administration will use Connexus, the EMS provided by Connections, to closely monitor the school's overall success and ensure students are on track for success on state assessments and the ACT. The Principal, in collaboration with school staff and the Connections administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous improvement. The Board will approve these goals and the performance of the Principal and staff will be measured in part against them.

As a public school, ARCA will measure and annually report the academic achievement of all students, as well as the ongoing progress and performance of cohorts and the school as a whole. ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing. State assessment data will be reported through the ADE and logged in Connexus to complete a data snapshot of student academic performance.

The school will periodically account for its progress against its student performance goals to all stakeholders, including parents/guardians, the ADE, and community. In addition, the Board may contract with an outside evaluator (such as a university) to assess the school's overall performance against its mission on a longer-term basis. In addition, in an effort to ensure transferability of credits, ARCA will apply for accreditation through the Southern Association of Colleges and School Council on Accreditation and School Improvement (SACS CAS) within the first three years of operation. This accreditation is similar to those received by other schools supported by Connections.

Responsibility for monitoring, evaluating, 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, its charter, and Board-approved school policy.

Valid and Reliable Assessment Approach to Measure Progress Toward Goals

Each student will be assigned an Advisory Teacher/School Counselor who, in collaboration with the Learning Coach, develops a Personalized Learning Plan for each student and closely tracks their overall academic progress. Student academic progress will be tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material. They will also track other parameters of student success, such as attendance and participation.

In keeping with the school's mission and overall educational priorities, ARCA will utilize ongoing online and offline assessments to measure student progress and a technology-based assessment tool to measure student gains over the school year. The Board understands and will ensure the school will comply with the statewide system of assessment and accountability applicable to all Arkansas public schools.

The following paragraphs describe the assessments ARCA will use to evaluate the progress of students and cohorts toward school goals.

State Testing: ARCA will meet all requirements for state-mandated assessments. In keeping with the school's mission and overall educational priorities, ARCA will utilize ongoing online and offline assessments to measure student progress and a technology-based assessment tool to measure student gains over the school year. The Board of Directors will ensure the school complies with the statewide system of assessment and accountability applicable to all Arkansas public schools.

Whenever possible, state standardized test results will be integrated into an incoming student's basic information in Connexus. Likewise, results for state standardized tests that students take while enrolled at ARCA, which are proctored face-to-face at a physical location, will be included in Connexus, along with internal pre-, mid-, and post-test data. This data will be used to track student progress from year to year and within the year, and to inform the course placement and instructional needs of students.

Assessment Objective Performance Reports (AOPR): This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment

items. The report will identify the objectives students should master by the end of that grade level based upon the Arkansas Curriculum Frameworks and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method:

- Enhances the multi-tiered instruction model
- Identifies essential skills and standards by subject/grade level
- Identifies how and where these essential skills and standards are assessed within the program
- Supports a Response to Intervention model
- Provides access to and analysis of real-time data to determine mastery/proficiency
- Incorporates data-driven decisions throughout instruction
- Maximizes use of the instructional support programs, resources, and data; identifies tiered interventions for non-mastered/proficient skills and standards, and identifies students' response to the implemented interventions

LEAP: LEAP provides essential yearly progress diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on state-mandated tests and reports key accountability data on progress throughout the academic year. This assessment tool, updated annually based on a review of student performance on specific questions, is a web-based criterion-referenced test which gives teachers diagnostic results on reading and math. LEAP was updated for content in 2013-14 and aligns with state standards and required state tests. At ARCA, it will be used for students in grades K-8. It includes a technology-facilitated pre-, mid-, and post-test.

The assessment systems are designed based on a pre-test and post-test to ensure that:

- The pre-test and post-test assess the same objectives
- Ample opportunity is given to students to demonstrate mastery in each sub-category
- The pre-, mid-, and the post-tests are at the same difficulty level

To ensure content validity, items are selected from a larger databank of test questions previously tested for grade appropriateness, readability, and item difficulty. Each item is also evaluated to be included based on specific criteria such as clearly assessed content standards and that it contained a set of alternatives that were plausible.

Teachers monitor the results of the LEAP through Connexus. Results from the LEAP are included in the data (a combination of prior year test scores and current and prior LEAP and the Scantron® Performance Series scores) used to assign student intervention indicators on a teacher's home page.

Teachers then take action and modify instruction based on the intervention indicators. Students assigned a red indicator require intervention. Students assigned a yellow indicator may require an intervention in math and reading. Students assigned a green indicator will be monitored for changes but will not require additional assistance at that time.

ARCA administrators and teachers may assess high school students with the Scantron® Performance Series, a web-based, computer-adaptive, norm-referenced test. It is a valid, reliable, current test that measures student proficiency in reading and mathematics. It provides a scaled score that can be used to measure academic growth, and therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment which automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly. It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. The version that ARCA will use provides teachers with reports and information to address individual student needs.

The Scantron® Performance Series gives the teachers' diagnostic results in English Language Arts, reading, and mathematics. It provides a large pool of items to pull from in order to create test session for students. The Scantron® Performance Series provides a wide variety of normative scores, as well as sub-test scores. The Scantron® Performance Series uses standards from the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), and the National Assessment of Educational Progress

(NAEP).

Ongoing Informal Assessments: In all courses, students will engage in formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding requiring students to apply and integrate new skills in a thoughtful manner, and regular online quizzes and tests to measure understanding of newly presented material.

Unit Assessments and Offline and Online Portfolio Assignments: Throughout each logical unit of study, students are required to complete series of offline and online assessments. Offline assessments include written compositions, science lab reports, short-answer questions and essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and a unit test. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback, while offline assessments provide valuable reflection, feedback, and expertise from certified teachers. Student progress reports and grades will include a combination of quizzes, tests, work samples, and teacher feedback.

Curriculum-Based Assessments: The school will use curriculum-based assessments (CBA) as a quick and effective way to gather additional information on students' understanding of concepts, through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher.

Response to Intervention: Data is used throughout the school year to implement a Response to Intervention model for all students. Students who are struggling with the curriculum are identified by teachers and assigned Tier 1 (adaptations) and Tier 2 (supplements) interventions. This process is facilitated by Connexus which uses data to help identify students' intervention needs. A teacher's home page displays a student performance dashboard and shows, for each student, an icon indicating if interventions have been identified and if they have been assigned. The teacher can use his or her professional judgment to override these indicators and log the decision and rationale within Connexus. Also, the school has a Student Support Team (SST) and an on-going process of identifying student intervention needs, assigning those interventions, tracking their success, communicating with parents, and escalating, if necessary, from Tier 1 to Tier 2 and ultimately Tier 3 (alternative placement, most of which involve an IEP). All efforts are made to meet each student's needs within the general education program.

Tracking Student Work Online: Connexus captures all necessary data about students, their attendance, and their performance. This data will be accessible to school administrators, teachers, and Learning Coaches on a moment-by-moment, day-by-day basis. The school will track and report ongoing student progress based on the objective, quantitative data generated by Connexus.

Staff members will analyze attendance, participation, performance, assessment submissions, lesson completion, and teacher contact. The student status will be displayed to parents, Learning Coaches, and students on the home page for instant identification of potential problem areas. The Escalation Process will go into effect when students are in statuses other than "On-Track" to ensure students being educated appropriately and receiving any appropriate interventions.

Both Learning Coaches and teachers will have access to an electronic grade book that tracks all results and serves as the basis of changes in the student's learning plan. ARCA will also use a variety of advanced data visualization tools that provide students, parents, teachers, school administrators, institutional education partners, regulators, and researchers with views of how students are performing.

Tracking Student Work Offline: Teachers will track students work offline through multiple avenues, including communications with students and Learning Coaches to monitor the student's progress. Scheduled phone calls, WebMail, LiveLesson sessions, and face-to-face meetings will all be used to help teachers gauge student's mastery of concepts and to determine appropriate instructional recommendations. Communications that take place offline are documented in each student's log in Connexus; the data can be accessed by teachers and school administrators through a variety of reports.

Throughout each unit of study, students may be required to complete offline or phone-based assessments when

the format requires, including submitting certain kinds of work samples.

Training Teachers to Monitor Student Work: Teachers will receive intensive professional development both prior to and throughout the school year. Training for teachers at a new virtual school includes a combination on in-person and online training. Professional development throughout the school year will focus on monitoring student performance both online and offline based on available data. The school will use the National Standards for Quality Online Teaching published by the International Association for K-12 Online Learning (INACOL) ([available at http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf](http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf)) and the Connections Core Standards for Facilitating Student Learning as guides for pinpointing necessary teacher skills and professional development requirements.

The Principal and all teachers will complete the Teacher Orientation Course, which is delivered through Connexus and contains lessons, assessments, and links to online tutorials. This course focuses on preparing teachers to teach through the Connexus platform. It covers curriculum, assessment, personalizing instruction, school year events, grading and the Grade Book, communication, and essential Connexus tools. This course also covers how to monitor student progress, assign tiered-supplemental instructional support programs based on that data, and how to log offline communications within Connexus.

In April 2015, Connections was recognized with a Silver Award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA) for its Professional Learning Model. This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning. The USDLA International Distance Learning Awards are presented to five major sectors of distance education and training and include the PK-12, Higher Education, Corporate, Government, and Telehealth markets.

Ongoing Communication with Learning Coaches: At ARCA, communication with parents and Learning Coaches will be frequent and purposeful throughout the school year and will communicate formative and summative progress. Communication will serve three main objectives: to help the teacher monitor the student's progress, to keep parents "in the loop" with current school happenings, and to help ARCA grow and improve from parent feedback. Scheduled phone calls, LiveLesson sessions, progress within the curriculum including frequent and substantive feedback from the teacher, and optional face-to-face meetings will all be used to help teachers gauge students' mastery of concepts and to determine appropriate instructional recommendations. A student's teacher will conduct follow-up conversations by parent-teacher/teacher-student conferences at least on a weekly basis using WebMail messages, LiveLesson sessions, feedback when grading, Message Board postings, phone conversations, and/or face-to-face interactions.

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.

Applicant Response:

Typical Student Day

The instructional time commitment required by ARCA's online program is comparable to that of a traditional school day. Because online learners do not face the distractions and interruptions of a typical school setting, students often use their learning time much more efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting will be an integral part of the learning day; the application of discrete skills, extended projects, and remedial and enrichment activities will be part of the daily routine for students and their Learning Coaches. The program provides for and offers more than the minimum requirements for instructional time for every grade.

Activities vary based upon student needs, coursework, and personal schedules. Learning is integrated within

individual activities as well as LiveLesson sessions and phone calls with teachers. Learning can occur when students learn best - not just between 9 a.m. and 3 p.m. Students create daily checklists to ensure they are staying on-task. The daily routine may include checking WebMail, looking at the To Do List on their Connexus home page, reviewing the daily planner in Connexus, attending scheduled synchronous sessions, and completing lessons listed in the planner. Students see which lessons are due in bolded text and as lessons are completed, they change from bold to regular text. Students can access lessons directly from their daily planners. In addition, students can access any notes or tips provided by their teachers and view important course-related information like LiveLesson schedules, recordings, and supplemental materials. Students in grades 3-12 can track their progress and grades at any time in the Grade Book. Learning Coaches can view their students' Grade Book at all grade levels.

For example, a school day for first grade student might consist of the following:

Morning

- Learning Coach logs on, reads Webmail messages, and reviews lessons the student is expected to complete.
- Student reads and responds to WebMail messages from teacher about student progress (with the help of the Learning Coach depending upon reading level).
- Student participates in a LiveLesson session for math with teacher and classmates.
- Student completes a math lesson. Learning Coach monitors and facilitates learning as necessary.
- Student completes a Language Arts lesson, including reading, writing, and discussing the lesson activities and text. Student takes a quiz online.
- Student goes outside for a playground activity with Learning Coach.

Afternoon

- Student makes sandwich for lunch, as part of the Practical Living Skills activity.
- Student completes a science lesson and finishes reading a non-fiction reading selection (with the help of the Learning Coach depending upon reading level).
- Student does hands-on science experiment outside with Learning Coach.
- Student goes to soccer practice and the local library.
- After returning, student completes art lesson and then participates in Book Club.
- Learning Coach confirms completed lessons and records student attendance.
- Learning Coach and student review next day's schedule and prepare accordingly.
- Learning Coach and student review next day's schedule and prepare accordingly.

Elementary Schedule for All Grade Levels

ARCA will meet state requirements of courses offered at appropriate grade levels and will comply with Standards for Accreditation 9.03.2 (annual instruction content areas for Grades K-4) and Standards for Accreditation 9.03.3 (annual instruction content areas for Grades 5-8).

Although students in a full-time online school have flexibility in their daily schedules, the following lessons will be scheduled on a weekly basis for students in elementary grade levels, K-8:

Kindergarten-4th Grade:

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3-4 lessons per week
- Science, 3 lessons per week
- Fine Arts, 1-2 lessons per week
- Educational Technology, 1 lesson per week, which introduces Tools for Learning
- Physical Education & Health, 1 lesson per week, which includes safety content

Practical Living Skills/Career Exploration are integrated in all courses with real world connections through portfolio activities and career exploration connected to student's learning in content areas.

5th-8th Grades:

- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3-5 lessons per week

- Science, 4-5 lessons per week
- Fine Arts, 1-2 lessons per week
- Educational Technology, 1 lesson per week, which introduces Tools for Learning
- Physical Education & Health, 1 lesson per week, which includes safety content

Career and Technical Education are integrated into all courses and career education is woven throughout the content areas so that students can see the connections between the content they are learning and associated careers.

Social Studies in each elementary grade level will include units on the history and culture of Arkansas, with an emphasis on Arkansas history and culture in Grades 4 and 5. Social Studies lessons at all grade levels will include foreign language experiences.

Secondary Grade Level Expansion

To accommodate a phasing in of secondary grade levels, ARCA is requesting an initial but expiring waiver from the Standards for Accreditation 9.03.1.2 and 9.03.4 requirements that 38 units be taught annually in secondary schools.

ARCA anticipates serving Grades K-9 in Year 1 (2016-17), Grades K-10 in Year 2 (2017-18), Grades K-11 in Year 3 (2018-19), and Grades K-12 in Year 4 (2019-20) and beyond. The required 38 units, less any waived unit requirements, will be available and taught annually, except as otherwise allowed by §6-15-213 and §6-15-214, by the 12th grade year of ARCA's first graduating class.

Secondary Required and Elective Courses

ARCA will offer all required courses, less any initially or permanently waived unit requirements or as otherwise allowed by §6-15-213 and §6-15-214.

To ensure all ARCA students can graduate under the Smart Core curriculum, or the Core curriculum if a parent or guardian waives the student's right to participate in Smart Core, ARCA will offer a full course load to its first 9th grade cohort. These students will be offered and directed toward course units that are required to graduate on time. Please see Attachment 5 for ARCA's suggested course progression.

Students who elect to graduate under the Smart Core curriculum will be expected to complete the required and elective courses to ensure they meet the Smart Core requirements for graduation:

- English - 4 units
- Mathematics - 4 units (or 3 units of math and 1 unit of Computer Science)
- Science - 3 units with lab experience (or 2 units with lab experience and 1 unit of Computer Science)
- Social Studies - 3 units
- Oral Communications - ½ unit
- Physical Education - ½ unit
- Health and Safety - ½ unit
- Economics - ½ unit which may count towards Social Studies or Career Focus
- Fine Arts - ½ unit
- Career Focus - 6 units
- Computer Science - optional

Descriptions of the Connections curriculum, which can be modified to align with Arkansas Curriculum Frameworks, are provided at the following URL. If the licensure waiver is approved, ARCA students will have access to most of these elective and foreign language courses. (<http://www.connectionsacademy.com/curriculum/online-high-school>)

Length of School Day and School Year

ARCA will follow a traditional school year calendar that includes 180 school days during which instruction is provided by school staff, with 200 work days for teachers. The Board will approve the school calendar annually. ARCA will abide by observance days as required by state law. To support the mission of an online school, the school calendar may be extended to allow families more flexibility in completing work or to provide extra learning time for students who are at risk, though generally not by more than two weeks. Although there is flexibility in an

online school program regarding when instruction occurs, students are still held fully accountable for meeting all state-mandated attendance requirements.

Because students will not physically attend the teaching/learning center, ARCA is requesting a waiver to state seat-time requirements. Attendance hours recorded by the Learning Coach in Connexus and verified by the student's teacher will be the legal record of school attendance. These records will ensure ARCA is properly calculating and adequately monitoring that students complete 30 instructional hours per week and 180 instructional days per school year. Students are able to work across the entire week rather than five days, so instructional time may average less than six hours per day.

The calendar includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days, summer break, and any holidays). During the school year, student learning may continue during any days when the school is closed, as students still have access to their online courses, learning content, and personalized learning plans.

For teachers, the school day is not limited to certain hours for start and end times. However, the teaching staff will be available during the school's hours of operation, typically 8:00 a.m. - 4:00 p.m. Teachers will work primarily from the teaching/learning center in Bentonville. Teachers collaborate to share ideas, information, and teaching techniques among the full staff both vertically (same subject across grade levels) and horizontally (different subjects in the same grade level). Families are always welcome to visit the teaching/learning center.

Calculating Instructional Days

While students will have a great deal of flexibility regarding when and where they complete their coursework, they will nevertheless be held fully accountable for meeting all state-mandated attendance requirements. Attendance recorded by the Learning Coach and verified by teachers will ensure ARCA is properly calculating and adequately monitoring that students complete 30 instructional hours per week and 180 instructional days per school year.

Entering attendance is expected to be taken seriously as a regular part of the school day for the Learning Coach. ARCA will verify that the attendance records are accurate, which includes not only the attendance hours recorded by the Learning Coach, but also the lesson and assignment completion rates and the amount of communication the student has with the teacher. During course design and alignment, lesson and assignment completion times are estimated, thus student lesson and assignment completion can be used to estimate amount of student time spent on learning.

If a teacher has concerns about the validity of a student's attendance records, he or she may revise the student's recorded hours of attendance based work completion rates and/or contact the school's Attendance Coordinator for further assistance. A Learning Coach will be notified if attendance records are changed. Therefore, even if a Learning Coach records a high number of instructional hours in the attendance records, if a student's work completion rates are not on track and/or if he or she fails to communicate on a regular basis with the teacher, he or she will be flagged for review. This Approaching Alarm or Alarm status is displayed in Connexus and will require follow-up action from the school to ensure that the student completes his or her lessons, assessments, and required weekly hours of attendance.

ARCA's administration will monitor and review attendance records on a weekly basis. After a predetermined amount of time (usually 10 days) or as of a specific date (per state regulations), Connexus will no longer allow a teacher or Learning Coach to edit past attendance records. Any requests for adjustments to the "locked" records must first go to the Homeroom Teacher (in writing via WebMail or email) for review and approval and then to the Attendance Coordinator for adjustment.

Students may record attendance hours on Saturday and/or Sunday to meet their weekly requirements. However, if a student does not participate in school activities on any day Monday - Friday, his or her Learning Coach MUST enter 0 hours on this day.

These expectations and procedures for attendance will be documented in the School Handbook, alongside the state requirements for weekly and annual hours of instruction. Parents must agree to the policies in the Handbook when completing enrollment. Attendance procedures will be addressed in trainings for all

stakeholders (Learning Coaches, students, teachers, and administrators). If a student accrues too many unexcused absences, ARCA will follow state law in reporting non-attendance and truancy.

Unexcused Absences and Truancy

Regular attendance is imperative to maximize student learning. ARCA will offer flexibility regarding how many hours each day students spend on school work and which days of the week they complete that work. Due to this flexibility, ARCA will have a zero tolerance policy for truancy. Parents will be held legally responsible for ensuring that their students are fully participating in school, even if they have designated another adult as their student's Learning Coach.

In order to avoid truancy, the parent must ensure that the following activities take place:

- Learning Coach enters attendance hours each day of school
- Student completes all assigned lessons and assessments
- Student participates in educational activities for an appropriate number of hours, as outlined in the school handbook
- Student is available for regularly scheduled telephone calls with teachers
- Student attends all assigned LiveLesson® sessions
- Student demonstrates that he/she is doing his/her own schoolwork
- Student attends mandatory state testing
- Learning Coach communicates with the homeroom teacher in advance if student needs to deviate from the regular school calendar (for example, switching a vacation and school day)

If a student's teachers become aware that the student is not fully participating in school as required by state law and Board policy, the student may be marked with an unexcused absence at the teacher's discretion. In addition, the Attendance Coordinator may override the number of attendance hours previously entered by a Learning Coach by entering the code for an unexcused absence (U) if the student's teachers believe the student has not participated as required. The final decision about whether an absence is considered unexcused will be made by the Principal.

Missing a day of school will be defined as missing a day's worth of hours in one week.

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:

Grade Levels and Maximum Enrollment by Year

The ARCA Board is requesting a cap of 2,000 students over the first three years of the school's operation and a cap of 3,000 for years four and five. The Board anticipates the following enrollment levels in the specified grade ranges. The ARCA Board will approve enrollment levels annually.

Year 1 - Grades K-9; Projected Enrollment - 600; Enrollment Cap - 2,000
Year 2 - Grades K-10; Projected Enrollment - 1,200; Enrollment Cap - 2,000
Year 3 - Grades K-11; Projected Enrollment - 2,000; Enrollment Cap - 2,000
Year 4 - Grades K-12; Projected Enrollment - 2,500; Enrollment Cap - 3,000
Year 5 - Grades K-12; Projected Enrollment - 3,000; Enrollment Cap - 3,000

Foundational Educational Philosophy

ARCA will reach students who need a flexible schedule and for whom a cutting-edge virtual approach provides the best pathway to successful completion of their educational program. ARCA will provide a full-time school experience with clubs, activities, and electives. ARCA will promote academic and emotional success for every learner through an individualized learning program combining the best in virtual education with real and engaging connections among students, families, teachers, and the community. Beginning in 9th grade, guidance counselors work with each student individually on graduation plans with a focus on courses, credits, and post-secondary planning.

Educational Program

Curriculum

The developmentally appropriate curriculum increases its integration of technology as students advance through the grades. Each Connections course is designed to promote student learning and includes active learning elements (including online and offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on. Connections' courses include 1,800 Teachlet® proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated "i-text" electronic textbooks are licensed from a variety of leading publishers including Pearson, Perfection Learning and others, while non-proprietary technology-based content is licensed from "best of breed" providers such as Grolier Online™, Houghton Mifflin Harcourt, and Discovery Education. The instructional design includes interactive LiveLesson® sessions and threaded discussions.

Clubs and Activities

As an integral part of the academic program, students will also be offered access to 27 clubs, 14 special events, and an online yearbook. Through each of these, students can explore interests beyond the classroom, develop leadership skills, and make friends within ARCA and other schools supported by Connections. The online yearbook allows each student to create their own personal page including photos, videos, and autographs collected from friends.

Talent Networks

Connections offers three different Talent Networks with a focus on sports, the visual and performing arts, and science and technology. These Talent Networks are virtually facilitated programs designed for enrolled middle and high school students who are actively involved at a high level in competitive sports, the visual and performing arts, or advanced STEM coursework. These programs provide exceptional students in grades 6-12 the opportunity to network with other students with similar talents, hear from engaging guest speakers, and participate in collaborative projects and competitions.

Instructional Methods used to Support Core Classes

Personalized Performance Learning (PPL)

Students learn best when lessons match their interests and abilities. Studies have shown that in conventional classrooms, many instructional tasks are not matched to students' skill levels. Through its personalized educational program, the school's proposed placement process will align with the needs of the students. ARCA will help each student maximize his or her potential and meet the highest performance standards through a uniquely personalized learning program. Through the placement process and the school's pre-, mid-, and post-test assessments, students will be provided with curriculum materials and instructional resources appropriate to their achievement level, with the goal of attaining at least one year's academic progress within the school year.

The Personalized Performance Learning process is an academic road map for each student that provides differentiated instruction in a unique, tailored way. Students, Learning Coaches, and teachers meet throughout the year to review progress, modify the student's program, and adjust goals as needed. A parent or other caring adult will serve as a Learning Coach and play an active role in the learning process by supporting students and communicating regularly with teachers.

- **Review of Student Background and Learning Styles.** Teachers, Learning Coaches, and students will discuss student strengths, skill deficiencies, and previous school performance. Students will complete a questionnaire to identify their unique learning style to help inform and guide the best teaching and learning approach.
- **Performance Testing.** In grades K-8, students will take the LEAP test at the beginning, middle, and end of the year. The LEAP test identifies areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress. Students in grades 9-10 may take the Scantron® Performance Series.
- **Schedule Modifications and Electives.** Once the school year gets started, teachers will help personalize the learning schedule. For students in grades K-8, teachers will inquire about the student's daily routines and make adjustments to the student's online learning schedule. They will also add an elective course when students are ready to handle the additional challenge. At the high school level, students are able to add electives during the initial placement and course selection.

The PLP displays a comprehensive number of data points, and allows for teachers to document notes and use the information to personalize instruction for each student. Teachers regularly review the student's PLP Data View (a screen within Connexus providing snapshots and views of student data) and document any change in

instructional interventions, goals, or student performance. Progress Notes in the PLP Data View are visible to Learning Coaches and students in grades 3-12 and summarize the student's overall progress, and intervention plans (if applicable).

Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) will be addressed in the PLP as well. The PLP will then guide the student's course through the Connections curriculum that supports the Arkansas Curriculum Frameworks. All lessons will be provided to students and families online directing them step-by-step through the instructional sequence and use of the comprehensive set of instructional resources such as textbooks, trade books, simulations, interactives, manipulatives, and consumables.

The PLP tool will place at each teacher's fingertips all of the assessment data available for students (e.g. state test scores, LEAP and the Scantron® Performance Series pre-, mid-, and post-test assessment data, participation and performance metrics, and any IEP information). Teachers will also be trained to use the Accountability Radar report. The report can be updated daily and has several metrics that show which students' PLPs have been recently updated. The report also contains data elements for tracking completion of LEAP, LEAP results, and intervention indicators based in part on those results.

High-quality Teaching

ARCA will employ licensed teachers trained in online delivery and individualized instruction. Depending on the needs of the learner, teacher contact with the student varies and may be as frequent as several times a day.

In April 2009, John Watson and Butch Gemin on behalf of the International Association for K-12 Online Learning (iNACOL) published the *Management and Operations of Online Programs* as part of the series Promising Practices in Online Learning. The authors noted, "Most programs agree that new online teachers must 1) put their role as a facilitator of student learning above other aspects of teaching, 2) have the ability to adapt and manage change, 3) have a high level of content mastery, and 4) be ready to make the shift to online instruction." (Watson, J. and Gemin, B., (April 2009) Promising Practices in Online Learning: Management and Operations of Online Programs: Ensuring Quality and Accountability. Evergreen Consulting Associates, iNACOL http://www.inacol.org/research/promisingpractices/iNACOL_PP_MgmntOp_042309.pdf) For example, 2005's *A Synthesis of New Research on K-12 Online Learning* shows that the unique ability of an online teacher to communicate one-on-one with students and offer personalized feedback is key to student success in virtual learning environments. (NCREL Synthesis of New Research on K-12 Online Learning, 2005, North Central Regional Education Laboratory/Learning Point Associates. www.ncrel.org/tech/synthesis)

LiveLesson Sessions and Teachlet Tutorials

LiveLesson sessions allow teachers and students to interact with one another in real time in an online classroom. Teachers will use the LiveLesson session tool as needed to convene groups of students together to focus on particular learning topics, and may also use LiveLesson sessions for independent student work groups to collaborate on activities via voice-over IP, chat, electronic whiteboard, and shared web surfing. Threaded discussions on course-based message boards are also used as appropriate by grade level to provide important opportunities for collaboration and interaction among students.

Teachlet tutorials increase the effectiveness of the instructional model. Teachlets, highly interactive asynchronous tutorials, are incorporated into most lessons and provide students a dynamic, fun, and engaging way to learn. They incorporate graphics, video, and audio to show students the concepts and ideas they will need to complete the lessons. In addition, the high school courses will incorporate graded asynchronous online discussions, which are required for all students. These discussions provide important opportunities for collaboration and interaction among students, increase writing skills, and provide opportunities for a "real-world" audience.

Focus on Literacy in the Elementary Curriculum and Program

Literacy skills become more complex as students gain mastery. The five main components shift from Kindergarten to Grade 3 in Connections' language arts courses. **Phonemic awareness**, the awareness of discrete sounds or phonemes is present at the earliest stages of literacy growth. As students master the recognition and production of individual sounds, the need for targeted phonemic awareness instruction declines. **Phonics instruction** capitalizes on phonemic awareness and focuses on the relationship between written letters, their names, and their sounds. Instruction progresses from letter sounds and small combinations to syllabic awareness. **Fluency**, the ability to read quickly and accurately, improves as the other components of

literacy also improve. In the early years, **vocabulary and text comprehension** instruction is primarily listening-focused. As students improve in their ability to decode, vocabulary and comprehension instruction shifts to involve more reading. Direct instruction in fluency, vocabulary, and comprehension continues throughout elementary school. In the earliest years, literacy instruction is largely a collaborative process as students interact regularly with their teachers and Learning Coaches to build the foundations for success in reading and writing. As students grow in their literacy skills and enter into upper elementary courses, they assume more independence.

Parent Involvement: A parent or another adult will play an active role in the learning process as a Learning Coach by supporting the student and communicating regularly with teachers. Surveys and the StarTrack rating system allow Learning Coaches to provide feedback about the curriculum, learning process, and overall academic program. Training will be provided to ensure Learning Coaches have the necessary tools and supports to be successful in their role.

Decades of research show that parent participation in education is closely related to student achievement. (Fan, X., & Chen, M. Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1, 1-22.,2001) In a 2010 article titled "Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis," in the *Journal of Prevention & Intervention in the Community*, authors David R. Topor, Susan P. Keane, Terri L. Shelton, and Susan D. Calkins noted that, "Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence." (Topor, David R., Keane, Susan P., Shelton, Terri L., & Calkins, Susan D. 2010). Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis, *Journal of Prevention & Intervention in the Community*, 38:3, 183-197 <http://dx.doi.org/10.1080/10852352.2010.486297>)

Carrie A. Semke and Susan M. Sheridan researched the effects of parental involvement on student academic achievement in their working paper published in 2011, *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature*, and found, "Parental participation and cooperation in their child's educational affairs is related to several outcomes deemed important in educational arenas: increased student achievement and academic performance, stronger self-regulatory skills, fewer discipline problems, better study habits, more positive attitudes toward school, improved homework habits and work orientation, and higher educational aspirations..." (Semke, C. A., & Sheridan, S. M. (2011). *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature* (R2Ed Working Paper No. 2011-1). Retrieved from the National Center for Research on Rural Education website: <http://r2ed.unl.edu>)

The Learning Coach Instructional Support Team will offer supports for Learning Coaches through Connections' Get Coaching program including:

- Learning Coach Central - accessed from the Learning Coach Home Page in Connexus and includes FAQs, social networking opportunities, and resources to assist in providing instructional support to their students.
- Learning Coach Link - a monthly communication with articles on instructional best practices, Connexus updates, tips and strategies for motivating reluctant learners, and information about upcoming Learning Coach Resource sessions.
- National Learning Coach Resource sessions -virtual sessions designed to provide Learning Coaches with strategies for working with and supporting their student. Sample session topics include: Effective Questioning Techniques to Assess Learning, Improving Student Writing Skills, Providing Valuable Feedback, and Unlocking Math in a Virtual World.

Ample Resources to Ensure that Students Achieve Academic Goals and Excel Accreditation

Connections Academy is a division of Connections Education LLC, which is accredited by AdvancED. (an Accreditation agency serving 27,000 public and private schools and districts (<http://www.advanc-ed.org/>)) AdvancED recently recommended Connections Education LLC for accreditation in April 2015 with an overall score exceeding AdvancEd's average score for the 32,000+ schools and corporations they accredit. Connections Education received many commendations from the review committee. The following quotes are from the visiting team's exit report (the full report still going through the review and final approval process at AdvancED):

- “A culture and commitment focused on student learning permeates throughout the Connections Education organization.”
- “The corporation embodies a culture of collaboration that exists throughout all aspects of the corporation and schools.”

In addition, in an effort to ensure transferability of credits, ARCA will, within the first three years of operation, apply for accreditation through the Southern Association of Colleges and School Council on Accreditation and School Improvement (SACS CAS). This is similar to the accreditation of schools supported by Connections in South Carolina, Georgia, Louisiana, Oklahoma, Texas, and Florida. High school AP courses are approved by the College Board and many high school core and elective courses are approved for use towards initial eligibility by the National Collegiate Athletic Association (NCAA) Eligibility Center. (http://www.connectionsacademy.com/Libraries/PDFs/NCAA_Approved_Course_List.pdf)

Revenue to Pay for all Curriculum Expenses as Outlined in the Budget

As demonstrated in the budget, ARCA has sufficient revenue to pay for all curriculum expenses outlined in the budget included in Attachment 6. In addition, we have included a letter from Connections in Attachment 12 assuring that the school will have sufficient funds to launch and start operations before beginning to receive per-student funding and will maintain a balanced budget thereafter.

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:

In March 2015, Connections was approved as a Digital Learning Provider and its math and English courses will be available through Virtual Arkansas starting 2015-16.

Through Connections' curriculum and instructional design, ARCA will be aligned with Arkansas Curriculum Frameworks and leading standards for effective online course development and instruction. Alignment details and documents are easily accessible to teachers within Connexus. Research underscores the importance of integrating tools for student-to-teacher and student-to-student interaction and the central role of licensed, specially trained professional teachers. (Smith, Rosina, Clark, Tom, and Blomeyer, Rober, A Synthesis of new Research on K-12 Online Learning, Learning Point Associates/North Central Regional Educational Laboratory; Naperville, IL; 2005.)

In addition, the school will follow the National Standards for Quality Online Teaching which focus on teacher use of assessments, data, and ongoing communication to bring out the best in each unique online learner. (The National Standards for Quality Online teaching, International Association for K-12 Online Learning (iNACOL), http://www.inacol.org/cms/wp-content/uploads/2013/02/iNACOL_TeachingStandardsv2.pdf, 2011) The proposed curriculum and instructional design accommodate the range of learning styles and is designed for individualized pacing, balanced with optimal interaction. The rigorous program includes both fundamental skills and higher-order thinking, which together prepare students for further education as well as lifelong, independent learning.

Curriculum Development Approach

Each course is mapped to the Arkansas Curriculum Frameworks. With these standards in mind, the Connections curriculum development team employs a “backwards mapping” approach. After an in-depth analysis of standards, the team identifies the types of assessments necessary to allow students to showcase their new understanding and demonstrate their growth on essential skills and standards. Once evidence of mastery is determined, an assessment map is created to indicate the types of assessments to be used to monitor and evaluate performance on each standard. Curriculum designers then work backwards to design curriculum maps comprised of learning objectives, lesson activities, and digital and interactive resources that will lead students to successful mastery of concepts.

Connections utilizes ADDIE, a five-phase curriculum development framework consisting of Analysis, Design, Development, Implementation, and Evaluation, to guide and inform curriculum development and maintenance.

Each step has an outcome that feeds into the next step in the sequence.

- *Analysis* - During analysis, the curriculum team identifies the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. This step also considers the learning environment, any constraints, the delivery options, and the timeline for the project.
- *Design* - During this systematic process of specifying learning objectives, detailed storyboards and prototypes are often made. The look and feel, graphic design, user-interface, and content are determined.
- *Development* - In this step, production and actual creation of the content, assessments, and learning materials based on the Design phase occurs.
- *Implementation* - During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated.
- *Evaluation* - This phase consists of formative and summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.

These key principles are reflected in a consistent instructional design for all courses, allowing ease of use by students and Learning Coaches.

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

A) Guidance program;

Applicant Response:

The guidance program will serve all students and will be delivered by certified school counselors with the support of the Connections Director of Counseling. The program will offer individual and group counseling as needed and will focus on academic development, personal and social growth, and college and career readiness activities through a variety of communication tools (LiveLesson sessions, phone calls, message boards, Virtual Library, newsletters, and/or face-to-face events). The counseling team will work to engage students and support both their academic and emotional growth. The team will communicate with students and parents to ensure post-secondary plans are established and students are following through on actions to realize their post-graduation goals. Technology in Connexus supports this effort with the Progression Plan Manager and the College and Career Readiness Data View.

With specialized training, counselors will be skilled at helping students address the personal, social, and academic issues that can affect their success in school and life. Counselors will have appropriate certification. The program will be built on relationships, so counselors will be readily accessible to students and families online, in person, and by phone. Counselors are at the heart of fostering students' engagement, safety, and wellness. As they become aware of issues concerning students' school participation, mental and emotional health, or overall well-being, the counselor will collaborate with school staff to ensure the student is supported by teachers and the family is connected with resources, as needed. With the additional support from Connections and its collaborative network of school counselors, ARCA will bring both individual attention and extensive expertise to students and families.

Counselors will review each student's transcripts to determine when an Honors or AP course is appropriate. Counselors will help high school students prepare for college and career with:

- The College and Career Readiness Data View, which focuses on tasks that will prepare students to meet their post-graduation goals
- Interactive LiveLesson sessions connecting families with real-time information on financial aid and scholarships, college application processes, entrance requirements, and more
- College test preparation courses for the SAT/ACT
- 1-to-1 counseling with seniors to provide resources and assistance with post-secondary planning, including career options, vocational training, and selecting the right college

High school students will have access to the national counseling LiveLesson session program, which delivers weekly guidance curriculum lessons and national college admissions sessions throughout the school year. The

sessions include the Career Fireside Chats on the fourth Friday of each month. Previous sessions have covered such topics as Teen Dating Violence Awareness, Educational/Training Opportunities After High School, Why School Matters: Navigating Your Educational Development Plan, How to Develop a Growth Mindset, Aligning Individual Goals & Abilities, and ACT & SAT Overview. A college newsletter is sent to high school students each month.

In addition, students will be encouraged to enroll in clubs such as College Planning (grades 9-12) and Career Explorations (grades 6-12), which include regular LiveLesson sessions with a college counselor. ARCA will also offer Student Development courses (for example: Career Exploration, College Prep with SAT/ACT, and Life Management Skills). There are several clubs focused on post-secondary planning including:

- College Planning Club (grades 9-12)
- First Generation Club (grades 9-12)
- High School Career Club (grades 9-12)
- Middle School Career Club (grades 6-8)

The counselor will also plan additional sessions for students which will address specific student needs. The counselor will be a resource to students, families, and staff in order to ensure that all students are safe and will confirm all staff members are trained on student distress protocols. The counselor will actively seek resources in the communities in case families need to address the personal and social needs of the child. The counseling program will be based on the American School Counselor Association framework, encouraging membership for all professional school counselors, and abiding by their legal and ethical standards of practice.

B) Health services;

Applicant Response:

The health services program will serve all students.

Nurse

ARCA is requesting a waiver from §6-18-706 since students will not be on-site to receive services.

Should the waiver not be approved, ARCA will comply with state laws and ADE rules regarding school nurses. Connections would either employ or contract with an agency or individual(s) to provide one licensed nurse per 750 students or the proportionate ratio thereof, or at a higher rate if designated as a district with a high concentration of children with disabling conditions. Nurses would be available via Internet and phone. Since nurses would see students in-person, they would not administer medication or treatment but may inform and advise.

ARCA is requesting a waiver from §6-18-1501 et seq. for mandated eye and vision tests. If required, ARCA would contract with local providers for screenings and services at reduced or no cost to the families.

Physical Education

This program will be contracted through the professional services agreement with Connections. ARCA will ensure students participate in a planned physical education program designed to optimize their physical, mental, emotional, and social development. Teachers will encourage students to engage in a variety of physical activities and sports they enjoy and could pursue throughout their lives. The physical education program supports state standards and aims to accomplish the following goals:

- Maintain physical, social, and emotional health in students by practicing healthy behaviors and goal setting
- Engage students in a physically active lifestyle
- Focus on the acquisition of important personal, interpersonal, and life skills
- Engage parents and community members
- Be periodically reviewed, evaluated, updated, and improved

Physical education is a core course and will be implemented as such. Students will complete assignments and will be graded to measure their progress in the course. Teachers may use synchronous instruction and/or CBAs to differentiate instruction, demonstrate techniques, ascertain student knowledge, grade class participation, and/or evaluate demonstration of knowledge, skills, and concepts. Teachers also monitor students' participation and

progress through the Activity Tracker and periodic performance tests.

Throughout ARCA's physical education program, students will document goals and activities in an online Activity Tracker. This tracker includes activities that align to curriculum goals and state-specific standards. Students choose an exercise that aligns with the activity and indicate the frequency, intensity, time, and type (FITT). As students engage in the physical activities, they input data to track their progress. Students then export their tracked activity into an Excel file and send this to their teachers in an online dropbox. Teachers access the students' files to grade and provide feedback to the students on their FITT goals. These activity assessment portfolios are incorporated throughout each physical education course in grades K-12. Learning Coaches mark lessons complete for students and teachers monitor the completion of assessments and grade students based on participation and success in meeting their physical education goals. Additionally, to ensure reliability and accountability, teachers may conduct CBAs to verify completion of physical activities, discuss their progress, give fitness tips and feedback, and differentiate instruction to meet students' needs.

To ensure students utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle and apply health-related and skill-related fitness concepts and skills, students will be enrolled in a comprehensive, sequential physical education program that includes:

- The Presidential Fitness Challenge.
- Health, safety, and physical education in all grades (unless otherwise specified by state requirements and/or students' educational plans).
- Grade K-8 physical education courses integrating: Connections' Physical Fitness Program, Personal Fitness Program, and Yoga. The courses provide students the option to start with one program and choose another as they proceed through the course or to participate in the same program throughout the course. Course content generally includes nutrition guidelines and tips for leading a healthy lifestyle. Teachers monitor students' activity through the submission of activity logs which are reviewed by Learning Coaches and submitted for a grade.
- High School core and elective courses in physical education, personal fitness, and health fitness and nutrition, plus an optional yoga component. Students' activities are monitored and assessed by teachers who grade activity logs submitted online.

C) Media center;

Applicant Response:

ARCA is applying for a waiver from §6-25-103 and §6-25-104. Should the waiver not be approved, ARCA 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.

Regardless of waiver status, media resources and support will be available through the professional services agreement with Connections. Extensive educational media resources will be available online via the Internet to online school students, including the Connections' Virtual Library. While some hard copy resource materials will be housed at the teaching/learning center, the school will not provide a traditional brick-and-mortar library or media center for students. All resources will be provided online with guidance on how to utilize online resources provided by teachers.

D) Special education;

Applicant Response:

The Board anticipates contracting this program to Connections. ARCA will comply with all applicable requirements of IDEA, 20 U.S.C. 1400 et seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794. ARCA will also comply with Arkansas Procedural Requirements and Program Standards and state caseload maximums. ARCA will provide a free appropriate public education (FAPE) to children with disabilities, including identifying, evaluating, and planning educational programs and placement in accordance with state and federal regulations.

After submitting an application, all families will be asked if their child has had an IEP within the last three years

and if that IEP is currently active. The Manager of Special Education will review the student's special education documentation (IEP and Evaluation Report) and recommend course placement. Upon enrollment, ARCA will convene an IEP meeting to adopt or amend the student's IEP and will provide services comparable to those of the previous district. Special education staff will work closely with the general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum in the Least Restrictive Environment.

To support students with IEPs, ARCA will:

- Conduct IEP team meetings, including the parents, for all new students to adopt or amend the IEP. Prior Written Notice detailing the decisions of the IEP team will be provided to parents along with Parental Rights.
- Hold annual reviews of the IEP, including reviewing progress within the existing IEP, reevaluating whether the student is benefitting from the program and creating new IEP goals. A full continuum of special education and related services will be provided, including but not limited to assistive technology and accessibility tools. Program adjustments will be made based on student performance.
- Provide required services including but not limited to speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, social works services, and transportation. Services may be provided in-person or in the virtual classroom, as determined by the IEP team. ARCA will contract with quality providers across the state and proximate to students' homes for face-to-face related services. These services and any necessary transportation will be provided to students for free.
- Conduct triennial evaluations, or more frequently as appropriate, or, if no new data is needed, conduct a review of the records.
- Ensure student participation in state-mandated assessments.

Training is provided throughout the year for the Manager of Special Education and special education teachers. A Connections mentor with experience in online implementation of special education and corresponding state regulations will be assigned to ARCA. Connections will provide extensive training for the entire school leadership team regarding the identification of students suspected of having a disability and types of services available for all students with disabilities. To identify students entering without prior special education identification, the Principal and general and special education staff will conduct Child Find exercises including regular review of teacher observations, assessment results, and other data to identify any possible special education needs among students. Parents will provide input and may initiate a Child Find request.

Section 504 Eligible Students:

Section 504 of the Rehabilitation Act of 1973 is a statute designed to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those of non-disabled students. An eligible student under §504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. §504 plans are typically written for students who are not receiving services under IDEA but who require accommodations and modification to their instructional program. §504 plans may also be written for students who need modified instructional materials or assistive technology due to their disability. Preexisting §504 plans will remain in place for new students, and potentially revised for the virtual environment, and will be updated periodically. ARCA personnel will be alert for and will identify §504-eligible students and will complete a §504 plan for each identified eligible student.

E) Transportation;

Applicant Response:

As ARCA will be an online school serving students throughout Arkansas, routine transportation will not be necessary. Students will not require transportation services for regular school activities which will occur primarily in their homes and immediate vicinities. The only mandatory school events that may require students to report somewhere other than their home or immediate neighborhood will be special orientation sessions and state standardized tests, which students will take at proctored locations.

As a statewide online school, ARCA's obligation to provide transportation services will be limited to those students whose IEP and/or 504 Plan requires services to be provided outside the home. ARCA will utilize three options for providing students with access to these services.

1. ARCA will compensate a service provider to provide services in the student's home whenever possible.

2. For parents who prefer students to receive services outside the home, or when a service provider is not available to provide services inside the home, ARCA will provide mileage reimbursement to parents who are available to transport the student.
3. In all other circumstances, ARCA will contract with one or more third-party transportation providers, at no cost to the student or caretaker, to transport the student to the service provider location.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

ARCA is applying for a waiver from §6-48-101 et seq.

ARCA will provide 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. ARCA 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, ARCA 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. ARCA will assess student learning with continuous assessments and will use data to address students' specific needs. Furthermore, ARCA will strive to eliminate barriers for students and will provide interlocking structured academic and behavioral Response to Intervention (RTI) supports. Moreover, ARCA will provide performance-based education for students to move at their own paces.

Should a student need a more restrictive placement, ARCA will work with the student's local zoned district to find an appropriate alternative placement.

G) English Language Learner (ELL) instruction

Applicant Response:

ARCA will follow state procedures to identify English Language Learners (ELLs). ARCA will designate an ELL Lead Teacher, who will work with content teachers, Learning Coaches, and students to ensure material is adapted and accessible for all ELL students. ARCA will aim to hire an ELL Lead Teacher with TESOL certification. The ELL Lead Teacher will maintain student files, consult with Learning Coaches, provide direct instruction to ELL students via LiveLesson sessions and telephone calls, conduct progress monitoring throughout the school year, create and implement targeted interventions based on the data from progress monitoring, monitor exited ELL students for academic progress using state-specific criteria for two years, and comply with state and federal law pertaining to ELL students.

In hiring staff, consideration will be given to selecting an ELL-certified leader/teacher; ELL roles will be distributed to those staff with proper certification. Staff will have access to Connections' ELL experts who will support the school and its efforts to identify and educate ELL students.

Incoming families will fill out a Home Language Survey (HLS) which will be retained in the student's record. If the HLS indicates any responses other than English, students will be flagged as a potential ELL student. The student's records will be reviewed to determine the need for possible further language testing to identify the specific level of English proficiency. If an enrolled student has transferred from another Arkansas district or a state that uses English Language Proficiency Assessment for the 21st Century (ELPA21), he or she may have already participated in the yearly language proficiency assessment. If administered within the last calendar year, the ELL Lead Teacher will use those test results to determine the student's English language proficiency. If none of the student's records indicate former language testing, a trained test administrator will administer the screener assessment and the results determine whether the student will or will not be identified as an ELL student.

ARCA will notify parents/guardians of the initial screening results and program placement decisions within 30 days of the beginning of the school year or within two weeks if the student enrolls during the school year. ARCA will provide these parent notifications both in English and in the parent's language, to the extent feasible.

Once identified as an ELL, a student will receive support based on English proficiency via LiveLesson sessions

by a certified ELL teacher. Instruction will be aligned to standards based on scientific research for English acquisition in reading, writing, listening, and speaking.

The ELL Lead Teacher will use the Sheltered Instruction Observation Protocol (SIOP) framework to help students attain English and will participate in monthly professional development sessions. ELL teachers will work with content teachers to ensure that grade level content is accessible for ELL students and the development of academic language skills are promoted in content classes. ELL students at ARCA will fully participate in the core curriculum and will be provided with additional supplementary instructional support software and progress monitoring throughout the school year. In addition, all teachers will consult with Learning Coaches to guide instructional support and will modify content lessons and/or assessments as needed.

When a student demonstrates proficiency, a school-based team consisting of the ELL Lead Teacher, student's content teachers, and the parent/guardian will decide whether the student continues to require ELL instruction. They will use the English language proficiency scores, class performance, academic grades, and teacher recommendations to determine the student's language classification. If the team determines that the student is English proficient and can successfully perform in classes without significant language support, he or she will be reclassified and moved to the monitoring stage. ARCA will monitor ELL students for academic progress using state-specific criteria for two years after exiting the program.

ARCA will also inform parents of the rights to opt out of ELL services. Although parents may choose not to participate in the language programs, ARCA will still be required to ensure that the students' language and academic needs are being met. Students who opt out of services must continue to participate in the state's annual language proficiency assessment until they meet the state exit requirements. ARCA will continue to notify parents/guardians of the assessment results annually and continued participation in or exit from the ELL program.

H) Gifted and Talented Program.

Applicant Response:

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

Regardless of whether the waiver is approved, ARCA will provide services to address the needs of gifted and talented students. This program will be contracted through the professional services agreement with Connections via the Gifted and Talented program for elementary and middle school students and the Honors/Advanced Placement® (AP) program for high school students. Both programs have a history of success, as demonstrated by a national survey of families with students enrolled in gifted or AP classes at a school supported by Connections. In the survey conducted in February 2015 by Shapiro (an independent market research company), 94.2% of parents stated they were satisfied with the courses and instruction and 93% said the courses are high quality.

The placement process will ensure gifted students are provided with the most appropriate curriculum, pacing, and teaching approaches from day one. Founded on ADE Gifted and Talented Program Approval Standards, the identification process will make use of a multi-criterion approach for identifying gifted students from school entry through grade 12. An identification team of five members, chaired by a gifted education specialist, will identify gifted students by using objective and subjective measures. At no point will a cut-off score be used to include or exclude a student from the program.

Students may be placed in different curriculum levels for different subjects, thus allowing them to specialize in their areas of strength. Students will be able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students may encounter in a brick-and-mortar setting.

ARCA will also offer a focused gifted program for selected grades that will include specially designed gifted courses in language arts, mathematics, and science which will be taught by licensed teachers. Grouped together with other gifted learners, students in these courses will cover the same educational standards as they would in the standard offerings, but with more challenging assignments covered at an accelerated pace. These courses will offer additional activities that will build upon lesson topics by promoting higher-level thinking and understanding. These students will also be provided with opportunities to work collaboratively and to interact

with other gifted learners, particularly through LiveLesson sessions.

ARCA will also offer an exclusive online version of Junior Great Books®. Gifted students will enjoy age-appropriate works and participate in online literary inquiry and discussions together with other high-ability students.

The gifted math program allows a student to accelerate their learning with the potential of working two years above his/her peers.

As the school grows to add all grades the full high school program will offer a rigorous college preparatory curriculum through the provision of dozens of Honors courses and up to 16 AP courses. Students with special interests will also be able to design their own focused course of study through an "Independent Study" course. These courses will provide advanced students with opportunities to participate in extension projects, investigations, and activities centered on integrated skills application and higher-level thinking and understanding. Placement within these courses will be made through careful review by school counselors and in close consultation with students, parents, and the assigned teacher of the course.

In addition to providing specialized education to students on the basis of general intellectual ability and specific academic aptitude, ARCA will also provide programs for those who excel with regards to artistic ability. Through student portfolios, self-referrals, or referral by parents, peers, or members of the community, gifted students may be placed in the Visual and Performing Arts Academy. A student may be referred to a club or activity within their field of interest and/or giftedness.

Gifted program availability and enrollment information will be communicated to families and the ARCA community through website postings and school wide communications. Opportunities for community involvement in the gifted and talented program, including but not limited to annual committee meetings, will also be communicated through these mediums.

All staff will be provided with opportunities to attend monthly gifted and talented professional development sessions in order to further their own practice and understanding of gifted educ

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:

Specific Geographical Area Served by ARCA

ARCA will be open to all students statewide. As requested by the Charter School Program Advisor, we provided a list of school districts in Attachment 13. ARCA will actively recruit students across the state through extensive community outreach and full disclosure about the school's program and expects to attract those students and families who are most committed to student success in a virtual school setting. ARCA will utilize a broad-reaching student recruitment effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, ARCA may focus on certain subgroups for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process.

There is strong demand for online schooling throughout Arkansas. Without any marketing efforts, over 4,000 families have expressed interest in learning more about a statewide, online school supported by Connections. In addition, three public hearings were held on 7/17/15, 7/18/15, and 7/27/15 and nine online and twelve in-person information sessions were held in May, June, and July 2015, during which information was shared about the proposed public charter school. The Board anticipates that a broad range of students from across the state will enroll once information about the school is widely available.

Information on the School Districts likely to be Affected by ARCA, including Data on the Expected Number of Students to Transfer to ARCA

While ARCA will enroll students statewide, Connections' experience in other states where they support schools indicates that no single district will be severely impacted. For example:

- In Georgia, 5,472 students from 170 of the 180 school districts in the state have enrolled in the school, representing 0.32% of statewide public school enrollment.
- In Louisiana, 2,358 students from 76 of the 76 school districts in the state have enrolled in the school, representing 0.35% of statewide public school enrollment.
- In Oklahoma, 1,551 students from 255 of the 517 school districts in the state have enrolled in the school, representing 0.23% of the statewide public school enrollment.

ARCA requests an initial enrollment cap of 2,000 students for Years 1, 2, and 3 and a cap of 3,000 students in Years 4 and 5. ARCA anticipates enrolling 600 students in Year 1; 1,200 students in Year 2; and 2,000 students in Year 3.

Students whose academic and social needs will be effectively met by ARCA include:

- Students who are far ahead of or far behind their peers in school, including students at risk of academic failure and those coping with social or bullying issues
- Students who are homebound due to illness or disability
- Students with special learning needs
- Rural students with limited curricular options
- Students pursuing artistic or athletic careers or career development opportunities requiring a flexible schedule

As a public school, ARCA will not charge tuition. Outreach communications will inform families that the school is tuition-free. ARCA is committed to making sure all students can access the program regardless of socio-economic status and will ensure everyone has access to the education program. This will include providing a computer and Internet subsidy to enrolled families who require these to access the school. Computers shall remain the school's property and must be returned upon graduation or dis-enrolling.

As a public school, ARCA will be non-sectarian in its programs, admission policies, employment practices, and all other operations. Admission to the school will not be determined according to the place of residence of any pupil or his/her parent or guardian within Arkansas.

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:

ARCA 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) ARCA will maintain reports and records necessary for effective planning, operation, and education. ARCA will submit timely and accurate reports appraising student performance to the ADE.

Timeline for Data Compilation

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.

Disseminating Annual Report to Stakeholders

- ARCA 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. ARCA will file the plan with the ADE.
- ARCA 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, ARCA will notify parents of the report via email.
- ARCA 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.

Measuring, Analyzing, and Reporting Academic Progress

As described previously, ARCA 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 Connexus to watch each of these variables closely to monitor the school's overall success. The Principal, in collaboration with the staff and with the Connections 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 school, ARCA 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. ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing. Results of these assessments will be reported through the ADE. In addition, state assessment data is logged in Connexus 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.

12. 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 - Eligible students must reside in Arkansas and submit a valid proof of residency such as a recent mortgage statement, current lease, or utility bill (gas, electric, or water) showing service or property address. ARCA has an expected enrollment of 600 students for the 2016-2017 school year. The school will obtain from the state data system or incoming students a most recent report card, unofficial transcript, or prior academic history to verify prior schooling. Students must meet minimum/maximum age requirements or qualify for an exception as noted in state regulations. Kindergarten students must turn five on or before August 1 of the year in which they are seeking initial enrollment. First grade students, initially enrolling, must be six on or before October 1. The maximum age of a student to enroll is 21. Prior to completing enrollment, a birth certificate, a statement by the local registrar or a county recorder certifying the child's date of birth, passport, or United States military identification must be provided. Prior to admission, a copy of the student's up-to-date immunization record or the appropriate and current exemption form must be provided. ARCA has the right to not enroll any student that is currently expelled.

Equal Opportunity Student Recruitment Plan - Student recruitment and enrollment policies need to be balanced with the mutual goals of ensuring that families are aware of their choices with the Board's need to be fiscally conservative. Enrollment will generally begin in March for the school year starting in August, with reasonable public notice given at least 30 days before the open enrollment deadline and according to all Arkansas rules and regulations. Upon approval of the charter, ARCA will actively recruit families that represent the full cultural, demographic, and socioeconomic range of Arkansas. ARCA will use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

- **Direct Mail:** ARCA will conduct direct mail campaigns announcing the school to families.
- **Information Sessions:** ARCA will conduct multiple information sessions across the state to assure that families from a variety of communities are able to attend. Information sessions may also be online and families may attend from home via their computers.

- **Website:** Connections will create and maintain a website specific to ARCA. The website will include enrollment and school information and also create opportunities for parent-to-parent communication through Contact-A-Parent (an opportunity provided through the Connections website to [χοννεχτ ωιτη α παρεντ](#) of a student enrolled in a school supported by Connections).
- **Telephone/email information service:** ARCA will launch and maintain a toll-free information line and an email information service to answer parents' questions.
- **Community and youth services partnerships:** ARCA will provide information about the charter school to the community that may include youth-serving organizations.
- **Media Outreach:** ARCA will make use of paid advertisements in local media outlets.
- **Search Engines and Social Media:** ARCA will be linked to leading Internet search engines with local reference capability to help Arkansas families looking for an online school option find this high-quality charter school (Facebook, Twitter, and other social media sites).

Open and Fair Admissions Process - ARCA will be open to all students statewide on a space available basis and will not discriminate in its admission policies or practices. ARCA admissions procedures will comply with IDEA 2004 and Civil Rights protections. ARCA will comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act and will comply with the same Federal and State audit requirements as do other public schools in Arkansas. The school will comply with the McKinney-Vento Act regarding homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents. All students who enroll in ARCA will be full-time public school students. As a public school, ARCA will not charge tuition.

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:

Tentative Open Enrollment and Lottery Dates (Subject to Change)

Open Enrollment begins: Tuesday 3/1/ 2016

Lottery Determination Date/Close of Open Enrollment: Friday 4/1/2016

Lottery If Needed: Monday 4/11/2016

Random and Anonymous Lottery - As an online school, ARCA will not be subject to the same facility space restrictions a brick-and-mortar school might face in accommodating as many students as may wish to attend. Each year the school will conduct an open application period. If it becomes necessary, ARCA will conduct a random selection process that is in keeping with state and federal guidelines.

No applicants will be enrolled during the open application period. During this period, applicants who are interested in enrolling must begin and proceed through the enrollment process with the exception of course placement. If a random lottery is needed, ARCA will post the date and time of the lottery on its website enrollment page. Attendance is not required. Following the first year of operation, returning students and siblings will be accounted for when determining the need for a random lottery.

Lottery selection allows for fair and equitable selection of students in the event more students apply than can be accommodated. Sibling preference in the lottery process helps committed families handle the logistics of successful participation in the online school. The random selection process provides all applicants who have completed all enrollment tasks by a specified, publicly-announced deadline an equal chance of being admitted. ARCA will notify students with preferences of their right to enroll and then shall conduct a random selection process to fill remaining openings. ARCA will give preference to students who were enrolled in the school in the prior year (once enrolled, students will not be required to reapply) and siblings of students presently enrolled.

ARCA will post the date and time of the lottery on its website Enrollment page. The lottery will be conducted in three clusters: Grades K-5, 6-8, and 9. The school will open with grades K-9 but will eventually serve grades K-12. As high school grades are added, they will be clustered together. The order in which those clusters are drawn and the total number of students selected for each cluster may vary each year in consideration of the school's overall enrollment limit, the expected number of returning students and any of their siblings who complete an enrollment application during the open application period, and/or other operational factors. This allows for as many students who are interested in enrolling the opportunity to enroll up to the overall enrollment limit each year. If the number of applicants exceeds the overall allowed amount, then the school will determine which grade cluster has exceeded its limit and conduct a lottery accordingly for the oversubscribed grade clusters.

For each grade cluster, a computer program will randomly select a student name from the pool of enrollment applicants for that grade cluster until the number of available slots is filled, or the pool of enrollment applications is exhausted. As each student in a grade cluster is selected, siblings of that student who have also completed the applicable enrollment steps, excluding course placement, will be accepted as long as a slot in their grade cluster is available. When all available slots have been filled, students not selected will be placed on a waiting list in the order in which they completed enrollment tasks based on the automated Connexus waitlist time/date stamp. Waitlisted siblings of selected students will be given the first priority to enroll. The parents of selected students will receive an email confirmation within five business days after the lottery and must confirm student attendance within 10 business days. Students without confirmed attendance within 10 business days will forfeit their slots to the next eligible students on the waiting list.

ARCA will continue to accept applications after the open application period. If the school is oversubscribed these students will be placed on the waiting list in order they complete the applicable enrollment process steps, including course placement. These students will be allowed to enroll based on the availability of space in their

grade cluster and their place on the waiting list. Students who complete the entire process first will be offered the space first, after siblings.

If the school is not oversubscribed by the end of the open application period, no lottery will be held and ARCA will continue to accept applications and admit eligible students in the order they completed all enrollment tasks, based on availability in their respective grade clusters. Again, once the enrollment limit has been met, students will be placed on a waitlist and allowed to enroll if space becomes available in their grade cluster. Siblings of enrolled students will receive preference on the waitlist.

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:

ARCA will not use a weighted lottery, as the conditions required by §6-23-306(14)(c) in order to use a weighted lottery do not exist. ARCA and Connections have no history of discriminatory practices and the lotteries, if necessary, are public and monitored for fairness. The current racial/ethnic demographics of students attending the 29 schools supported by Connections nationwide are representative of similar demographics to the 26 states in which the schools are located. Currently schools supported by Connections serve students of the following races/ethnic groups, as reported by families during the enrollment process: 67% White, 10% Black/African American, 2% Asian, and 1% American Indian or Alaskan Native. Additionally, 13% of families identified their ethnicity as Hispanic/Latino and 87% Non-Hispanic/Latino. Based on these figures, it is evident that schools supported by Connections do not include discriminatory practices in the enrollment process and furthermore encourage families regardless of their socio-economic circumstances to enroll. ARCA will continue this in adherence with state and federal regulation and anticipates enrolling students of similar demographics to the public school population in Arkansas.

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:

We have provided prior charter involvement forms for the Board of Directors (Dennis Beck, Virginia Walden Ford, and Carla Hartwell) and for members of the team from our proposed partner, Connections (Melissa Nelson, Bryce Adams and Lyn McCullen) in Attachment 9.

Dennis Beck has previous involvement with Pennsylvania Leadership Charter School (West Chester, PA).

Virginia Walden Ford has previous involvement with Premier Public Charter School (Little Rock, AR) and Booker T. Washington Public Charter School (Washington DC).

Carl Hartwell has no previous involvement with charter schools.

Melissa Nelson has previous involvement with the following schools supported by Connections:

- MTS Minnesota Connections Academy (MTSMCA)

- Georgia Connections Academy (GACA)
- Kansas Connections Academy (KCA)
- Iowa Connections Academy (IACA)
- Oklahoma Connections Academy (OKCA)
- New Mexico Connections Academy (NMCA)
- Texas Connections Academy at Houston (TCAH)
- Wisconsin Connections Academy (WCA)
- Colorado Connections Academy (COLOCA)
- North Carolina Connections Academy (NCCA)

Bryce Adams has previous involvement with the following schools supported by Connections:

- Texas Connections Academy @ Houston (TCAH)
- Oklahoma Connections Academy (OKCA)
- Louisiana Connections Academy (LACA)
- Utah Connections Academy (UCA)

Lyn McCullen has no previous involvement with charter schools.

14. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Staffing levels are described in full-time equivalent units (FTE). FTE represents the total hours worked divided by the maximum number of hours in a full-time schedule for that position, allowing for fractional representation of some positions.

FTE Staffing for 2016-2017 (360 students in grades K-5/240 students in grades 6-9/total of 600 students)

- 1 Principal
- 1.5 Administrative Assistants
- 1 Manager of Special Education
- 1 Manager of Counseling
- 7.2 Teachers (K-5)*
- 7.3 Teachers (6-9)*
- 0.8 Advisory Teachers/School Counselors
- 1.8 Special Education Teachers
- 21.6 TOTAL STAFF
- 35:1 Student-to-teacher ratio

FTE Staffing for 2017-2018 (654 students in grades K-5/546 students in grades 6-10/total of 1,200 students)

- 1 Principal
- 1 Assistant Principal
- 3 Administrative Assistants
- 1 Manager of Special Education
- 1 Manager of Counseling
- 13 Teachers (K-5)*
- 15.3 Teachers (6-10)*
- 1.8 Advisory Teachers/School Counselors
- 3.7 Special Education Teachers
- 40.8 TOTAL STAFF
- 35.5:1 Student-to-teacher ratio

*A licensed, qualified, and trained teacher will also perform the role of ELL Lead Teacher.

Salary Scales

The Board anticipates hiring staff at the following base salary ranges and also intends to offer incentive compensation for eligible staff. The Board reserves the right to alter the scales accordingly.

Principal: \$70,000 - \$85,000/year

Assistant Principal: \$58,000 - \$65,000/year

Administrative Assistants: \$25,000 - \$35,000/year

Manager of Special Education: \$53,000 - \$65,000/per year

Manager of Counseling: \$50,000 - \$60,000/per year

Teachers (K-5 and 6-12): \$40,000 - \$52,750/per year

Advisory Teachers/School Counselors: \$40,000 - \$52,750/per year

Special Education Teachers: \$40,000 - \$52,750/per year

Job Descriptions

Ideally, candidates will meet the listed requirements; however, requirements may change based on potential candidates' strengths.

Principal/School Director/Operations Director (contracted position)

The Principal will manage teachers as they teach students and consult regularly with Learning Coaches, ensuring that each student successfully completes his/her instructional program. The Principal is responsible for overall school operation working with parents, students, staff and teachers.

- Administrative credential required
- Minimum of five years teaching experience and some administrative/management experience
- Online teaching experience is preferred.
- Advanced degree is preferred
- Excellent communication skills, oral and written
- Demonstrated ability to work well in fast paced environment
- Technologically proficient

Assistant Principal (contracted position)

The Assistant Principal will work collaboratively with the Principal. He/she will manage all of the site-based, non-academic school operations. Additionally, he/she will work closely with the enrollment, technical support, materials management, fulfillment, finance, human resources, payroll, and facilities management functions. He/she will manage a range of special projects.

- Administrative certification
- Minimum of five years of relevant work experience
- Some operational/logistical experience and/or administrative/management experience
- Relevant advanced degree is preferred
- Education experience
- Excellent communication skills, oral and written
- Technologically proficient

Administrative Assistant (contracted position)

The Administrative Assistant will be responsible for daily administrative tasks of the school such as answering phones and email, receiving visitors, assisting the Principal and teachers with administrative tasks, filing and other duties as assigned.

- Proficient with Microsoft tools and web-based applications
- Ability to multi-task in a fast paced environment
- Good interpersonal skills and attention to detail
- Excellent communication skills, oral and written
- High degree of flexibility
- Ability to work well in fast-paced team environment

Manager of Special Education (contracted position)

The Manager of Special Education will oversee all aspects of educational service delivery for students with special education needs. The Manager will ensure that the school operates in compliance with all state and federal regulations, and data is being collected, stored, and updated in a manner that meets all compliance expectations.

The Manager will ensure that the school is providing appropriate programs in the least restrictive environment for all students with special needs. This will include managing the pre-referral and IEP processes, maintaining student data, communicating with parents, locating and contracting with service providers, and ensuring that the school operates in compliance with special education law and procedures at all times. The Manager may also have a reduced teaching load.

- Masters' Degree in Special Education or related Education Field
- Valid Special Education credential in Arkansas
- Teaching experience in Special Education
- Expertise in special education law and compliance
- Experience in IDEA administration
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment
- Technologically proficient

Manager of Counseling (contracted position)

The Manager of Counseling will work with the leadership team to ensure that each student successfully completes his/her instructional program. The Manager will provide direction to staff and will assist students and parents in understanding and meeting graduation requirements, course selection and scheduling, post-secondary school planning, and crisis intervention.

- Minimum of 5 years teaching experience, some counseling/management experience
- Arkansas Counseling Credential endorsement
- Advanced degree
- Technologically proficient
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment

K-5 and 6-12 Teachers (contracted position)

Certified teachers will teach students and support the instructional programs. They will consult regularly with Learning Coaches to ensure that each student successfully completes his/her instructional program. In hiring the staff, consideration will be given to selecting ESOL/TESOL certified leaders and teachers and ELL roles will be distributed to those staff with proper certification.

- Licensed to teach (appropriate to grade and subject level responsibilities)
- Strong technology skills
- Excellent communication skills, oral and written
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Ability to work some occasional evening hours, as needed to support some families

Advisory Teacher/School Counselor (contracted position)

The Advisory Teacher/School Counselor will assist students and Learning Coaches with course selection, scheduling and will be the initial point of contact for student concerns that span multiple subject areas as well as non-academic issues. The Advisory Teacher/School Counselor will become an expert on course and credit requirements to establish counseling processes. The Advisory Teacher/School Counselor may also carry a teaching load in addition to advisory duties.

- Arkansas teacher certification in a secondary content area or grade level or Arkansas Counseling certification
- Strong technology skills
- Excellent communication skills, oral and written
- Excellent attention to detail and organizational skills
- High degree of flexibility
- Team player with demonstrated leadership skills
- Ability to work well in fast-paced environment

Special Education Teachers (contracted position)

The Special Education Teacher will teach students with special needs and manage instructional programs for students with special needs. They will consult regularly with Learning Coaches and students to ensure that each student successfully completes his/her instructional program. Special Education Teachers will participate in all steps of the IEP process. They will work closely with other teachers and district/state professionals to ensure that the school's special education program is successful and operating in compliance with federal and state

regulations. The Special Education Teacher will utilize technology to deliver online instruction and teach students.

- Degree in Special Education or related Education Field
- Valid Special Education credential in Arkansas
- Experience in policy (IDEA) and/or administration with Special Education
- Strong technology skills
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment

Connections Support Services

Connections will provide the following support products and services as described in the agreement.

- Aligned Curriculum
- Connexus Access
- Enrollment Processing
- Course Placement
- Recruitment and Community Education
- Management of Instructional Materials
- Professional Development
- Special Education Support
- Student Records Support
- Professional and Technical Support Services (including Help Desk for staff and families)
- Human Resources
- Facilities and Finance Support
- Training on Connexus and Connections products

Finance Support (contracted position)

The school will contract with Connections for finance support. The school will follow a financial and accounting plan compliant with generally accepted accounting principles (GAAP) and will provide an accurate accounting of all of its finances, ensure sufficient information for audit purposes, and provide data in the format needed for accurate and timely annual financial reports. ARCA will comply with Federal monitoring requirements for any Federal funds it receives. Each month, the Board will receive a set of detailed financial statements that will include a revenue and expense statement, a balance sheet, invoice detail (vendor, amount, date, purpose), any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity in the school's bank account.

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. ARCA will use the chart of accounts outlined in the Arkansas Financial Accounting Handbook, as reported via APSCN.

The Board designated Virginia Walden Ford, 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.

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

ARCA 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.

ARCA 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, ARCA 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

ARCA is requesting a waiver from §6-21-301 et seq. to contract with Connections for Connections' education 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, ARCA will follow the required process for a contract with an education services provider.

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

ARCA intends to contract with Connections for business support and assistance with performing various financial functions. Connections 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 at Connections currently performs this similar function for 28 other charter schools in 17 other states and has 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.

Connections 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, ARCA 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 ARCA'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 reforecast 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.

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 online school. In order to achieve its mission, the school must remain fiscally sound.

The completed budget template, provided in Attachment 6, 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 other online schools and according to best practices in teaching in an online environment. The budget provides for a student-to-teacher ratio (on an FTE basis) of approximately 35:1 in Year 1 and 35.5:1 in Year 2. Substitute teachers are usually not required in an online environment, as the staff of the school can typically cover when a colleague is absent. ARCA does intend, however, to identify some substitute teaching resources to address longer-term absences if needed.

School administrators and staff will be employed by Connections through the professional services agreement, but serve at the pleasure of the Board of Directors. The positions reflected in the budget are 100% dedicated to ARCA. Wages will be reimbursed to Connections at cost.

For expenditures other than personnel, the budget assumes that expenses will be consistent with the full-time online schools supported by ARCA's proposed partner, Connections. Unless specifically itemized in the budget template, it was assumed that products and services will be provided by Connections under their Standard Fee Schedule (included as Attachment 16 of this application). In the completed budget template, the anticipated expenses can be found under the following expenditure types:

- Administration
- Regular Classroom Instruction
- Special Education
- Fiscal Services
- Maintenance and Operations

For Administration, the budgeted Connections expenditure covers expenses such as:

- School Launch Support
- School Oversight
- School Leader Support and Development
- Legislative, Policies, Rules and Regulations Monitoring
- Accreditation Support
- Research and Analysis
- School Handbook Support
- Outreach Support
- Enrollment Services
- Academic Placement Services
- Student Records Management
- Professional Development and Training
- External Reporting Support
- State Testing Support
- Accountability Support
- Grant Identification, Writing, and Administration
- General Board Support
- Governance Training
- Authorizer Compliance and Reporting Support
- Human Resources Support

For Regular Classroom Instruction, the budgeted Connections expenditure covers expenses such as:

- Core and Elective courses
- Gifted and Talented Curriculum
- Advanced Placement (AP) courses
- Career Technology Education (CTE) courses
- Clubs and Activities

- Specialty Academies
- Connexus Education Management System (EMS)
- LiveLesson (Online Classroom)
- Staff Instructional Technology, and Software
- Student Instructional Technology, and Software
- Supplemental Instructional Support Programs

Connections' courses include 1,800 Teachlet proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated "e-text" electronic textbooks are licensed from a variety of leading publishers including Pearson, Perfection Learning, and others, while non-proprietary technology-based content is licensed from "best of breed" providers such as Grolier Online®™ Houghton Mifflin Harcourt, and Discovery Education™. In addition, the instructional design includes interactive LiveLesson sessions and threaded discussions.

The Board understands that Gifted and Talented, 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 Connections 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
- Gifted Program Support
- At-Risk Population Support Services
- Homeless and Migrant Support
- ELL Support (provided by ESOL/TESOL certified leaders and teachers)
- School Counseling Support

For Fiscal Services, the budgeted Connections 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 Connections expenditure covers expenses related to:

- Systems Administration
- Telecommunications Support
- Networking & Internet Connectivity
- MIS Help Desk
- Facilities Support Services
- Insurance/Risk Management Support
- Purchasing Support

Minimum Number of Students Required for Financial Viability

Although ARCA 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. Therefore, unlike a brick-and-mortar charter school, there is no minimum number of students required for financial viability.

Contingency Plan to Provide the Education Program outlined in the program if fewer students than Necessary for Viability Enroll and/or Attend

As stated, most expenses of the school are anticipated to be variable instead of fixed. As an added measure Connections has pledged to protect ARCA from deficits by offering "service credits" (discounts on Connections-provided products and services) as needed. A letter from the Connections' CFO is provided in Attachment 12. These factors ensure that the school would remain financially viable and that the model would remain consistent with the adopted budget.

Plans to Pay for Unexpected but Necessary Expenses

The budget includes a contingency fund balance which should allow for unexpected but necessary expenses. Connections Education is ARCA's proposed partner and will, as part of its Educational Products and Services Agreement, protect the school from cash flow volatility by awaiting reimbursement of charges until the school has the funds available to make payment and by allowing the school to pay in installments.

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:

Annually, the Board will arrange for an audit of ARCA's financial statements in accordance with Government Auditing Standards and the OMB Circular A-133. The financial statements will be presented using a fund basis format which will include, at a minimum, the general fund and the special revenue fund presented separately and all other funds presented in the aggregate. These statements will be prepared in accordance with Generally Accepted Accounting Principles and applicable ADE requirements.

ARCA requests the first year financial statement audit to be performed by a licensed Certified Public Accountant in good standing with the Arkansas Division of Legislative Audit. If approved, Rasco Winter Abston Moore & Associates, LLP in Little Rock is the preferred CPA firm.

Alan Abston, CPA
Partner
Rasco Winter Abston Moore & Associates, LLP
Little Rock, AR 72201
501-375-8500

The audit will be completed and filed with the ADE and the Arkansas Division of Legislative Audit within nine months as in required by §6-20-1801.

The Board will review the results of the audit and all comments provided by the auditor in accordance with requirements specified under §6-1-101 and, if needed, develop a corrective action plan to amend any material weakness noted by the auditor.

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:

Identified Facility

ARCA will lease permanent space for administrative and teaching staff in Bentonville to serve as the teaching/learning center where administrative and teaching staff will work. Currently, the Board has an agreement in place with Regus to lease office space at 609 SW 8th Street in Bentonville. (<http://www.regus.com/locations/business-centre/arkansas-bentonville-bentonville-plaza>). The teaching/learning center will include at least one conference room with doors for use in IEP conferences and other special education related activities. In addition, the Board has discussed potentially securing an additional satellite office after the charter is approved to serve as a resource center for students.

Having the teachers located in physical centers allows for expanded professional development opportunities, ensures quality control and visibility into the teaching process by school administration, and promotes collaboration amongst teachers to excel student achievement. The teaching/learning centers can also host parent teacher conferences as needed.

ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing throughout the state based on the geographic location of the student population.

As the school grows, the Board may explore additional satellite teaching/learning centers throughout the state that are allowed under current rules and regulations. This would allow regional teaching/learning centers where families may visit and teachers could be involved in local school field trips and state testing.

Remodeling or Adapting Facility

The facility will be appropriate and adequate for the school's program, the targeted population, and the public.

Online education requires minimal build out and can be accomplished in the timeframe needed. Criteria used to analyze facilities include:

- Central location - easy access from major roadways, allowing students and staff from various areas to reach the facilities easily. The facilities will have adequate space for teacher cubicles, a Principal's office, a conference room, and a break room/kitchenette.
- A certificate of occupancy, air-conditioning, heating and illuminated fluorescent lights, male and female bathrooms, parking, handicapped accessible, and fully equipped with sprinklers and other fire safety equipment.
- Necessary infrastructure to support the computer network and phone system.
- In compliance with or capable of modification to bring them into compliance with all local building, zoning and health and safety requirements.
- Meet all local minimum Americans with Disabilities Act (ADA) standards.
- Ample parking accommodations.
- Comprised of approximately 20% office space and 80% open area for cubicles.
- Secure location for storing testing materials and protected student data.

ARCA has Access to the Necessary Resources to Fund the Facility Plan

The facility has been accounted for in the budgeting process.

Lease Terms

While the lease has not yet been negotiated with Regus or approved by the Commissioner of Education, the Board anticipates doing so once the charter is approved. Certain key terms will likely be included in the lease. These include, but are not limited to:

- Early termination provision in the event of charter revocation or non-renewal
- Turnkey demo and build-out of space by landlord at landlord's expense
- Options for renewal
- Rights of First Offer or First Refusal, when possible, on contiguous space
- Inability of landlord to re-locate the premises
- Rent abatement in the event of diminution of space
- Insurance terms consistent with ARCA's policies
- Pre-approval for tenant's improvements (voice/data/electric)

ARCA's demos and build-outs will encompass setting up a typical office environment. The landlord will provide turnkey solutions with standard building finishes, pursuant to a Computer Aided Design (CAD) test fit provided to landlords by ARCA. Given this method of securing space, ARCA plans to primarily provide the space layout and understand the landlord's amortization schedule for tenant improvements.

Continued Operation, Maintenance, and Repair of Facility

ARCA will take the necessary steps to secure the Certificate of Occupancy for the teaching/learning center.

The lease for the selected teaching/learning center provides for necessary repairs and for janitorial service.

The facilities will comply with all applicable state and local health and safety requirements. ARCA will follow applicable city planning review procedures.

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:

Regus is publicly traded on the London Stock Exchange. To the best of their management's knowledge, they do not have any ties to members of the Bentonville Public School District board, employees of Bentonville Public School District, Arkansas Connections Academy, Inc., or employees/directors/administrators of Arkansas Connections Academy, Inc.

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 facility will meet all Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) requirements. The property is zoned C-2 (General Commercial) which permits standard office use as well as multiple other uses specified in the attached statement of permissible uses for the facility (Attachment 15). There are no alcohol sales within 1,000 feet of the facility.

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the application;

(B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or

(C) The owner(s) of the facilities to be used.

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

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or

(3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

The following Board Members, who are volunteers and not receiving any pay for being on the Board or working on this application, were identified in Section A of the application:

- Dennis Beck, Board President
- Virginia Walden Ford, Board Treasurer
- Carla Hartwell, Board Secretary

The following people work for and are paid by the Board's support partner, Connections, and were identified in Section A of the application:

- Melissa Nelson, Connections Education, Vice President
- Bryce Adams, Connections Education, Executive Director
- Lyn McCullen, Connections Education, Senior Director

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 Arkansas Connections Academy, Inc. or ARCA have contracted, or intends to contract, to provide any services or products for ARCA; or Regus, the owner of the facilities to be used.

None of the Board Members receive compensation either as an employee or independent contractor, from Arkansas Connections Academy, Inc., ARCA, or Connections. 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.

The Connections staff support team, Melissa Nelson, Bryce Adams, and Lyn McCullen do receive compensation from Connections. These individuals were involved in the application process at the behest of the Board.

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 ARCA 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 Rebuttable 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 ARCA'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 ARCA 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 ARCA 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 ARCA 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 ARCA's charitable purposes, and do not result in inurement or impermissible private benefit.
- Whether agreements with employees and third-party payers further the ARCA's charitable purposes and do not result in inurement or impermissible private benefit.

In conducting the periodic reviews provided for above, ARCA 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:

ARCA is requesting a waiver from the Food Services requirement, including the School Breakfast Program in

§6-8-705. Since ARCA serves students statewide primarily out of their homes, the school will not be offering a food service program. Parents will be fully informed of this fact prior to their students' enrollment so that they may make the best school choice for their family. The school does not intend to participate in the National School Lunch program.

For purposes of demographic documentation, ARCA will request during the enrollment process that families who qualify for Free or Reduced Price Meals, based on past eligibility for these services or current family income, to identify themselves. The purpose of collecting this information is to ensure that the school will be prepared to arrange supplemental educational resources with income-based eligibility requirements for students and the school. Parents will be fully informed that volunteering this information will not entitle their family to food service. ARCA staff will refer families who qualify for Free or Reduced Price Meals to local social service agencies for food assistance upon request. In the event that the federally funded lunch program is changed to permit the distribution of direct assistance to families, ARCA will be prepared to seek funds to provide this service.

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:

Plan for Involving Parents and Guardians in ARCA's Education Programs

ARCA understands parental engagement is vital to student success. Parents may serve as Learning Coaches and play an active role in the learning process, providing input and communicating regularly with teachers. ARCA will promote the significant role of parents by providing training for parents and multiple avenues for communication. Regular feedback through surveys and the StarTrack system encourages involvement in the learning process.

Frequent and purposeful communication with parents and Learning Coaches help the teacher monitor the student's progress, keep parents informed of current school happenings, and help the school grow and improve. Scheduled phone calls, LiveLesson sessions, WebMail messages, and face-to-face meetings will all be used to help conduct parent-teacher conferences. ARCA will regularly distribute important information in collaboration with the Principal through school newsletters, the school's website, and must-read WebMail messages. Teachers will document all communication with parents and/or students in the log section of Connexus, which allows for detailed tracking of interactions as well as seamless support for students and their families from multiple individuals.

Families are encouraged to participate in various events such as picnics, educational field trips, and service opportunities offered throughout the year. These activities are organized through the school staff and Community Coordinators (volunteer parents) throughout the state. Families are notified through WebMail and the school newsletters.

Parents can also join Club Orange. This exciting club brings together currently-enrolled parents and parents of prospective students. Parents in Club Orange reach out to their local communities to spread the word about ARCA.

Engaging Learning Coaches

Although ARCA teachers will ultimately be responsible for delivering instruction, checking for student understanding, and administering any necessary interventions, Learning Coaches have an important role to play in conferencing with teachers and recording student attendance. ARCA will work with Learning Coaches to help them become effective educational partners and will encourage them to engage in all support activities including

the Getting Started onboarding program, the Get Coaching Learning Coach support program, and the Get Connected socialization and connectedness program.

During the enrollment process, Learning Coaches will be provided with the School Handbook, which clearly outlines the role of and expectations for the Learning Coaches. Learning Coaches will also be provided an online orientation course detailing how the program works, how to use Connexus, and particulars about their specific role. Homeroom teachers provide ongoing support to Learning Coaches and ARCA will provide support for Learning Coaches throughout the year with modules on participation, motivation, assessments, and summer learning.

If a student is not having attendance taken, is not completing work, or is not succeeding in the school, the student's teachers will intervene and conference with the Learning Coach. If it is determined this stems from a Learning Coach issue (rather than from academic difficulties), the staff would take action such as creating an action plan or contract with the Learning Coach that further specifies expectations and tasks. The school will conduct check-in meetings with the Learning Coach, student, teacher, and administrator throughout the process.

Involve the Parents, Employees, and Broader Community in Carrying Out the Terms of the Charter

Active involvement of all stakeholders will ensure the success of ARCA 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 virtually periodically throughout the year.

Connections will contract with a third party to survey parents and employees annually to evaluate ARCA on several criteria including student progress, teacher support, and quality of the curriculum. Parents and employees will be surveyed to get their feedback on the program to help identify what the school is doing well and how it can improve.

To keep families and community members informed and involved, ARCA will maintain a public website and social media pages (Facebook, Pinterest, Twitter, etc.) that contains all required and relevant information. ARCA will develop a student information and community education plan to inform potential students, their parents/guardians, and other interested parties about the education program.

22. 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 ARCA's charter approval will not negatively impact the desegregation efforts of any public school district in the state. ARCA will operate as an online school; since all learning and assignments are delivered to students online, ARCA may attract and enroll students across the entire state. ARCA 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, ARCA will use a random, anonymous lottery for admissions.

Since ARCA will draw students statewide, 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 ARCA 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 ARCA do come from public school districts, this is a small fraction of the approximately 460,000 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 2,000- 3,000 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. (ARCA is seeking an enrollment cap of 2,000 students for the first 3 years of operation, and a cap of 3,000 students for years 4 and 5.)

ARCA plans to operate a teaching/learning center in Bentonville within the boundaries of the Bentonville School District. Even assuming that the majority of the 2,000- 3,000 students who may enroll in ARCA come from the Bentonville School District and its six contiguous districts, which again is not likely, it's hard to imagine that 2,000- 3,000 students could affect the racial makeup of the over 57,000 students enrolled in the seven school districts in question. The Bentonville, Pea Ridge, Gentry, and Gravette School Districts all currently have a student body of over 65% white students with Hispanic students being the highest minority concentration. The Rogers and Decatur School Districts both have a student body of approximately 50% white students, again with Hispanic students making up the highest minority concentration at 44% and 33% respectively. The only school district with less than a 50% white student body is Springdale. The Springdale School District has a student body of just under 40% white students. 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 ARCA could negatively impact any desegregation efforts currently in place.

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

23. 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 Connexus 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 Connections' Compliance Team to ensure all state laws are met.

ARCA will ensure everyone has access to the education program, including providing a computer and Internet subsidy. ARCA 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:

- 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).
- Curriculum Alignment: The content is aligned to the Arkansas Curriculum Frameworks. If the state standards change, the curriculum can also change to maintain alignment.

- 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 StarTrack. 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 StarTrack 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.
- Parent satisfaction: The Board is focused on parent satisfaction. Parents enroll students in online schools for a variety of reasons. ARCA will measure parental satisfaction and use the data to improve the school. ARCA 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.
- School growth: ARCA 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 ARCA for future success. The school hopes to responsibly grow from 600 students (Year 1) to up to 2,000 (Year 3) through a combination of parent outreach, high student retention rates, and word-of-mouth recommendations and referrals by current ARCA families.
- 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.
- 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.

ARCA is partnering with an experienced organization, Connections, which will help ensure that the school can 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.

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.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Year/Day	ACA §6-10-106 Uniform dates for beginning and end of school year 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 ADE Rules - Mandatory Attendance Requirements for Students in Grades Nine through 12 Standards for Accreditation 10.01.4 Standards for Accreditation 14.03	Students in an online school are able to work on their own schedules. ARCA will track student attendance electronically based on student engagement and work rather than physical attendance and seat-time. Planned instruction time will not average less than 30 hours per week. Students are able to work across the entire week rather than five days, so instructional time may average less than six hours per day over a seven-day week. Learning coaches will record school day attendance and ARCA staff will ensure those records match completed student work.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Student Safety	ACA §6-10-122 Automated external defibrillators required ACA §6-15-1302 Emergency plans for terrorist attacks ACA §6-17-102 Emergency first aid personnel ACA §6-21-106 Fire hazards inspection prior to closing for breaks ADE Rules - Automated External Defibrillator (AED) Devices and Cardiopulmonary Resuscitation (CPR) ADE Rules - Automated External Defibrillators, Requirement of Schools to Have ADE Rules - School Fire Marshal	Students will not be physically present at the ARCA teaching/learning center. ARCA will ensure a safe working environment for its staff. The Board will adopt its own student discipline, school safety, and transportation policies in consultation with Connections Education and independent Board counsel.	N/A	N/A
CPR Instruction	ACA §6-16-143 Cardiopulmonary resuscitation instruction	Students will receive CPR instruction but since instruction will be online, instruction will not include a psychomotor (“hands-on”) component.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Alternative Learning Environment	ACA §6-15-1005(b)(5) Safe, equitable, and accountable public schools ACA §6-18-503(a)(1)(C)(i) Written student discipline policies required ACA §6-48-101 et seq. Alternative Learning Environments ADE Rules – Student Discipline and School Safety Policies 4.10 ADE Rules – Student Special Needs Funding 4.00 Standards for Accreditation 19.03	Students will not be physically present at the ARCA teaching/learning center and therefore will not need a separate ALE program. Students, their families, and their Learning Coaches choose the environment in which the student learns online. ARCA will provide appropriate discipline and intervention responses for students with disciplinary, socially dysfunctional, or behavioral problems, but will not provide a physical ALE center.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Licensure	<p>ACA §6-13-109 School Superintendent</p> <p>ACA §6-15-1004 Qualified teachers in every public school classroom</p> <p>ACA §6-17-302 Public school principals - Qualifications and responsibilities</p> <p>ACA §6-17-309 Licensure – Waiver</p> <p>ACA §6-17-401 Teacher's license requirement</p> <p>ACA §6-17-427 Superintendent license - Superintendent mentoring program required</p> <p>ACA §6-17-802 Twelve-month contracts for vocational agriculture teachers</p> <p>ACA §6-17-902 Definitions [Arkansas Teachers' Salary Law]</p> <p>ACA §6-17-919 Warrants void without valid certificate and contract</p> <p>ADE Rules – Licensure - Educator Licensure</p> <p>ADE Rules – Superintendent Mentoring Program</p> <p>Standards for Accreditation 15.01 through 15.03</p> <p>ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers</p>	<p>The Board will contract with Connections Education for and Connections Education will employ effective administration, licensed teachers, and support staff. All staff will be subject to background checks and the Code of Ethics for Arkansas Educators.</p> <p>Teachers will be licensed in Arkansas except for those situations where an in-state teacher cannot be identified or for classes with low student interest (eg foreign language & AP courses). In those circumstances, ARCA intends to utilize the resources of Connections' private school, which employs teachers who are licensed in the states they reside. This will enable ARCA to offer the full Connections' catalogue of courses to its students. ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections. While certified 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.</p>	See Section C.5 Goals	See Section C.5 Goals

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Professional Development & AP/IB Training	<p>ACA §6-17-701 et seq. Professional development ADE Rules - Professional Development Emergency Rule Effective July 1, 2014 ADE Rules – Advanced Placement and International Baccalaureate Diploma Incentive Program 4.00 Standards for Accreditation 10.01.3 Required Time for Instruction and School Calendar Standards for Accreditation 15.04 Professional Development and In-Service Training</p>	<p>ARCA's teachers who are licensed in Arkansas will complete required professional development as a condition for maintaining their state licenses. Teachers licensed in other states and providing instruction in an area where a state-based teacher could not be found or in courses with low student interest (e.g. foreign language & AP courses) will receive professional development in their own home states. This will increase student achievement by providing students with the most effective teachers and a robust catalogue of courses.</p>	See Section C.5 Goals	See Section C.5 Goals
Business Manager Qualifications	<p>ACA §6-15-2302 General Business Manager ADE Rules - Business Manager Qualifications</p>	<p>ARCA anticipates contracting with Connections for financial management services, which will include a business manager responsible for the fiscal operations of the public charter school. The Connections financial services team maintains a sterling record with charter finance experience in 17 states and will support ARCA under the direction of its Board-designated treasurer through its team of professional staff, many of whom possess CPA and/or CFE designations. Contracting with Connections for a business manager will avoid potential duplication of effort, enabling the school to direct resources to its educational program.</p>	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Personnel Policies & Salary Schedules	ACA §6-17-201 et seq. Personnel Policies ACA §6-17-913 Audit of Accounts ACA §6-17-1201 et seq. The Teachers' Minimum Sick Leave Law ACA §6-17-1301 et seq. The School Employees' Minimum Sick Leave Law ACA §6-17-1501 et seq. Teacher Fair Dismissal Act ACA §6-17-1701 et seq. Public School Employee Fair Hearing Act ACA §6-17-2201 et seq. Classified School Employee Minimum Salary Act ACA §6-17-2301 et seq. Personnel Policy Law for Classified Employees ACA §6-17-2401 et seq. Teacher Compensation Program of 2003 ACA §6-20-2208(c)(1) Monitoring of expenditures ADE Rules - Personnel Policies and Salary Schedules	ARCA intends to contract with Connections for its administrators and teachers and wishes to use the performance-based compensation model Connections has successfully pioneered in the schools it supports. This model, which consists of competitive salary, incentive compensation based on school outcomes, responsibility-driven stipends, a rich benefit plan, and a flexible paid time off program, is tailored to the unique aspects of a virtual school setting and will enable ARCA to attract, retain, and promote staff who share our vision of a focus on student outcomes.	See Section C.5 Goals	See Section C.5 Goals

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Insurance	ACA §6-17-1111 Life and disability insurance - Employee eligibility - Allocation of costs ACA §6-17-1117 Health insurance	ARCA staff will be eligible for benefits through Connections' plans, including health, life, disability, vision, dental insurances and other benefits/programs. As a nationwide educational services provider, Connections is able to pool risk to offer a competitive benefits package and recruit and retain effective administrators and teachers.	N/A	N/A
Class Size & Teaching Load	Standards for Accreditation 10.02	ARCA educators utilize Connections' curriculum and assessments rather than preparing their own and will not face the typical challenges of classroom management, as instruction is delivered online. The Board will adopt class size and teaching load requirements that are more appropriate for an online setting to allow for a more effective allocation of school funds. ARCA proposes the following specific alternative maximum student-to-teacher ratios: Teachers (K-5) 50:1 Teachers (6-8) 38:1 Advisory Teachers 300:1 Special Education Teachers 35:1	See Section C.5 Goals	See Section C.5 Goals
Food Services	ACA §6-18-705 Breakfast program ACA §6-20-701 et seq. School Lunch Program	As an online school, ARCA will not serve meals.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Gifted & Talented	ACA §6-20-2208(c)(6) Monitoring of expenditures ACA §6-42-109 Reports by school districts ADE Rules - Gifted And Talented Program Approval Standards Standards for Accreditation 18.0	The Board will contract with Connections Education to offer a gifted and talented program as described in this application, though not as prescribed by ACA and ADE Rules. The Connections program, described above, is designed to increase student achievement for gifted & talented students.	N/A	N/A
School Nurse & Media Services	ACA §6-18-706 School nurse ACA §6-25-103 & 104 Public School Library Media and Technology Act ADE Rules – Public School Student Services 3.01.6 Standards for Accreditation 16.02 and 16.03	As an online school, ARCA will not need a school nurse or library media specialist. Teachers will work to ensure students understand research and technology.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Guidance Counseling Services	ACA §6-18-1001 et seq. Public School Student Services Act ADE Rules – Public School Student Services 3.01.1 Standards for Accreditation 16.01.3	ARCA will provide its own set of student services programs that will be possible and appropriate in a full-time online charter school setting. The ratio required for brick-and-mortar schools in which counselors and students must meet face-to-face is not necessarily appropriate for a full-time online program. The Board believes in the importance of guidance and counseling services and will ensure appropriate staffing levels are maintained. One or more properly certified guidance counselors will be on staff, but the services provided to students can be distributed differently among staff. Advisory teachers (estimated 300:1 ratio) will handle most course scheduling and post-graduation planning support.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Boards	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	ARCA'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 or Connections Education. The Board will provide for its own site-based decision making committee and school board member training. The ARCA 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. Connections 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.	N/A	N/A
Instructional Materials	ACA §6-21-406(b) Conditions for offering textbooks for adoption, sale, or exchange ADE Rules - Instructional Materials 6.02	Connections maintains a national array of instructional material/book depositories across the country linked by an efficient logistics network. Any new depository would be redundant and the expenses passed onto the school would be better spent serving ARCA students.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Annual Progress Report Reporting	ACA §6-15-2006(b) Annual report Standards for Accreditation 7.02.2 School District Goals	ARCA will operate as a statewide school making it cost-prohibitive to publish a report in newspapers with general circulation in all served districts. ARCA will report to parents online and to the State Board of Education in writing, which will be more effective in engaging parents.	N/A	N/A
Flags/Period of Silence/ Pledge of Allegiance	ACA §6-10-115 Period of Silence ACA §6-16-105 United States flag ACA §6-16-106 Arkansas flag ACA §6-16-108 Recitation of the Pledge of Allegiance	ARCA will display the U.S. and Arkansas flags, though not as prescribed by the ACA. The online nature of ARCA does not lend itself to a group Period of Silence or recitation of the Pledge of Allegiance. Time is available for students to do so individually.	N/A	N/A
Adult Education	Standards of Accreditation 19.04	ARCA may make summer school available depending on student need and demand but will not offer an adult education program. The ARCA Board prefers to focus on serving students in grades K-12, from which an adult education program may distract.	N/A	N/A
Materials Allotment to Teachers	ACA §6-21-303(b)(1)(A) Rules [Acquisition of Commodities Generally]	ARCA teachers will not have traditional classrooms and will be provided with all materials necessary for class activities.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Eye & Vision Screening	ACA §6-18-1501 et seq. Mandated Eye and Vision Screening Procedures and Tests for Children ADE Rules - Eye and Vision Screening Report in Arkansas Public Schools	ARCA students will not be physically present at the teaching/learning center to receive eye and vision screening exams. Should these waivers be denied, ARCA will comply with state law and ADE rules in one or more of the following ways: contracting with screening providers in students' local areas, subsidizing households to provide for screening, providing for screening at sites where students will be present (eg state assessments, field trips). Transportation may be provided for those families who require it in a similar fashion to state assessments procedure.	N/A	N/A
Secondary Units Offered	Standards for Accreditation 9.03.1.2 and 9.03.4	ARCA will not initially serve all secondary grades. ARCA's initial high school cohort will have access to a full course load that will allow students to graduate on time under Smart Core requirements. By the start of this initial cohort's 12th grade year, ARCA will offer all 38 required units, less any waived requirements.	Number of secondary units offered in ARCA's first year of operation Number of secondary units offered in ARCA's fourth year of operation	Full course load leading to Smart Core graduation offered to initial 9th grade class All 38 required units, less waived requirements, offered by initial 12th grade class
Secondary Units Offered – Instrumental and Vocal Music	Standards for Accreditation 9.03.4.5	ARCA will not offer a unit of instrumental music or a unit of vocal music. ARCA will offer at least 3 ½ fine arts units better suited to an online environment, which will benefit student achievement. Connections has music theory, music appreciation, digital arts, and art history courses in its catalogue.	Number of fine arts secondary units offered annually	3 ½ fine arts units offered by initial 12th grade class

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Commodity Bidding	ACA §6-21-301 et seq. Acquisition of Commodities Generally	<p>ARCA intends to contract with Connections for provision of its education program. Connections' education program integrates technology, curriculum, instructional materials and tools, staff, and support services into a single education services offering. The Connections program is proprietary and Connections is the only source from which ARCA can obtain access to the Connections education program. ARCA believes that this service offering falls within the single source exemption of ACA §6-21-305. Because of the unique nature of the Connections education program, the Board would prefer RFP requirements be waived only for its contract with Connections. This will increase student achievement as ARCA will have more time to establish its program. All other purchases will be subject to ACA §6-21-301 et seq. Should this waiver not be granted, ARCA will follow the required RFP process for a contract with an educational services provider.</p>	N/A	N/A

Attachment 1 – Arkansas Connections Academy 501(c)(3) Application

- 501(c)(3) Determination Letter
- Articles of Incorporation
- Employer Identification Number

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

DEPARTMENT OF THE TREASURY

Date: **JAN 08 2015**

Employer Identification Number:
46-5766559
DLN:
17053153307004
Contact Person:
SHERRY Q WAN ID# 31052
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170 (b) (1) (A) (vi)
Form 990 Required:
Yes
Effective Date of Exemption:
May 30, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

ARKANSAS CONNECTIONS ACADEMY INC
C/O PROCOPIO CORY HARGREAVES & SAVITCH
KEVIN M DAVIS
525 B ST STE 2200
SAN DIEGO, CA 92101

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

STATE OF ARKANSAS



Mark Martin

ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Arkansas Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation

of

ARKANSAS CONNECTIONS ACADEMY, INC.

filed in this office May 30, 2014 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.



In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 30th day of May, 2014.

Mark Martin

Arkansas Secretary of State



We, the undersigned, acting as incorporators of a corporation under the Arkansas Non profit Act (Act 1147 of 1993), adopt the following Articles of Incorporation of such corporation.

- 1: The name of the corporation is:**
ARKANSAS CONNECTIONS ACADEMY, INC.
- 2: The corporation is:** PUBLIC - BENEFIT CORPORATION
- 3: Will this corporation have members:** NO
- 4: Power of the corporation:**
A. IRS (501)(C)(3) SUGGESTED LANGUAGE:
10/29/2007:
 NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT, OR BE DISTRIBUTABLE TO ITS MEMBERS, TRUSTEES, OFFICERS, OR OTHER PRIVATE PERSONS, EXCEPT THAT THE CORPORATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF THE PURPOSES SET FORTH IN PREVIOUS ARTICLES HEREOF. NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE THE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE IN, OR INTERVENE IN (INCLUDING THE PUBLISHING OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OR IN OPPOSITION TO ANY CANDIDATE FOR PUBLIC OFFICE. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON (A) BY A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE

CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR (B) BY A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C) (2) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

5: The purpose for which this corporation is organized:

A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007:
 SAID CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE, RELIGIOUS, EDUCATIONAL, AND SCIENTIFIC PURPOSES, INCLUDING, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.)

6: Distribution of assets on dissolution:

A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007:
 UPON THE DISSOLUTION OF THE CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY A COURT OF COMPETENT JURISDICTION OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS AS SAID COURT SHALL DETERMINE WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

7: Corporation's initial registered agent:

Name CORPORATION SERVICE COMPANY
Street Address 300 SPRING BUILDING, SUITE 900, 300 S. SPRING ST.
City: LITTLE ROCK
State: AR
ZIP: 72201-

8: The name and address of each Incorporator is as follows:

Name 1 JENNIFER FLINN
Address 124 W. CAPITOL AVE., SUITE 1 1500, LITTLE ROCK, AR 72203

Name 2
Address
2

Name 3
Address
3

Name 4
Address
4

Name 5
Address
5

Name 6
Address
6

Name 7
Address
7

Name 8
Address
8

Name 9
Address
9

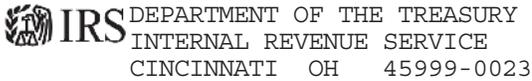
Name 10
Address

10

Optional Info:

**Signature of an
Incorporator:**

JENNIFER FLINN



Date of this notice: 05-28-2014

Employer Identification Number:
46-5766559

Form: SS-4

Number of this notice: CP 575 A

ARKANSAS CONNECTIONS ACADEMY INC
% ASHLI GOBLE
1001 FLEET ST FL 5
BALTIMORE, MD 21202

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-5766559. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1120

09/15/2014

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is ARKA. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Attachment 2 – Public Hearing Documentation

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.

As evidence of meeting this requirement we are including:

- **Copies of the notices posted on 6/21/15, 6/28/15, 7/5/15, 7/9/15, 7/14/15, and 7/20/15 in the Arkansas Democrat Gazette, a newspaper with statewide circulation**
- **Copies of the notices as provided by the Arkansas Democrat Gazette**
- **A copy of the flyer distributed by Board Members**

B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.

As evidenced by the notices, they were 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.

The last publication date for the public hearings held on 7/17/15 and 7/18/15 was 7/5/15, which was not less than seven days prior to the public hearings. The last publication date for public hearing held on 7/27/15 was 7/20/15, which was not less than seven days prior to the public hearing.

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

As evidence of meeting this requirement we are attaching:

- **A copy of the email that was sent by Dennis Beck, Board President, to Superintendents on 7/6/15 and 7/9/15.**
- **Copies of the subsequent emails that were sent to the email addresses that had been returned as undeliverable in the previous email.**

Notice of Public Hearing Published 6/21/15

Arkansas Democrat-Gazette

International

SUNDAY, JUNE 21, 2015 • 5A



People use the ATMs on Friday at a bank in Athens, Greece. Uncertainty about the country's future with the euro currency has led Greeks to withdraw \$4 billion from banks since December.

Edgy Greeks take \$34B out of banks

Country no stranger to economic woes

MEHUL SRIVASTAVA AND KIRIA PETRASSI BLOOMBERG NEWS

ATHENS, Greece — Dorcas Lambros stood outside an ETEC branch in central Athens on Friday afternoon, an envelope stuffed with cash in one hand and a \$6,000 cashier's check in the other. She was a few minutes too late to make her deposit at the London-based bank. She was too scared to take her life savings back to her Greek bank.

She worried it wouldn't survive the weekend. "I don't know what happens on Monday," said Lambros, a 55-year-old government employee.

Nobody does. Every shifting deadline, every last-effort effort has built up to this: a nation that went to sleep Friday not knowing what Monday will bring. A deal, or more brazenly? Shattered banks and empty cash machines, or a few more days of euros in their pockets and drachmas in their past?

On a street corner, a performance artist burned what he said were his last euros. Nearby, an Albanian teenager joked about how he should have gone to Sweden instead. A mother grabbed her toddlers and a dozen police officers rode by on motorcycles, heading to a rally outside Parliament.

In his neighborhood restaurant, Frangis Yousouf — a 78-year-old ex-chief executive officer, current investment banker, and survivor of coups, dictators and communists — leaned forward and laid his worries on the table. "We thought we had escaped the past, but we were a normal country now," he said. "But instead, we are living day to day."

"This, today now, is the worst I have ever seen."

By Greece's fear that Monday will be de facto a return to a past not that distant. Before the euro replaced the drachma in 2002, the Greeks were already a European before their currency mostly trapped inside their nation, where cash was king and checks a novelty.

Since December, Greeks have been preparing for a weekend such as this, pulling more than \$1 billion out of banks.

Week after week, the Bank of Greece borrowed banknotes from the rest of the continent to replenish this hoarding of the one coin Greeks still trust — cold, hard cash.

Its liabilities to the rest of the euro area for the excess physical cash it has to put in circulation quadrupled between December and April, the last month for which there's available data.

Without access to capital markets, Greek lenders have to rely on about \$10 billion of Emergency Liquidity Assistance to stay afloat, subject to weekly scrutiny by the European Central Bank.

This time, it didn't last a week. On Friday, the ceiling of the assistance was raised by \$2.04 billion, just a couple of days after a \$1.25 billion injection. On Monday, the banks will be back, asking for more.

Everything comes together Monday. Greek Prime Minister Alexis Tsipras, back from a visit with Vladimir Putin in St. Petersburg, Russia, will spend his weekend coming up with a proposal to take to a Monday showdown with euro-area leaders.

No weekend off for Greece talks

Nation, EU leaders set up for crucial week of negotiations

IAN WISHART, REBECCA CHRISTIE AND THEOPHILUS AGOSTIS BLOOMBERG NEWS

LUXEMBOURG — European Union leaders and Greece's creditors headed into a flurry of behind-the-scenes meetings on Monday before high-level meetings to unlock aid for the nation flailing with default.

With markets closed, the weekend gave negotiators trying to avert a Greek exit from the euro some room to lay out a road map for what will be a high-stakes week with an emergency summit of EU chief Monday. The clock is running down on a June 30 deadline to make payments and work out a new deal amid disagreements on pension, sales tax and a deficit target.

German Chancellor Angela Merkel and her French counterpart, Francois Hollande, spoke by phone Friday. As leaders of the two biggest economies in the 19-nation euro bloc, they've presented a united front against Greek requests to ease the country's austerity policies underpinning the country's bailout.

"I want to say very clearly on expectations, that the summit meeting on Monday can only be a decision-making summit if a basis for making decisions is there," Merkel said at a Christian Democracy party event in Berlin.

The euro-area bailout of Greece expires at the end of the month and that's when about \$1.7 billion is owed to the International Monetary Fund.

Greece's negotiating team met on Saturday to discuss the bailout talks and the country's Cabinet will gather in the prime minister's residence this morning. Tsipras on Saturday canceled a planned trip to Strasbourg on Tuesday, the day after the summit.

Minister of State Nikos Pappas told Ethnos newspaper that the government "was working toward a solution." He said Greece's so-called red lines include no cuts to pensions or wages, an end to austerity and a "comprehensive" response to the overseas debt load.

Budget-cut plans protested in U.K.

LONDON — Thousands of people from across the U.K. marched from the Bank of England to Westminster on Saturday to protest planned government spending cuts.

The organizers said 250,000 people attended the protests in central London, the Press Association reported. A Metropolitan Police spokesman declined to give an estimate. No incidents were reported during the demonstration, he said.

The People's Assembly Against Austerity, which organized the rally, says the new Conservative government will deliver "hasty, destructive cuts" to the National Health Service, welfare, education and public services. It staged the march "right on the doorstep of the very people who created the

crisis in the first place, and marching to the doorstep of Parliament," according to a statement on its website.

The Conservatives' outright victory in last month's election means they can implement their manifesto without having to offer concessions to coalition partners.

Chancellor George Osborne, who will announce a budget next month, is seeking \$48 billion in spending cuts by 2015, including \$10 billion in welfare savings, to help return Britain to a surplus.

"There's no need for austerity," said Ray Hutchinson, a pensions administrator at the National Health Service. "We should be investing in infrastructure, getting more jobs, which will then pay taxes and then pay off the debt."

European Union President Donald Tusk discussed what would be a high-stakes week with European Central Bank chief Mario Draghi. IMF head Christine Lagarde and EU Commission President Jean-Claude Juncker. Those institutions control the purse strings.

Returning from a visit to Russian President Vladimir Putin, Tsipras will buckle down in Athens with his closest advisers to come up with a game plan. His country was given a few more days of financial breathing space from the European Central Bank, which Friday increased again the maximum amount of emergency funding Greek banks can access.

On Monday, the central bank will verify the emergency funding as deposits continue to flee Greek banks at dizzying rates. About \$1 billion was withdrawn in the past two days alone, according to a source familiar with the matter.

The 40-year-old Tsipras, contending with hard-liners in his Syriza party who don't want him to capitulate to creditors' demands, has escalated the rhetoric in search of a better deal. He is expected to speak by phone with Juncker.

After their meeting Thursday ended in frustration, European finance ministers will convene again Monday, but the summit's lead-up could determine the future of the eurozone and Greece's place in it.

U.S. Treasury Secretary Jacob Lew said in an interview on CNN's "Pundit Z" that Greece's exit from the euro would have a major impact on the country's citizens and economy.

"With Greece, the consequence of a failure here would mean a terrible, terrible decline in their economic performance," Lew said. "They will bear the first brunt of a failure."

While all parties in the negotiations must be flexible, the burden is on Greece, Lew said, according to a copy of the transcript of the interview published Saturday. "The best solution for Greece to make some tough decisions."

Greek Finance Minister Yanis Varoufakis, in an opinion piece published Saturday by The Irish Times, blamed his European counterparts for showing no willingness Thursday to consider his "well-thought-out" proposals.

"Regrettably, my presentation was met with deafening silence," Varoufakis wrote. In an interview published in Brussels-based L'Echo newspaper, Varoufakis said he doesn't want Greece to abandon the euro and is optimistic differences will be overcome.

He also warned that the ruling Syriza party would be replaced by neo-Nazis if Greece ends up defaulting and leaving the euro.

It's not yet clear if Tsipras will come to Brussels armed with a new plan, a Greek government official said. Near the end of the week, the same leaders will reconvene again for a scheduled two-day summit.

Information for this article was contributed by Rachel Bourgin, Richard Shaw, Kevin Costello, Mark O'Connell, Jonathan Stovall, Conna Riba, Stephanie Blodins, Karl Skaggs, Kwanza, Scott Lanning, Andrew Maynard, Hans Nichols, David Toward, Nikos Chrysolakis, Marcus Brissason, Alessandro Spaccato, Elan Clempa and Elizabeth Delmonico of Bloomberg News.

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CATFISH CITY GRILL advertisement for Buy 1 Get 1 FREE offer.

NOTICE OF PUBLIC HEARINGS advertisement for Arkansas Connections Academy.

Arkansas DailyDeal.com advertisement for Johnny Carino's.

Border rules cut off jobs, homes

Dominicans' door closing to Haitians

JOSHUA PARTLOW
THE MASSACHUSETTS

QUANAMINTHE, Haiti — Several mornings a week for the past five years, Smith Laflur has left his modest cinder-block shack, walked past the stray goats and the sour-cherry tree, down the quiet dirt lanes and out into the shouts and motorcycle roar of the clamoring border town of Quanaminthe.

He has stepped around the smoldering trash piles and the clothes drying on the bank of the Massacre River, which separates Haiti from the Dominican Republic, and hopped up onto the border bridge on his way to another day's work. At the metal gate, he hasn't shown a passport — or papers of any kind — but mentioned his boss, a customs official who owns several houses, and with that he has crossed into Dajabon.

Over the years, Laflur has built a swimming pool, erected concrete walls, fixed toilets and swept the patio at the Drink Bar — the type of manual labor that feeds his five children and that is far harder to find in his native Haiti. But his daily routine, and the livelihood for hundreds of thousands of Haitians, has been put at risk by new immigration rules that intend to oust Haitians who don't have documentation to stay in the Dominican Republic, even those who were born there.

"Everything we can get is here," Laflur said at one of the Drink Bar's wooden tables. "I don't know how to find work in Haiti."

In the days before the June 17 deadline for foreigners to register for residency permits — if they could prove they lived in the Dominican Republic before 2011 — many predicted police roundups and waves of deportations. So far, what has happened instead is voluntary departure by more than 120,000 Haitians who fear that such a crackdown could turn violent.

Quanaminthe is now the scene of returning Haitian families packed into trucks lashed high with suitcases and bulging sacks. In the worst moments in the troubled relationship between these island-nearby neighbors, when sugar prices fell in the 1930s, the Dominican government sought to drive out Haitian cane cutters. Dominican dictator Rafael Trujillo ordered a bloody military campaign that became known as "The Harvest," with soldiers slaughtering more than 10,000 Haitians along the Massacre River using machetes and shotguns.

Leonilda just moved with her aunt to the Dominican Republic decades after that. In 1974, but the jobs available were the same. She grew up cutting sugar cane, picking tomatoes, digging onions. She gave birth to 12 children, nine of whom survived, and eventually moved from the outskirts of the capital to the



Haitians just deported from the Dominican Republic stand on the Haitian side of the border June 16 in Massape, unsure of what to do next.



Haitians deported from the Dominican Republic stand on the Haitian side of the border June 16 in Massape, unsure of what to do next.

northern city of Santiago. The sugar cane industry has shriveled, but her sons found jobs in construction and on farms. On a recent day, two of them, Thony Dume, 29, and Felix Mendez, 24, worked on an addition to her rented shack in Quanaminthe where they had moved four days before, to make room for more relatives returning from the Dominican Republic.

"I want a problem bring there before. The police and many other knew me," Dume said. "But now things are too hot."

On March 2, before deciding to move, Dume stood in line at one of the government's immigration offices to register himself. That gave him 45 days to prove he had the right to live in the Dominican Republic, even though he was born there.

During that time, he needed to get written documentation from seven neighbors to vouch for his endowment, plus testimony from a corner where he shopped, and a proof of residency from his landlord, in addition to a birth certificate or other government papers, none of which he had. To hire a lawyer to complete the process would cost up to \$900, he said, equal to what he could earn in five months at his job making corn in Santiago.

Instead, he got on a bus and headed for Dajabon.

Over the years, the Dominican border town has grown into a bustling commercial center with vendors from around the country selling their wares at the market to Haitian customers. The shoppers crowd the border bridge with goods stacked on their heads, loaded into wheelbarrows and motorcycle carts.

"They make our economy dynamic," said Ana Carrasco,

53, who retired from local government to run a restaurant in Dajabon. "People come to buy eggs, chicken, spaghetti. If they don't buy it this market, they don't eat. Hunger doesn't have a flag, nor a border, nor a color, nor politics. It hunger, it's necessary."

Until June 17, when they couldn't cross the border, Carrasco used Haitian laborers to work in her restaurant and clean her home. She said she supported the registration effort, but she worried about the harm the policy might cause to the economy. Dominicans in town have come to rely on the shadow services offered by Haitians. All day at her restaurant, Haitians drop by with their orders and wares: doeshine boys, girls selling baby clothes, a woman who sells brand-name tampons at half the price offered in the stores.

"This issue affects my business, because my employees can't come to work," she said. "But we have to resolve this — the country should be able to know who they are. You have to do it, for everyone's safety. No matter what the cost, it

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NOTICE OF PUBLIC HEARINGS

Arkansas Connections Academy announces two public hearings on the creation of a new statewide online open-enrollment charter school. Arkansas Connections Academy will serve students in grades K-12 with quality curriculum and personalized instruction. Please attend to learn more.

FRIDAY, JULY 17 6:00 P.M.
Holiday Inn Express
2205 SE Walton Blvd
Bentonville, AR 72712

SATURDAY, JULY 18 2:00 P.M.
Hilton Garden Inn
4100 Glover Ln
N. Little Rock, AR 72117

needs to happen."

Other Dajabon business owners have more to lose. On the 1,700 acres of Hiroshi Rodriguez's rice farm, the manual laborers done by trained-in Haitian workers because, as he said, "Dominicans don't want to work."

On separate occasions over the past two months, soldiers and immigration officials have arrived and taken them away. He finds it particularly frustrating because soldiers, he said, take bribes from the farmers to let the day laborers pass the highway checkpoints. "This makes me enraged. They don't let me work, but they're trafficking Haitians."

"The government is going to have to recognize that all the companies need them," he added. "Pretty soon this is going to explode."

On June 20, Smith Laflur

headed for the bridge. It was his son's third birthday, and if he was going to afford a present, he needed to get to the Drink Bar. He pushed through the crowd to the border gate. He told the guard who he was, and his boss's name, but this time the guard shook his head.

"Not today," he said. "Things aren't good right now." Laflur argued for a while, then turned away and sat on the railing over the river. In the past, he'd considered trying to get to the United States, but he was afraid of the open ocean. He didn't have the money to apply for a Haitian passport, and his boss in the Dominican Republic had never helped him with a work permit. He was tired of sneaking around.

"I want to arrive in a country with my own papers," he said. "I want to be able to walk as a free man."

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Sunday 11:30AM - 6PM

Notice of Public Hearing Published 7/5/15

Arkansas Democrat-Gazette

SUNDAY, JULY 5, 2015 • 5A

Anime Expo



Anime fans in costumes pose for photos Friday at the 24th annual Anime Expo held at the Los Angeles Convention Center.

State's 'pot' tax revenue soars
Washington tweaks laws after retailers, farmers complain

GENE JOHNSON
THE ASSOCIATED PRESS
SEATTLE — Washington state opened its second-in-the-nation legal marijuana market July 8, 2014, with just a handful of stores selling high-priced marijuana to long lines of customers. A year later, the state has about 160 shops open, tax revenue has met past expectations and sales top \$1.4 billion per day.



APRIL KANE/THE ASSOCIATED PRESS
A customer looks over a display case of marijuana products at the Seattle shop in this file photo.

Washington on marijuana farmers, processors and retailers have complained all year that heavy state and federal tax burdens, along with competition from an unregulated medical marijuana market, have made it difficult for them to do business.

But at least some relief is here: This month, two new laws take effect, one to regulate and tax medical marijuana, and one to cut Washington's three-level excise tax on marijuana to a single, 37 percent tax.

Despite some industry gripes and those tweaks to Washington's legal marijuana law, which voters passed in 2012 to legalize marijuana for adults over 21, officials and legislators backers say the state's slow and deliberate effort to regulate marijuana has been a success.

Washington has raked up more than \$200 million in marijuana sales in the past year — roughly \$60 million of which constitute marijuana excise taxes. That's beyond the state's original forecast of \$30 million. And when state and local sales and other taxes are included, the total per day for the state and local governments tops \$70 million.

"That's real money, if only a drop in Washington's \$13 billion two-year budget. Colorado recreational sales began Jan. 1, 2014, and brought in taxes of \$44 million in the first year.

The tax revenue could continue to climb.

And as other states watch Washington and Colorado, the only other state with legal marijuana sales, bring in more money, they're ever more seriously considering lowering such, as Oregon and Alaska have already.

"Nobody's counting on the revenue from cannabis sales to save us, but it has an impact," David Zuckerman, a Vermont state senator and legalization advocate, said during a recent visit to Seattle. "The more important thing is that the sky didn't fall in Colorado. The tidal wave hasn't hit Seattle. They're showing us that this can be done."

The flip side has been the burden of the taxes on marijuana businesses, with marijuana taxed 25 percent each time it moves from the growers to the producers to the retailers. That's been especially

lethal to humans, compared with other forms of wildlife. Bees, for example, are much more dangerous. And swimming is hazardous even without sharks around.

"Any injury or death is a tragedy, but the chances of being bitten by a shark is still a rare occurrence," said David Shiffman, a doctor's candidate at the University of Miami's E.J. Dunlap Marine Conservation Program. "Thousands of Americans drown when they're vacationing by the beach. Only one dies a year due to a shark."

The scientific consensus is that there are too few sharks these days. Many large species off the East Coast have been decimated by decades of overfishing, with populations falling by as much as 90 percent. Sharks are targeted directly — their fins are used in soup — and are collateral casualties from efforts to harvest tuna and swordfish.

Although stricter federal and state management has led to population gains among some faster-reproducing species, such as blacktip and sharpnose sharks, Burgess and Shiffman said it will take many decades for sharks to fully recover. According to the International Union for Conservation of Nature, 46 percent of shark species worldwide are

N.C. looking for patterns in string of shark attacks

JULIET EILPERIN
AND **ROBERT GEBELHOFF**
THE WASHINGTON POST
This is the coming-of-age summer of the shark. The last one was in 2001, when a series of shark attacks on the East Coast combined with a period of generally slow news to whip up a spasm of shark mania.

This time, the fears are most acute in North Carolina, where there have been seven recent shark attacks — including one Wednesday on a former Boston Herald editor-in-chief — that caught the attention of government officials and raised the question of what might be bringing the usually shy sharks so close to shore and among the swimmers they usually avoid.

There's no obvious explanation for the uptick in attacks. The sharks have ranged from 5 to 8 feet, according to victim estimates. That suggests that different sharks — possibly from different species — were responsible, scientists say.

There is also no evidence that people are staying out of the water during this long holiday weekend. Tim Holbrook, a manager for Ole Island, N.C., where two teenagers lost limbs in separate attacks June 1, said he's seen a lot of people in the water and that there are no plans to close the beach.

But the town is handing out pamphlets to raise awareness of sharks in the water. And the sheriff's office is flying a helicopter along the shore throughout the weekend. The National Park Service, which oversees beaches in the Outer Banks, has asked swimmers to be aware that there have been attacks, and two ambulances with paramedics are standing ready.

"We can never guarantee anyone's safety when they enter the water," David Hallig, the park service's superintendent of parks on the Outer Banks, said in a statement. "The only way to be sure you do not encounter sharks or other marine wildlife that may be harmful to humans is to stay out of the water."

North Carolina's seven shark attacks is an unusual number for a state that recorded 25 attacks between 2005 and 2014, according to the International Shark Attack File. North Carolina Gov. Pat McCrory said Thursday that state officials are looking for patterns.

George Burgess, director of the International Shark Attack File at the University of Florida's Fish and Wildlife Museum of Natural History, said it would be a mistake to start rounding up sharks. A better solution, he said, would be for beachgoers to stay on dry land or for the government to close any beaches where there has been multiple shark attacks — at least for a few days.

"I would be my recommendation that closing a beach for a day or two is a good way to stop a rowdial that's rolling downhill," Burgess said.

Even with the recent attacks, researchers emphasize that sharks are a very low-level

threat to humans, compared with other forms of wildlife. Bees, for example, are much more dangerous. And swimming is hazardous even without sharks around.

"Any injury or death is a tragedy, but the chances of being bitten by a shark is still a rare occurrence," said David Shiffman, a doctor's candidate at the University of Miami's E.J. Dunlap Marine Conservation Program. "Thousands of Americans drown when they're vacationing by the beach. Only one dies a year due to a shark."

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leaping sturgeon kills Florida girl, 5

THE ASSOCIATED PRESS
LAKE CITY, Fla. — A 5-year-old Florida girl riding in a boat has died after a sturgeon leaped from the Suwannee River and struck her.

Wildlife officials said Jaylon Egger died after being struck Thursday night. Her mother and 9-year-old brother were also injured and taken to a Gainesville hospital. Their condition was not known.

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THURSDAY, JULY 9, 2015 • 3A

Medicare

Continued from Page 1A

making Medicare the largest insurer at the end of life, according to the Kaiser Family Foundation.

"As a practicing physician, and a son, and someone who has dealt with this in his own family, I would say these are discussions — that are critical to high-quality care," said Patrick Conway, Medicare's chief medical officer. "I would want any American who wanted to have this conversation with their clinician to have the opportunity to do so."

Medicare is using a relatively new term for end-of-life counseling: advance care planning. That's meant to refer to people who make their wishes known about end-of-life care at different stages of their lives, as early as when they get a driver's license.

The counseling aims to discern the type of treatment patients want in their last days, with options ranging from care that's more focused on comfort than extending life, to all-out medical efforts to resuscitate a dying patient.

"This is a patient-centered policy intended to support a careful planning process that is assisted by a physician or other qualified health care professional," Andrew Gorman, president-elect of the American Medical Association, said in a statement. "This issue has been mischaracterized in the past and it is time to facilitate patient choices about advance care planning decisions."

Before former Alaska Gov. Sarah Palin ignited the "death panels" outcry, there was long-standing bipartisan consensus about helping people to better understand their end-of-life choices and decisions.

A 1992 law passed under Republican President George H.W. Bush required hospitals and nursing homes to help patients who want to prepare living wills and advance directives for their care.

Similar efforts gained resonance after the 2005 death of Terri Schiavo, a brain-damaged Florida woman whose family fought for years over whether she would want to be kept alive in a vegetative state.

The Florida Gov. Jeb Bush got embroiled in the family's ordeal, ordering feeding tubes reinstated for Schiavo against her husband's wishes. The husband ultimately prevailed in a legal battle with Schiavo's parents, who wanted her kept alive.

In 2008, a year before defying the federal Patient Protection and Affordable Care Act spiraled into Tea Party protests, Congress over-riding presidential legislation requiring doctors to discuss matters like living wills with new Medicare enrollees.

More information on the Web

Health care law extras arkansasonline.com/healthcare

U.S. Supreme Court arkansasonline.com/sotus

derly and the sick into accepting minimal care at the end of their lives.

Main and other opponents argued such legislation would put too much emphasis on the cost of caring for the elderly and the very ill, leading to rationing of care.

After the report, Medicare Act provisions for advance care planning as "death panels" confused many Americans about the benefits and goals.

Supporters have said counseling would give patients more control and would free families from painful decisions or conflicts, such as in the Schiavo case.

"End-of-life discussions should be part of the life cycle," said Dr. Philip Pizzo, former dean of Stanford University medical school and the report's co-chairman. "Beginning healthcare is one of those times, since it can be a point of awareness and reflection."

Information for this article was provided by Matt Scudery and Ricardo Alonso-Zeladiv of The Associated Press; by Zachary Jacek of Bloomberg News; by Pam Sichel of The New York Times; and by Noam N. Levy of Tribune News Service.

change for Arkansans with incomes of up to 138 percent of the poverty level. \$16,242 for an individual or \$33,465 for a family of four.

Arkansans are among more than 30 states with federally operated health insurance exchanges.

Proponents of establishing state-based exchanges say that they could be tailored to suit Arkansas' needs. That includes potentially providing an enrollment portal for a program that will replace the private option after the federal waiver authorizing the program expires at the end of 2016.

Established under the 2010 federal Patient Protection and Affordable Care Act, health insurance exchanges allow consumers to shop for coverage and apply for subsidies to help pay for it.

The tax-credit subsidies are available to many people with household incomes of less than 400 percent of the federal poverty level. \$46,080 for an individual, for instance, or \$95,000 for a family of four.

Senators pitch tax shift to fund roads

WASHINGTON — Two top tax writers on the Senate Finance Committee on Wednesday released a proposal that includes an option to use revenue generated by overhauling parts of the corporate tax code to help pay for transportation projects.

The broader business tax overhaul outline included in Obama's fiscal 2016 budget was projected to raise about \$288 billion for the program.

Schumer and Portman stop short of specifying what tax rate companies would pay or how to implement the new system, but it could provide a starting point for the kind of limited business tax change that House Ways and Means Committee Chairman Paul Ryan, R-Wis., has discussed in recent months.

The international tax overhaul framework released by Sens. Charles Schumer, D-N.Y., and Rob Portman, R-Ohio, does not specify how much money it would raise or how much could be applied to the Highway Trust Fund, which needs to be reauthorized by the end of the month. Instead, Schumer and Portman write that their outline builds on two earlier proposals from President Barack Obama and former House Ways and Means Chairman Dave Camp, R-Mich., both of whom proposed using revenue from international repatriation to pay for long-term highway funding.

Camp and Obama both released proposals that would rewrite tax rules for international corporations, shift to a territorial system of taxation, cut tax rates for all businesses and use one-time revenue raised in the transition to pay for transportation investment.

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Exchange

Continued from Page 1A

board plans to set up the exchanges with money from a \$99.9 million federal grant.

Enrollment in the small-business exchange, which is being built by Reston, Va.-based Centive, is likely to start Nov. 1 for coverage that would begin in December.

The exchange for individual consumers is likely to begin accepting sign-ups in October 2016 for coverage that would start in 2017.

The board had initially planned to solicit bids in May for a contract to build the technology for the individual market insurance exchange.

Under that plan, the state insurance marketplace would have linked to a state Department of Human Services computer system to determine applicants' eligibility for federal tax credit subsidies.

But Human Services Department officials have said the department's system, which has been under construction since April 2013, has flaws that have caused delays in processing Medicaid applications and conducting annual eligibility checks of those already enrolled.

The state Department of Information Systems has hired Gartner Inc. of Stamford, Conn., to assess the eligibility system, including whether the state should continue building it using IBM's Cognos software, which has been blamed for some of the flaws in Arkansas' system as well as in systems in other states.

If Arkansas uses computer code from another state, that code could include software for verifying eligibility for tax credits, Arkansas Health Insurance Marketplace Director Cheryl Smith Gardner has said.

Compared with starting from scratch, using another state's technology also would be quicker and cheaper, in part because, among the expenses, the code would be supplied to Arkansas at no cost, she said.

For instance, Maryland last year spent about \$50 million to replace its glitch-plagued software with software code from Connecticut, Gardner said.

By contrast, most states that built their own exchanges paid \$55 million to \$130 million, she said.

Notice of Public Hearing

Arkansas Connections Academy announces a public hearing on the creation of a new statewide open-enrollment charter school.

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The nation in brief

QUOTE OF THE DAY

"We're flying into the unknown. This is the risk we take with all kinds of exploration."

Alan Stern, principal scientist for NASA's New Horizons spacecraft, on waiting to celebrate the probe's mission as it neared a historic flyby of the dwarf planet Pluto

NYC to pay \$5.9M to Garner's family

NEW YORK — New York City reached a settlement Monday with the family of Eric Garner, agreeing to pay \$5.9 million to resolve the claim over his killing by the police last July on Staten Island, according to Jonathan Moore, a lawyer representing the family.

The agreement, made days before the deadline to file suit in the death, was reached by the city comptroller, Scott Stringer, who has sought to settle major civil-rights claims even before a lawsuit is filed. Stringer said the aim is to save taxpayers the expense of a drawn-out trial and to give those bringing the suits and their families a measure of closure.

Last year, Garner's relatives, including his wife, Esaw Garner, and his mother, Gwen Carr, filed a notice of claim seeking damages. Garner died July 17, 2014, after a police officer, Daniel Pantaleo, placed him in a chokehold during an arrest as other officers wrestled him to the ground. The confrontation was captured in a cellphone video taken by a bystander. The medical examiner ruled the death a homicide, citing the chokehold and compression of Garner's chest by police. In December, a Staten Island grand jury declined to indict Pantaleo.

Military to review transgender ban

WASHINGTON — Defense Secretary Ash Carter on Monday said the Pentagon is reviewing its ban on transgender service members, a move that could allow transgender individuals from the military to be retained, and allows willing to serve the country to be able to do so.

Carter is creating a working group to do a six-month study on the impact of lifting the ban. Carter said the group will begin with the presumption that transgender people should be able to serve openly.

The plan, which was first reported by The Associated Press, gives the service time to work through questions about health care, housing, physical standards, uniforms and costs associated with the change.

Pier victim's kin back prison plan

SAN FRANCISCO — The parents of a woman fatally shot on a San Francisco pier said Monday in an interview that they support a proposal to give mandatory prison time to deported people who return to the U.S. illegally.

Kathryn Steink, 52, was shot by a gun allegedly fired by Juan Francisco Lopez-Sanchez, 45, a Mexican national who was in the country illegally. Lopez-Sanchez, who has pleaded innocent, had been released from jail months before the shooting, despite a federal immigration order sending local authorities to hold him. Jim Steink and Liz Sullivan of Pleasanton, Calif., were interviewed by Bill O'Reilly on Fox News' 'The O'Reilly Factor.'

Steink and Sullivan said the proposed "Kate's Law" would be a good way to keep her memory alive. O'Reilly is collecting signatures for a petition supporting the proposal, which would impose a mandatory five-year in federal prison for people who are deported and return and 10 years for people caught a second time.

— COMPILED BY EMMETT GARDNER FOR THE ASSOCIATED PRESS

Obama cuts sentences of 46 drug offenders

JULIE HIRSCHFELD DAVIS THE NEW YORK TIMES

WASHINGTON — President Barack Obama announced Monday that he was commuting the sentences of 46 federal drug offenders, more than doubling the number of nonviolent criminals to whom he has granted clemency since taking office.

"These men and women were not violent criminals, but the overwhelming majority had been sentenced to life for non-violent drug offenses, so their punishments didn't fit the crime," Obama said in a video released on the White House Facebook page, in which he shows signs the commutation letters. "I believe that America, at its heart, is a nation of second chances, and I believe these folks deserve their second chance."

Obama's action Monday brought the total number of commutations he has issued to 89, exceeding that of any president since Lyndon Johnson, who commuted 226 sentences during his term. It also meant that he has commuted more sentences



President Barack Obama speaks Monday in the East Room of the White House.

than the last four presidents combined. In a letter written to each of the inmates in which he notifies them that their sentences have been commuted, Obama says he has chosen them out of the thousands who apply for clemency because "you have demonstrated the potential to turn your life around."

"I believe in your ability to prove the doubters wrong," Obama had already commuted the sentences of 43 prisoners as part of an initiative begun last year by James Cole, the deputy attorney general at the time, who set criteria for who might qualify: generally nonviolent inmates who have served more than 10 years in prison, have behaved well while incarcerated, and who would not have received as lengthy a sentence under today's revised sentencing rules.

Obama plans to spend much of the week talking about a criminal justice overhaul that would include changes to sentencing guidelines, lessening penalties for drug offenders. The president plans to introduce his proposal today in Philadelphia before the NAACP's annual convention.

Under the Constitution, the president has the power to grant "pardons for offenses against the United States" or to commute federal sentences. A pardon is an act of presidential forgiveness and wipes away any remaining legal liabilities from a conviction. A commutation reduces a sentence but does not eliminate a conviction or restore civil rights lost as a result of the conviction.

Pluto's size provides surprise

Probe measures diameter 50 miles wider than estimated

MARCIA DINN THE ASSOCIATED PRESS

CAPE CANAVERAL, Fla. — Little Pluto is a little bigger than anyone imagined. On the eve of NASA's historic flyby of Pluto, scientists announced Monday that the New Horizons spacecraft had nailed the size of the faraway icy world.

Measurements by the spacecraft set to sweep past Pluto today indicate the diameter of the dwarf planet is 1,473 miles, plus or minus 12 miles. That's about 50 miles bigger than previous estimates in the low range.

Principal scientist Alan Stern said this means Pluto has a lower density than thought, which could mean an ice and less rocky interior.

New Horizons' 3 billion-mile, 94-year journey from Cape Canaveral culminates this morning when the spacecraft zooms within 770 miles of Pluto at 31,000 mph. Mission managers said there's only one chance in 10,000 something could go wrong like a debilitating debris strike, like the one that, Stern cautioned, "were trying to get into the unknown. This is the risk we take with all kinds of exploration."

"It sounds like science fiction, but it's not," Stern said as he opened a Monday news conference at mission headquarters in Maryland. "Tomorrow morning, a United States spacecraft will fly by the Pluto

and change your life for the better," Obama wrote. "So good luck, and congratulations." The commutations are part of a second-term push by Obama to use clemency to correct what he sees as the excesses of the past, when politicians eager to be tough on crime threw away the key even for minor criminals. As a result, black and Hispanic men were disproportionately affected. Obama had already commuted the sentences of 43 prisoners as part of an initiative begun last year by James Cole, the deputy attorney general at the time, who set criteria for who might qualify: generally nonviolent inmates who have served more than 10 years in prison, have behaved well while incarcerated, and who would not have received as lengthy a sentence under today's revised sentencing rules.

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Mexico told escape plots afoot

ALICIA A. CALDWELL THE ASSOCIATED PRESS

WASHINGTON — U.S. drug authorities knew Mexican drug kingpin Joaquin "El Chapo" Guzman and his associates had developed several escape plans starting almost immediately after his arrest last year, according to internal Drug Enforcement Administration documents obtained by The Associated Press.

The internal DEA documents reveal that drug agents first got information on escape plans in March 2014, about a month after Guzman was captured in the Mexican resort city of Mazatlan. Various Guzman family members and drug-world associates were considering "potential operations to free Guzman," the documents show.

Mexico's Interior Secretary Miguel Angel Osorio Chong said last Monday that authorities were never informed "in that respect," referring to previous escape plans. He also said that U.S. counterparts also said they didn't know where the escape information came from.

But a U.S. official briefed on the investigation confirmed to The Associated Press that the Mexican authorities were alerted about the plots. The official spoke on condition of anonymity because he was not authorized to disclose details. Since the 1990s, Guzman's violent and powerful cartel has been known for digging sophisticated smuggling tunnels under the U.S. border with Mexico. Guzman was

first arrested in 1993 but escaped from one of Mexico's security prisons in Toluca, in January 2001, allegedly by hiding in a laundry basket. He evaded capture nearly February 2014 through an elaborate network of tunnels that connected multiple safe houses in Culiacan, in his home state of Sinaloa, and was arrested again two weeks later.

Jim Dinkins, the former head of Immigration and Customs Enforcement's Homeland Security Investigations unit, said that Guzman's history of tunneling makes Saturday's escape "really ingenious." The sophisticated tunnel described by Mexican authorities would usually take about a year and half to two years to complete, Dinkins said, suggesting it was started almost immediately after Guzman's arrest in 2014.

The DEA documents do not include details of how the previous escape plots would be carried out. In them, Guzman is identified as Guzman-Lopez.

DEA agents did not have information about the plan that was carried out Saturday night, when Guzman escaped through an underground tunnel in his prison cells shower area, allegedly built without the detection of authorities. Guzman slipped down a shaft from his prison cell's shower area last Saturday and disappeared into a sophisticated mile-long tunnel with ventilation, lighting and a motorcycle apparatus used to move dirt.

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The nation in brief

QUOTE OF THE DAY

"We don't want to leave our folks out there as targets when we've had such a horrible event happen just three days ago."

Bill Haslam — the governor of Tennessee, calling for a review of security policies at National Guard armories and other military installations after shootings in Chattanooga that killed four Marines and a sailor

Japanese apologize to American POW

LOS ANGELES — A Japanese corporation gave an unprecedented apology Sunday to a 94-year-old U.S. prisoner of war for using American POWs for forced labor during World War II.

At the solemn ceremony hosted by the Museum of Tolerance at the Simon Wiesenthal Center in Los Angeles, James Murphy of Santa Maria accepted the apology from executives of Mitsubishi Materials in front of a projected image of the U.S. and Japanese flags.

Murphy, who was forced to work in Mitsubishi copper mines, called the apology step and remorseful.

"This is a glorious day," Murphy said. "For 70 years we wanted this."

Japan's government issued a formal apology to American POWs in 2009 and again in 2013. But the dwindling ranks of POWs used as slaves at mines and industrial plants have so far had little luck in getting apologies from the corporations who used them.

Police arrest man in deaths of five

MODESTO, Calif. — A man was arrested Sunday in the deaths of his daughter, two other girls and two women whose bodies were found Saturday in a California home, police said.

Modesto police spokesman Heather Graves said Martin Martinez, 34, Modesto was detained in San Jose early Sunday and booked into a Santa Clara County jail on suspicion of murder.

Martinez had a past relationship with one of the women, who was also the mother of his daughter, police said. All the victims are related, and the children's ages range from 6 months to 6 years old, Graves said.

Bridge collapses on California's I-10

LOS ANGELES — An elevated section of Interstate 10 collapsed Sunday during heavy rains in a remote desert area of California, cutting off traffic between the state and Arizona and leaving a driver injured.

A bridge on eastbound I-10 across a normally dry desert wash about 20 miles west of the Arizona state line was swept away, the California Highway Patrol said, and all traffic headed toward Arizona was blocked.

The westbound section of the freeway remained intact, but traffic was being stopped while it was inspected.

Carter to pitch nuke deal in Mideast trip

COMPILED BY DEMOCRAT-GAZETTE STAFF FROM WIRE REPORTS

WASHINGTON — U.S. Defense Secretary Ashton Carter arrived in Israel on Sunday on a mission to reassure allies and Arab partners about American resolve after agreeing to a nuclear deal with Iran.

Carter said his trip to Israel, Saudi Arabia and Jordan "comes at a very important moment because of the Iran deal," which Israeli Prime Minister Benjamin Netanyahu has condemned as a threat to Israel.

Carter is scheduled to meet with Israeli Defense Minister Moshe Yaalon today and with Netanyahu on Tuesday before traveling to Saudi Arabia and Jordan.

The Pentagon chief said he will use the visit to discuss ways to improve military cooperation without trying to persuade Israeli leaders to support the deal, which bars an easing of economic sanctions on Iran for curbs on the Islamic Republic's nuclear program.

"I'm not going to change anybody's mind in Israel," Carter told reporters aboard his plane en route to Tel Aviv. "I do not disagree. We do not agree to disagree about the deal."

While a U.S. defense official said no new weapons deals for Israel or Arab allies are in the works during the trip, Carter said he will discuss ways to bolster Israel's ballistic missile and counterterrorism capabilities, while protecting the country's "qualitative military edge" in the region.

In the interview, Carter conveyed the message he will preview to Israel, Jordan and Saudi Arabia on behalf of President Barack Obama, who already has called a number of Mideast leaders to reaffirm U.S. support and to explain the billions of dollars to spend on a "war machine."

"Everybody talks about compensating Israel," Netanyahu said. "I guess the question you have to ask yourself, if this deal is supposed to make Israel and our Arab neighbors safer, why should we be compensated with anything?"

Persian Gulf allies, led by Saudi Arabia, have questioned whether Iran can be trusted to honor the accord and how it may use its newfound clout and billions of dollars in revenue in a region ripped apart by sectarian conflicts.

Carter said he plans to meet with King Salman of Saudi Arabia to discuss ways to counter Iranian aggression and combat Islamic State forces.

When asked if he has plans to increase U.S. presence in the Persian Gulf region, Carter said, "We're always looking for ways to strengthen our posture."

For Saudi Arabia, the U.S. will work to improve counterterrorism activities, maritime security, special operations, integrated air and missile defenses, and cybersecurity, he said.

Calling Israel "a critical friend, a critical ally," Carter said he plans to travel with Yaalon to the country's northern border with Jordan and



U.S. Defense Secretary Ashton Carter (center) and U.S. Department of Defense press secretary Peter Cook (left) listen to a question during a news conference aboard a military aircraft en route to Israel on Sunday.

with George Stephanopoulos, reiterated his opposition to the deal, saying it will pave the way for Iran to develop nuclear weapons and give Tehran billions of dollars to spend on a "war machine."

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Calling Israel "a critical friend, a critical ally," Carter said he plans to travel with Yaalon to the country's northern border with Jordan and

Syria. The visit will help Carter assess the threat posed by Iran-backed Hezbollah, which the U.S. considers a terrorist organization.

When asked if he was concerned that Israel could take preventive military action against Iran because of the nuclear deal, Carter said only that military options have been discussed with Israeli officials and that the U.S. military option is preserved.

The U.S. has invested hundreds of millions in an Israeli air defense system known as Iron Dome, designed to shoot down short-range rockets, and mortar and artillery shells fired into northern Israel from southern Lebanon and into Israel's south from the Gaza Strip.

Two months ago, Washington announced a \$1.9 billion arms sale to Israel for a range of missiles and bombs, including bunker busters that can penetrate reinforced defenses to reach underground targets.

The trip also includes a stop in Jordan that will focus on the U.S.-led coalition campaign to defeat the Islamic State, which declared a self-styled caliphate, state under Islamic law, in parts of Iraq and Syria.

The visit will include a meeting with the squadron of a Jordanian pilot who was burned alive by Islamic State extremists, said the U.S. defense official, who briefed reporters Friday on condition of anonymity to discuss unannounced plans.

Information for this article was contributed by David Lerman and Sara Bush of Bloomberg News and by Robert Burns and Josef Federman of The Associated Press.

State budgets worry over Medicaid expansion

CHRISTINA A. PASSIDY THE ASSOCIATED PRESS

ATLANTA — More than a dozen states that opted to expand Medicaid under the Patient Protection and Affordable Care Act in 2010 and 2011 are now worrying that their budgets when federal aid is scaled back starting in two years.

Some lawmakers warn that the price of expanding the health care program for poor and lower-income Americans could mean less money available for other state services, including education.

In Kentucky, for example, enrollments during the 2014 fiscal year were more than double the number projected, with almost 30,000 newly eligible residents signing up. That's greater than what was initially predicted through 2021.

As a result, the state revised its Medicaid cost estimate from \$33 million to \$74 million for the 2017 fiscal year. By 2021, those costs could climb to a projected \$363 million.

"That is a monstrous hole that we have got to figure out how to plug, and we don't know how to do it," said Kentucky state Sen. Chris McConnell, a Republican who leads the Senate budget committee and who opposed expansion. "The two biggest things that keep me up at night are state pensions and the cost of expanded Medicaid."

Several expansion states have already revised their budget estimates because of the larger-than-expected enrollments, according to an Associated Press review.

McDaniel said the added Medicaid costs will reduce the pool of money that can be invested in higher education, pension plans or other services.

Supporters of the expansion, including Kentucky Gov. Steve Beshear, predict their states will save money in the



Health care law extras healthcareline.com/healthcare

long run because Medicaid will allow some state-run services to be eliminated and will stimulate the economy through new revenue and job creation.

Beshear, a Democrat, released a study earlier this year touting the creation of 12,000 jobs and nearly \$1.2 billion in new revenue to health care providers as a result of expansion.

Thirty states and the District of Columbia have opted to expand Medicaid, or plan to do so, to include all adults with incomes at or below 138 percent of the federal poverty level, currently \$16,243 for an individual.

The federal government agreed to pay all costs for the new enrollees through 2016, but it will begin lowering its share in 2017. States will pay 10 percent of the costs by 2021.

At least 14 states have seen new enrollments exceed their original projections, causing at least seven to increase their cost estimates for 2017, according to an Associated Press analysis of state budget projections. Medicaid enrollments and cost details in the expansion states. A few states said they could not provide original projections.

California has enrolled nearly 2.3 million people so far — almost three times more than the 800,000 the state had anticipated. Enrollment in Washington state more than doubled.

Oregon originally estimated 222,000 newly eligible Medicaid recipients would sign up by the end of June, but that number ballooned to 386,000. Paying for the new enrollees isn't the only Medicaid cost troubling Oregon lawmakers. Starting in 2017, the

state loses \$1.9 billion in federal aid that has propped up the Medicaid program since 2012 under a special deal with the government.

Between the Medicaid expansion, the lost federal aid and normal growth, Oregon's Medicaid budget is expected to cost \$500 million between 2017 and 2019, said Democratic state Sen. Richard Devlin, one of two lawmakers who oppose the budget.

The best solution, he said, is to make sure people are working and don't need the government health care program.

"I think, really, the only way to keep those costs under control is to get people off Medicaid," he said.

In Arkansas, Medicaid expansion operates differently than in most states. Under what it calls a "private option," the state uses federal money to buy private insurance for low-income residents. It was crafted as an alternative to the Medicaid expansion envisioned under the federal health law.

Citing a concern about the eventual cost to Arkansas, Gov. Asa Hutchinson earlier this year called on the Arkansas Legislature to create a task force, which experts recommend a program that would replace the private option starting in 2017. More than 200,000 low-income Arkansians would be affected.

Meanwhile, Arkansas officials are monitoring the numbers closely.

In May, the state released figures showing that the number of people approved for coverage under Arkansas' expanded Medicaid program in April reached 25,000, surpassing the 20,000 whom state officials estimated to be eligible.

The numbers released by the state Department of Human Services also showed the average per-person payment to insurance companies offering private-option plans, which

cover most of the newly eligible Medicaid enrollees, rose by 8 cents, to \$48.61.

Families who had been approved as of April 30 include 200,998 who were enrolled in the private option and 24,273 who were assigned to the traditional Medicaid program because they were considered to have exceptional health needs.

An additional 16,008 applicants had not yet completed enrollment.

State Sen. Jim Hendren, R-Sulphur Springs, chairman of the state's task force researching alternatives to the private option, said last spring that a higher-than-expected enrollment raises the question of whether the cost of insuring the expanded Medicaid population also will exceed

expectations.

As long as Arkansas' per-enrollee cost stays below a limit set in a waiver authorizing the private option, the federal government will pay the full cost of covering the newly eligible enrollees until 2017, when Arkansas will be responsible for 5 percent of the cost.

Information for this article was contributed by Adam Beam, Jonathan J. Cooper, Gossia Wozniacka and staff members of The Associated Press and by staff members of the Arkansas Democrat-Gazette.

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Man kills himself in motel standoff

THE ASSOCIATED PRESS

MORGAN, Pa. — Authorities said a man killed himself in western Pennsylvania after a standoff at a motel involving a teenage girl reported missing in Oklahoma.

Police in Allegheny County said officers were called to the South Fayette Township motel about 1 p.m. Saturday after being told that a man was with a 15-year-old girl he had apparently met online.

Police Chief Danny Ford of Duncan, Okla., told the Pittsburgh Post-Gazette that investigators believe the man went to Oklahoma to get the

girl and took her back to Pittsburgh. After being informed of her disappearance Friday morning, investigators the following day traced her phone to Ohio and contacted the FBI. They later called a number on her phone records that turned out to be the man's, and were able to trace his phone to the Pittsburgh area, Ford said.

Police at the scene were joined by the county bomb squad and SWAT teams, and officials said they knew the man was armed. For hours, they tried to get him to surrender, officials said.

"We thought he was going to come out to negotiate — he said numerous times he was going to come out," said Jim Morton, assistant superintendent of county police.

Officials said a gunshot was heard just before 9:20 p.m. Saturday, after which officers entered the room.

Walter Morris, 46, of Pittsburgh died of a self-inflicted gunshot wound, the county medical examiner's office said Sunday. No one else was injured.

Officials said the girl was taken to Children's Hospital of Pittsburgh for examination.

Advertisement for Diane's almond brittle and popcorn, featuring a 'To Die For!' slogan and contact information for Diane's in the North Pole on Holiday Parkway.

Advertisement for the 42nd Annual Summer Sale, offering 20% to 50% off storewide. Includes contact information for the store.

Advertisement for Arkansas Connections Academy, announcing a public hearing on the creation of a new statewide online open-enrollment charter school. Includes details about the school and contact information.

Notices as provided by the Arkansas Democrat Gazette

-NOTICE OF PUBLIC HEARINGS-

Arkansas Connections Academy announces two public hearings on the creation of a new statewide online open-enrollment charter school. Arkansas Connections Academy will serve students in grades K-12 with quality curriculum and personalized instruction.

Please attend to learn more.

FRIDAY, JULY 17 **SATURDAY, JULY 18**
6:00 P.M. 2:00 P.M.

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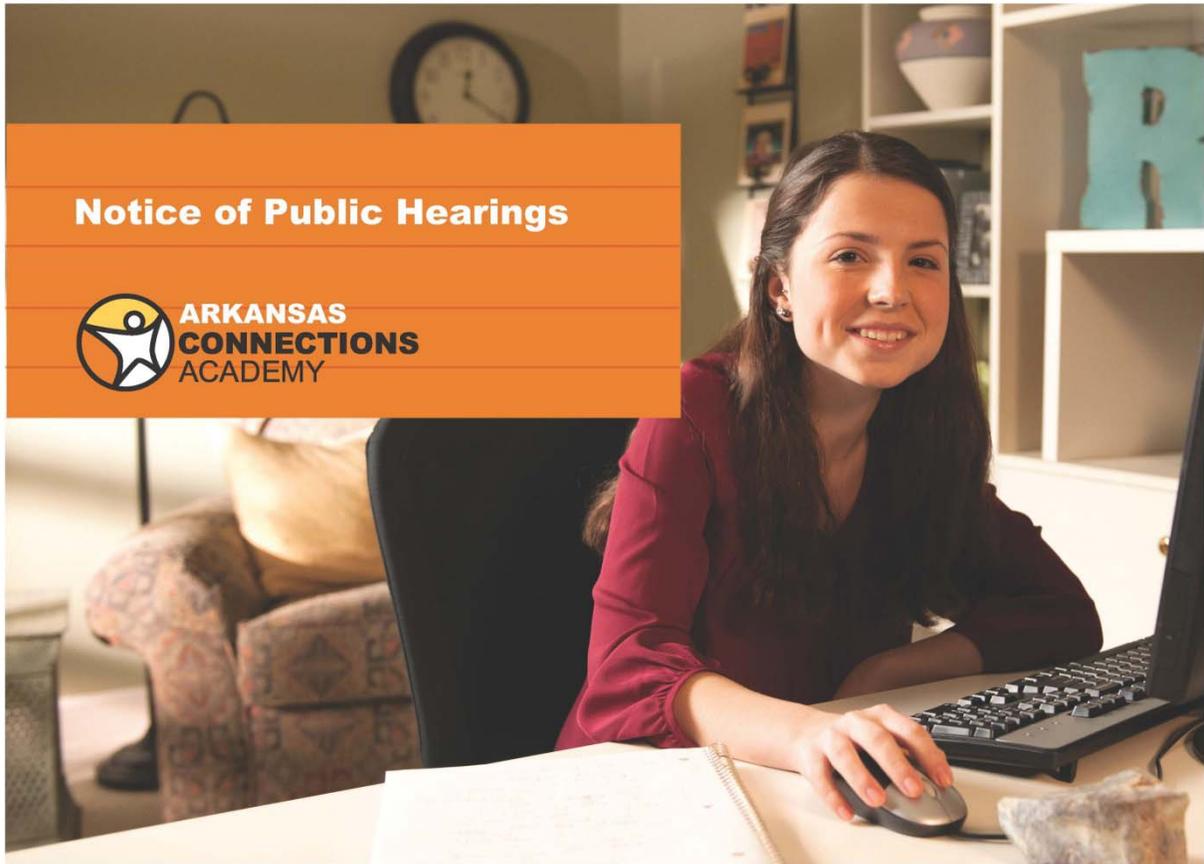
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Arkansas Connections Academy announces three public hearings on the creation of a new statewide online open-enrollment charter school. Arkansas Connections Academy will serve students in grades K-12 with quality curriculum and personalized instruction.

Attend to learn more.

Friday, July 17, 2015 at 6:00 PM
Monday, July 27, 2015 at 9:00 AM

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Saturday, July 18, 2015 at 2:00 PM

Hilton Garden Inn North Little Rock
4100 Glover Lane
North Little Rock, AR 72217

Email from Board President Dennis Beck to Superintendents on 7/6/15

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]

Sent: Monday, July 06, 2015 1:47 PM

To: Idardenne@dewitt.k12.ar.us; jcouch@bergman.k12.ar.us; bradfordr@quitman.k12.ar.us; David Woolly; Scott Spainhour; newton.jerry@poyenschool.com; gerald.cooper@melbourneschools.org; Fred Walker; Larry Bennett; cshannon@bulldogs.k12.ar.us; backlin@dollarwayschools.org; linda.watson@pbsd.k12.ar.us; hazelwd@WCMail.K12.AR.US; lesmith@whitehallsd.org; pnicholsanderson@lighthouse-academies.org; ccook@responsived.com; Roy Hester; brendahaynes@sheridanschools.org; tgardner@msd.gaggle.net; lovethesixtiesman yeah; dsmith@paragouldschools.net; blee@blevins.swsc.k12.ar.us; Bobby Hart; Angie Raney; susan.stewart@bsd-lions.net; ngills@grbeavers.org; mcclurg@magnetcove.k12.ar.us; bgolden@malvernleopards.org; kissirer@osd.k12.ar.us; ddavis@outlaw.dmsc.k12.ar.us; turnerc@mssd2.k12.ar.us; doug.graham@nashvillesd.com; Randy Willison; roger.rich@southsideschools.org; dstanley@midlandschools.org; Ann Webb; skid@calico.k12.ar.us; David.Hopkins@cstar.org; willie.murdock@lcsd.grsc.k12.ar.us; suzanne.bailey@lonokeschools.org; becky.kesler@tasd7.net; arthur.tucker@brinkleyschools.com; terry.belcher@bobcats.k12.ar.us; jwarren@iacs.k12.ar.us; mwalker@ashdownschools.org; John K. Parrish; sbeck@mag.wsc.k12.ar.us; Wayne Fawcett; tony.thurman@cps.k12.ar.us; Dale Query; Larry.Ivens@yellvillesummitschools.com; rwaters@dragons.k12.ar.us; ratwill@blythevilleschools.net; bmace@gosnellschool.net; castorp@mps.crsc.k12.ar.us; ksay@jasper.k12.ar.us; drozenberg@beardenschools.org; Walton Pigott; phughey@stephens.k12.ar.us; mcox@osd1.org; ventl@lions.grsc.k12.ar.us; wkey@caddohills.org; dennistonr@deer.k12.ar.us; rdavis@cfsd.k12.ar.us; ESAUNDERS@BIGELOW.K12.AR.US; ron.wilson@perryvilleschool.org; twilson@blsd.grsc.k12.ar.us; smc@griver.grsc.k12.ar.us; rdenson@marvell.grsc.k12.ar.us; scott.shirey@kipdelta.org; butchera@ck.k12.ar.us; jeffalex123@yahoo.com; feather@mboro.k12.ar.us; thompsona@mtree.k12.ar.us; Myra Graham; mpierce@mail.epc.k12.ar.us; benny.weston@menaschools.org; Danny Sample; scrumpler@orsd.k12.ar.us; lamartin@cossatot.k12.ar.us; Mark Gotcher; jerry.owens@doverschools.net; walt.davis@hector.k12.ar.us; Larry Dugger; Randall Williams; burnsr@desarc.wmsc.k12.ar.us; mdonaghy@hazen.k12.ar.us; dexter.suggs@lrsd.org; Kelly Rodgers; jguess@pcssd.org; rob.mcguill@academicsplus.org; ekin@lisaacademy.org; ssides@arva.org; valerie.tatum@arkansas.gov; jbacon@estemlr.net; Fatih Bogrek; blindquist@lrprep.org; Katie Tatum; jim.hill@asb.k12.ar.us; mikep@asd.k12.ar.us; brett.smith@arkansas.gov; Larry Sullinger; Daryl Blaxton; joye.hughes@fcsd.grsc.k12.ar.us; sowens@hsd4.org; jestes@pwsd.k12.ar.us; williams@bauxiteminers.org; jcollum@bentonschools.org; tkimbrell@bryantschools.org; dhenley@cardinals.dsc.k12.ar.us; wayman.gary@waldronsd.org; jhulsey@omsd.k12.ar.us; john.ciesla@greenwoodk12.com; Teresa Ragsdale; Andrew Vining; bgooden@fortsmithschools.org; bill.pittman@hacketthornets.org; steve.rose@lavacaschools.com; ross@mansfieldtigers.org; Bruce Hill; Lee Smith; sgreen@cavecity.ncsc.k12.ar.us; Tracy Webb; rowdyr@mvdistrict.k12.ar.us; lvoris@esd-15.org; lower@jcdragons.k12.ar.us; asnow@norphlet.k12.ar.us; lusks@strong.scsc.k12.ar.us; jones@clinton.k12.ar.us; Vicki Thomas; allen.williams@pigtigers.org; Michael White; dave.wilcox@smackover.net; Betty McGruder; Billy Jackson; jordan@elkinsdistrict.org; BLAW@FARMCARDS.ORG; ccudney@greenlandsd.com; Mary Ann Spears; missy.hixson@pigtigers.org; Vol Woods; jrrollins@sdaledale.org; John Karnes; MartinSchoppmeyer@haashall.org; Sheila Whitlow; cspann@rbsd.k12.ar.us; dbarrett@searcyschools.org; kieth.williams@baldknobschools.org; Belinda Shook; adunn@bradford.k12.ar.us; Delena Gammill; kathy.berryhill@pangburnschools.org; Ray Nassar; scottb@mccrory.k12.ar.us; JOHN.THOMPSON@DARDANELLE.K12.AR.US; clevelandl@wolverines.k12.ar.us; loydj@trgators.org; mbryant@sps.k12.ar.us; bwood@csd.k12.ar.us; mdyson@hslions.org; Don Sharp; Lonnie Myers; mike.seay@norfolk.k12.ar.us; mpoore@bentonvillek12.org; lben@decatursd.com; Randy Barrett; richard.page@gravetteschools.net; jdarr@rps.k12.ar.us; ken.ramey@sssd.k12.ar.us; rneal@prs.k12.ar.us; phines@bcsa.k12.ar.us; amartin@alpena.k12.ar.us; jholland@westsiderebels.net; hal.landrith@mountida.k12.ar.us; rpoole@prescott.k12.ar.us; rick mcafee; Melinda Moss; jerry.parrett@omaha.k12.ar.us;

Arkansas Connections Academy

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Cc: ADE Charter Schools

Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm

Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm

Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck

Board President

Arkansas Connections Academy

Email from Board President Dennis Beck to Superintendents on 7/9/15

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]

Sent: Thursday, July 09, 2015 1:59 PM

To: ldardenne@dewitt.k12.ar.us; jcouch@bergman.k12.ar.us; bradfordr@quitman.k12.ar.us; David Woolly; Scott Spainhour; newton.jerry@poyenschool.com; gerald.cooper@melbourneschools.org; Fred Walker; Larry Bennett; cshannon@bulldogs.k12.ar.us; backlin@dollarwayschools.org; linda.watson@pbsd.k12.ar.us; hazelwd@WCMAIL.K12.AR.US; lesmith@whitehallsd.org; pnicholsanderson@lighthouse-academies.org; ccook@responsived.com; Roy Hester; tgardner@msd.gaggle.net; lovethesixtiesman yeah; dsmith@paragouldschools.net; blee@blevins.swsc.k12.ar.us; Bobby Hart; Angie Raney; susan.stewart@bsd-lions.net; bgolden@malvernleopards.org; kissirer@osd.k12.ar.us; turnerc@mssd2.k12.ar.us; doug.graham@nashvillesd.com; Randy Willison; roger.rich@southsideschools.org; dstanley@midlandschools.org; Ann Webb; skid@calico.k12.ar.us; David.Hopkins@cstar.org; willie.murdock@lcsd.grsc.k12.ar.us; suzanne.bailey@lonokeschools.org; becky.kesler@tasd7.net; arthur.tucker@brinkleyschools.com; terry.belcher@bobcats.k12.ar.us; jwarren@iacs.k12.ar.us; mwalker@ashdownschools.org; John K. Parrish; sbeck@mag.wsc.k12.ar.us; Wayne Fawcett; tony.thurman@cps.k12.ar.us; Dale Query; Larry.Ivens@yellvillesummitschools.com; rwaters@dragons.k12.ar.us; ratwill@blythevilleschools.net; bmace@gosnellschool.net; castorp@mps.crsc.k12.ar.us; drozenberg@beardenschools.org; Walton Pigott; phughey@stephens.k12.ar.us; mcox@osd1.org; ventl@lions.grsc.k12.ar.us; wkey@caddohills.org; dennistonr@deer.k12.ar.us; rdavis@cfsd.k12.ar.us; ron.wilson@perryvilleschool.org; twilson@blsd.grsc.k12.ar.us; smc@griver.grsc.k12.ar.us; rdenson@marvell.grsc.k12.ar.us; scott.shirey@kipdelta.org; jeffalex123@yahoo.com; feather@mboro.k12.ar.us; thompsona@mtree.k12.ar.us; Myra Graham; mpierce@mail.epc.k12.ar.us; benny.weston@menaschools.org; Danny Sample; scrumpler@orsd.k12.ar.us; lamartin@cossatot.k12.ar.us; Mark Gotcher; jerry.owens@doverschools.net; walt.davis@hector.k12.ar.us; Larry Dugger; Randall Williams; burnsr@desarc.wmsc.k12.ar.us; dexter.suggs@lrsd.org; Kelly Rodgers; jguess@pcssd.org; rob.mcgill@academicsplus.org; ekin@lisaacademy.org; ssides@arva.org; valerie.tatum@arkansas.gov; jbacon@estemlr.net; Fatih Bogrek; blindquist@lrprep.org; Katie Tatum; jim.hill@asb.k12.ar.us; mikep@asd.k12.ar.us; brett.smith@arkansas.gov; Larry Sullinger; Daryl Blaxton; joye.hughes@fcsd.grsc.k12.ar.us; jestes@pwsd.k12.ar.us; williams@bauxiteminers.org; jcollum@bentonschools.org; tkimbrell@bryantschools.org; wayman.gary@waldronsd.org; john.ciesla@greenwoodk12.com; Teresa Ragsdale; Andrew Vining; bgooden@fortsmithschools.org; bill.pittman@hacketthornets.org; steve.rose@lavacaschools.com; rross@mansfieldtigers.org; Bruce Hill; Lee Smith; sgreen@cavecity.ncsc.k12.ar.us; Tracy Webb; rowdyr@mvdistrict.k12.ar.us; Ivoris@esd-15.org; lower@jcdragons.k12.ar.us; asnow@norphlet.k12.ar.us; lusks@strong.scsc.k12.ar.us; jones@clinton.k12.ar.us; allen.williams@pgtigers.org; Michael White; dave.wilcox@smackover.net; Betty McGruder; Billy Jackson; jordan@elkinsdistrict.org; BLAW@FARMCARDS.ORG; ccudney@greenlandsd.com; Mary Ann Spears; missy.hixson@pgtigers.org; Vol Woods; jrollins@sdale.org; John Karnes; MartinSchoppmeyer@haashall.org; Sheila Whitlow; cspann@rbsd.k12.ar.us; dbarrett@searcyschools.org; Belinda Shook; adunn@bradford.k12.ar.us; Delena Gammill; kathy.berryhill@pangburnschools.org; Ray Nassar; scottb@mccrory.k12.ar.us; JOHN.THOMPSON@DARDANELLE.K12.AR.US; clevelandl@wolverines.k12.ar.us; loydj@trgators.org; bwood@csc.k12.ar.us; mdyson@hdsdlions.org; Don Sharp; Lonnie Myers; mike.seay@norfork.k12.ar.us; mpoore@bentonvillek12.org; Randy Barrett; richard.page@gravetteschools.net; jdarr@rps.k12.ar.us; ken.ramey@sssd.k12.ar.us; rneal@prs.k12.ar.us; amartin@alpena.k12.ar.us; jholland@westsiderebels.net; hal.landrith@mountida.k12.ar.us; rpoole@prescott.k12.ar.us; rick mcafee; Melinda Moss; jerry.parrett@omaha.k12.ar.us; ctrammell@valley.k12.ar.us; JDAVIDSON@LEADHILLSCHOOLS.NET; Richard Rankin; Marilyn Johnson; jcunningham@hampton.k12.ar.us; dkellogg@es.k12.ar.us; Matt Summers; kelvin.gragg@dermott.k12.ar.us; Donnie Whitten; Allen Blackwell; kellee.smith@corning.k12.ar.us; charlie.powell@pigottschools.net; jfowler@rector.k12.ar.us; michael.davidson@concord.k12.ar.us;

Arkansas Connections Academy

Russell Hester; Sally Bennett; Andy Chisum; Dudley Hume; Johnnie Johnson; John Moore; hinesg@emerson.k12.ar.us; cbeene@nemo.k12.ar.us; J. Carroll Purtle; Shawn Halbrook; Chip Layne; Bryan Duffie; Kevin McGaughey; gtaylor@buffaloislandcentral.com; kim.wilbanks@jonesboroschools.net; James Dunivan; Tommy Knight; eddie.johnson@england.k12.ar.us; jclark@carlisle.k12.ar.us; Forrest Mulkey; dforeman@cedarvilleschools.org; Dennis Copeland; dhigdon@mpvschools.com; mdickerson@vbsd.us; rnicks5701; collins@wmsd.net; djohnston@msd3.org; Carolyn Wilson; Carl Easley; collinsd@fordycschools.org; Thomas Gathen; billy.williams@drewcentral.org; Bobby Harper; murryg@conwayschools.net; richard.montgomery@scmail.k12.ar.us; jsanders@foremanschools.org; Jim Bridges; jgray@mayflowerschools.org; lwalters@faculty.mve.k12.ar.us; Frank Mitchell; jstubblefield@tigersmail.org; Joan Jones; Jim Ford; david.turnbough@mammothspringschools.com; Ken Rich; John May; nancya@cms.dsc.k12.ar.us; dbeckwith@flcobras.com; Joyce Craft; Steve Anderson; shawn_cook@lakesidesd.org; keithm@lcscougars.org; Radius.Baker@hoxie.nesc.k12.ar.us; mwalton@sloan-hendrix.com; Greg Crabtree; collinsd@bigelow.k12.ar.us; ron.looper@jsdlions.net; jerrodwilliams@sheridanschools.org; Brad Roberts; cjones@1hsd.org; Nanette Belford; Jayme Jones; ngills@sps.k12.ar.us; bryan.russell@valleyviewschools.net; Danny Thomas; dclark@bobcat.k12.ar.us; jcantre@jasper.k12.ar.us; breshearsd@ck.k12.ar.us; tholicer@grbeavers.org; paul.hewitt@fayar.net; mike.smith@smcolts.com; Jeff Gravette; kelvin.gragg@dumas.k12.ar.us; mley@arkansasartsacademy.org; Brian Cossey; grantg@dps-littlejohns.net; holly.cothren@dierksschools.org; robert.gray@mpsdrd.com

Cc: ADE Charter Schools

Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearing for the creation of a public charter school. This hearing will take place:

MONDAY, JULY 27 - 9 AM

Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

Dennis Beck
Board President
Arkansas Connections Academy

Arkansas Connections Academy

Subsequent emails that sent to the email addresses that had been returned as undeliverable in the previous email:

- **July 6, 2015 at 2:54 PM**
- **July 6, 2015 at 9:43 PM**
- **July 7, 2015 at 8:51 PM**
- **July 14, 2015 at 9:33 AM**

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]

Sent: Monday, July 06, 2015 2:54 PM

To: collinsd@bigelow.k12.ar.us; ron.looper@jsdlions.net; jerrodwilliams@sheridanschools.org; Brad Roberts; cjones@1hsd.org; Nanette Belford; jjones@omsd.k12.ar.us; ngills@sps.k12.ar.us; bryan.russell@valleyviewschools.net; Danny Thomas; dclark@bobcat.k12.ar.us; jcantre@jasper.k12.ar.us; breshearsd@ck.k12.ar.us; tholicer@grbeavers.org; paul.hewitt@fayar.net; mike.smith@smccolts.com; Jeff Gravette; kelvin.gragg@dumas.k12.ar.us; mley@arkansasartsacademy.org

Cc: ADE Charter Schools

Subject: Arkansas Connections Academy Public Hearing Notice

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm

Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm

Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck

Board President

Arkansas Connections Academy

Arkansas Connections Academy

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Monday, July 06, 2015 9:43 PM
To: brian.cossey@gptbirds.org
Cc: ADE Charter Schools
Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm
Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck
Board President
Arkansas Connections Academy

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Tuesday, July 07, 2015 8:51 PM
To: holly.cothren@dierksschools.org; robert.gray@mpsdrd.com
Cc: ADE Charter Schools
Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm
Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck
Board President
Arkansas Connections Academy

Arkansas Connections Academy

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]

Sent: Tuesday, July 14, 2015 9:33 AM

To: david.wyatt@yellvillesummitschools.com; thomas.gathen@mcgeheeschools.org;
phughey@dollarwayschools.org; Walton Pigott; shawn_cook@lakesidesd.org; collins@wmsd.net;
kristi.ridgell@dermott.k12.ar.us; dtollett@blsd.grsc.k12.ar.us

Cc: ADE Charter Schools

Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents,

Please find an attached two PDFs of Arkansas Connection Academy's Notices of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17- 6 PM

Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 PM

Hilton Garden Inn, 4100 Glover Ln, North Little Rock, AR 72117

MONDAY, JULY 27 - 9 AM

Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

Dennis Beck

Board President

Arkansas Connections Academy

Attachment 3 – Evidence of Parental and Community Support

- Parent Support Letter from Samantha Leshner
- Parent Support Letter from Kristi Rohodes
- Parent Support Letter from Marsha McCarver
- Specialist Support Letter from John F. Watson (Founder, Evergreen Education Group), Michael B. Horn (Co-founder & Executive Director, Education, Clayton Christensen Institute), and Tom VanderArk (CEO, Getting Smart)
- List of Additional Letters of Support for ARCA

Parent Support Letter from Samantha Lesher

From: samantha lesher <samilesher@gmail.com>
Sent: Tuesday, May 5, 2015 at 1:20 PM
To: ArkansasConnectionsAcademy@gmail.com
Subject: Support for Arkansas Connections Academy

To whom it may concern:

I'd like to see Arkansas Connections Academy offered as a charter school for Arkansas kids. I have an elementary aged child and I want more options for his education. Many students and families can benefit from flexible schedules and the ability to learn at a students unique pace. Virtual schools offer families who choose to home school, support and structure. They help encourage a high standard. They also offer students who's parents don't feel comfortable homeschooling on their own, or who couldn't otherwise afford home schooling materials, the chance to try a flexible, home-learning environment.

Having more than one virtual school option in Arkansas gives families greater choice. Introducing a second virtual charter school option helps ensure that healthy competition will keep each virtual academy striving to provide a high-quality education to Arkansas families.

Children are so unique--their learning style varies. It is in the best interest of our children and our future to offer a diverse collection of educational choices for Arkansas families. As an Arkansan, I want my tax dollars spent to fund a variety of education options. And as a parent, I want my family to have a variety of options for my son and his peers.

Thank you for working to make education for Arkansas kids the best it can be.

Sincerely,
Samantha Lesher

Parent Support Letter from Kristi Rhodes



Arkansas Connections Academy <arkansasconnectionsacademy@gmail.com>

Support for the Charter for Arkansas Connections Academy

Kristi Rhodes <trixie_0924@yahoo.com>

Wed, Jul 8, 2015 at 3:12 PM

Reply-To: Kristi Rhodes <trixie_0924@yahoo.com>

To: "ArkansasConnectionsAcademy@gmail.com" <ArkansasConnectionsAcademy@gmail.com>

To whom it may concern about the Arkansas Connections Academy:

We live about 4 hours from Little Rock and will be unable to attend the meeting on July 17th and 18th. We are very interested in this subject. We have been homeschooling for 2 years now, and have friends that use the Connections Academy in Texas and know how great the school is. Not only will this open the doors for a great accredited program available from home, but it will also open the doors to available jobs for Arkansas. Please accept this letter as support of consideration of a Connections Academy charter in the great state of Arkansas. Thank you in advance for your consideration of our support.

Sincerely,
Kristi Rhodes

Parent Support Letter from Marsha McCarver

Dear Arkansas Department of Education,

My name is Marsha McCarver and I would like to share with you why I think you need to approve a second on-line public school program. My youngest son, Enoch, decided he wanted to home school this year as a 6th grader. He has been in private Christian schools up until this year. We began to do research last July and found the current on line public school that Arkansas offers. We made inquiries and began the application process. We were told we would be on a waiting list because our son was coming from a private school and not a public school. There was a great deal of paper work to send in, and some of it was rejected for unknown reasons. We became frustrated with the process and knew we had to make a decision and find home school curriculum or an on line school before time for school to start....August 18th. So we gave up on the on line public school and went with an on line private school, Keystone, out of Pennsylvania.

However, after talking to a representative from Connections Academy in person twice since then, I am convinced that Connections Academy would provide a very good well-rounded education for my son two years from now as an 8th grader. He would have the benefits of a public school without the negative influences of one. My son has a quiet and sensitive personality and is a grade ahead for his age since he started school early. We don't want him exposed to the roughness of a traditional public school. We also like the idea of him taking classes that our local public school doesn't offer, like Chinese.

I also like the idea of clubs he can join with other on line public schoolers. Another advantage is that it will be an Arkansas school with Arkansas certified teachers free to us as Arkansas property taxpayers instead of one out of Pennsylvania that we have to pay for. I also like that there is some flexibility in the schedule when it comes to hours of the day and vacation days.

Finally, I just want to say that I believe that this program is one that many people in Arkansas will want to take advantage of if they know about it. It is a progressive program with several other states already setting the example of its benefits. I am disappointed that this new school wasn't approved for the coming school year. Please, please consider this and make it a new charter on line school in Arkansas for the 2016-17 school year. If Arkansas goes to more of these type of schools, think of the money being saved... less building upkeep, utilities, and school bus drivers. Put that money into good teacher training and salaries for teachers of online public schools.

Thank you for your generous consideration.

Sincerely,
Marsha Rowe McCarver

404 Ouachita 16
Chidester, AR 71726

870-685-2605

marsha@chidester.info

Specialist Support Letter from John F. Watson (Founder, Evergreen Education Group), Michael B. Horn (Co-founder & Executive Director, Education, Clayton Christensen Institute), and Tom VanderArk (CEO, Getting Smart)

July 20, 2015

To the Arkansas Charter Authorization Panel and State Board of Education:

Nationwide, families are finding success with online school. In the 2013–14 school year, an estimated 315,000 students in 30 states received their educations from full-time online schools according to *Keeping Pace with K-12 Digital Learning*, a recently released national report.¹

One size does not fit all. This is a key principle in American K-12 public education reform and why charter schools – with their innovative approach to decision-making, scheduling, staffing, and curriculum – have grown so quickly around the country. Nationally, our education system is also being revolutionized by technology. Online programs are utilizing technology to transform and personalize learning.

There are many students for whom the traditional classroom setting may not be the best fit. Some of these students may be better served in an online environment, which, when successfully implemented, can provide students with personalized instruction; flexibility in the time, place, and pace at which learning occurs; and a sense of investment in their education.

This is the paramount goal of online learning. We believe, as Clayton Christensen and Michael Horn explained, that “the rise of online learning carries with it an unprecedented opportunity to transform the schooling system into a student-centric one that can affordably customize for different student needs by allowing all students to learn at their appropriate pace and path, thereby allowing each student to realize her fullest potential.”²

We hope Arkansas will help foster high-quality online learning opportunities for students across the state.



John F. Watson
Founder
Evergreen Education Group



Michael B. Horn
Co-founder & Executive Director, Education
Clayton Christensen Institute



Tom Vander Ark
CEO
Getting Smart

¹ Available at <http://www.kpk12.com/wp-content/uploads/EEG_KP2014-fnl-lr.pdf>

² Clayton Christensen and Michael Horn. “The Rise of Online Education”. Washington Post, 11 October 2011. Available at <http://www.washingtonpost.com/national/on-innovations/the-rise-of-online-education/2011/09/14/gIQA8e2AdL_story.html>

List of Additional Letters (name, title, and affiliation of others who wrote letters of support for ARCA)

- Anne Kraybill, Director of Education and Research in Learning, Crystal Bridges Museum
- Carla and Eric Hartwell, Parent
- James and Brenda High, Parent
- Deanna High, Student
- Bruce Selvog, Parent
- Emily Moore, Parent
- Melinda M. Beers, Parent

Attachment 4 – 2016-2017 Calendar

- 2016-2017 Student and Teacher Calendar
- Sample Field Trip Schedule

2016-2017 Student and Teacher Calendar

Event	Date
<i>First Day of School (Teachers)</i>	August 9, 2016
<i>First Day of School (Students)</i>	August 22, 2016
Labor Day (No School in Session)	September 5, 2016
Columbus Day (No School in Session)	October 10, 2016
Parent Conference Day (No School for Students)	October 21, 2016
Thanksgiving Break (No School in Session)	November 23 – 25, 2016
Winter Break (No School in Session)	December 19, 2016 – January 2, 2017
<i>First Semester End Date</i>	January 13, 2017
Martin Luther King, Jr. Day (No School in Session)	January 16, 2017
Parent Conference Day (No School for Students)	February 20, 2017
Spring Break (No School in Session)	March 20 – 24, 2017
Memorial Day (No School in Session)	May 29, 2017
<i>Last Day of School (Students)</i>	June 1, 2017
<i>Last Day of School (Teachers)</i>	June 15, 2017

Sample Field Trip Schedule

ARCA and parent Community Coordinators will organize a number of academically enriching field trips that will also serve as a way for ARCA families to meet one another in person. ARCA field trips will be geographically dispersed so that all families may participate and will cover various academic topics. When possible, field trips will supplement students' current topics of study.

Activity Date	Family Activity	City
September 2016	Back to School Picnics	TBD
October 2016	Meet and Greet – Skate Night	Springdale
October 2016	Meet and Greet – Skate Night	El Dorado
October 2016	Meet and Greet – Putt-Putt	Jonesboro
October 2016	Meet and Greet – Putt-Putt	Hot Springs
November 2016	Crater of Diamonds State Park	Murfreesboro
November 2016	Mount Magazine State Park	Paris
November 2016	Cane Creek State Park	Star City
November 2016	Village Creek State Park	Wynne
January 2017	William J. Clinton Presidential Library	Little Rock
January 2017	Crystal Bridges Museum	Bentonville
January 2017	Japanese Internment Museum	McGehee
January 2017	Wings of Honor Museum	Walnut Ridge
February 2017	Little Rock Central HS Historic Site	Little Rock
February 2017	Eddie Mae Herron Center	Pocahontas
February 2017	Arts and Science Center for SE Arkansas	Pine Bluff
February 2017	Arkansas Museum of Natural History	Hot Springs
March 2017	College/Career Visits	TBD
April 2017	J. Huckabee Arkansas River Valley Nature Center	Fort Smith
April 2017	Heifer Ranch	Perryville
April 2017	Pea Ridge National Military Park	Garfield
April 2017	Civil War Helena	Helena
May 2017	Spring Picnics	TBD

Attachment 5 – 2016-2017 Daily Schedule

Typical Student Day

The instructional time commitment required by students in ARCA's online program is comparable to that of a traditional school day. Because online learners do not face the distractions and interruptions of a typical school setting, students often use their learning time much more efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting will be an integral part of the learning day; the application of discrete skills, extended projects, and remedial and enrichment activities will be part of the daily routine for students and their Learning Coaches.

Figure 5-1 represents an example of a student school day. Activities vary based upon student needs, coursework, and personal schedules. Learning is integrated within individual activities as well as LiveLesson sessions and phone calls with teachers. Learning can occur when students learn best – not just between 8 a.m. and 3 p.m. Students will create daily checklists to ensure they are staying on-task. The daily routine includes checking WebMail, looking at the to-do list on Connexus, reviewing the daily planner in Connexus, and completing lessons listed in the planner. Students will easily see which lessons are due as they are in bolded text. As lessons are completed they will change from bold to regular text. Students can access the lessons directly from their daily planners. In addition, students can access any notes or tips provided by the teacher and view important course-related information like LiveLesson session schedules, recordings, and supplemental materials. Students can track their progress and grades at any time in the Grade Book.

Figure 5-1. A Day in the Life of a Student

SAMPLE STUDENT "DAY IN THE LIFE"	
Morning	Learning Coach logs on, reads messages, and reviews lessons.
	Student reads and responds to WebMail messages from teacher(s) about progress.
	Student participates in a math LiveLesson session with teacher and classmates.
	Student completes a math lesson. Learning Coach monitors and facilitates learning as necessary.
	Student completes a Language Arts lesson, including reading, writing, and discussing the lesson activities and text. Student completes a spelling lesson and takes a quiz online.
	Student goes outside for half-mile run.
Afternoon	Student completes a science lesson and finishes reading a non-fiction reading selection.
	Student does hands-on science experiment outside and begins a rough draft of science report.
	Student completes art lesson and begins art project, and then participates in club/activity.
	Learning Coach records attendance.
	Student reviews next day's schedule and prepares accordingly.

Figure 5-2. Sample Daily Calendar View for a Student in Connexus

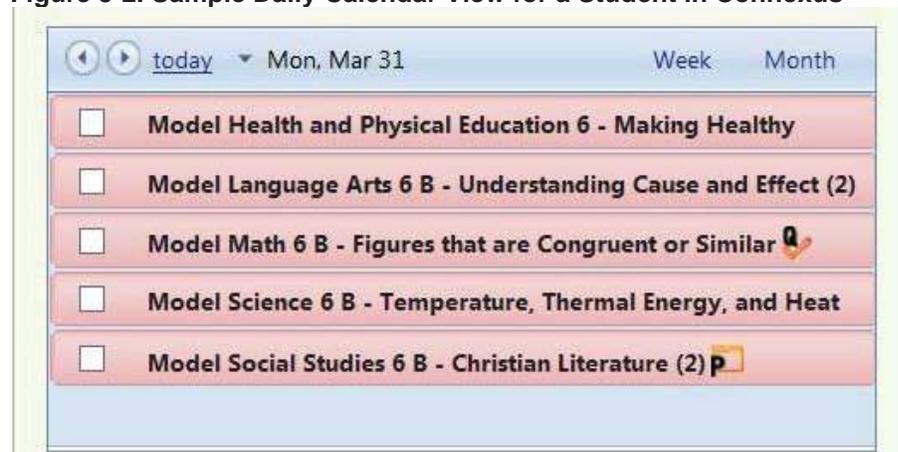
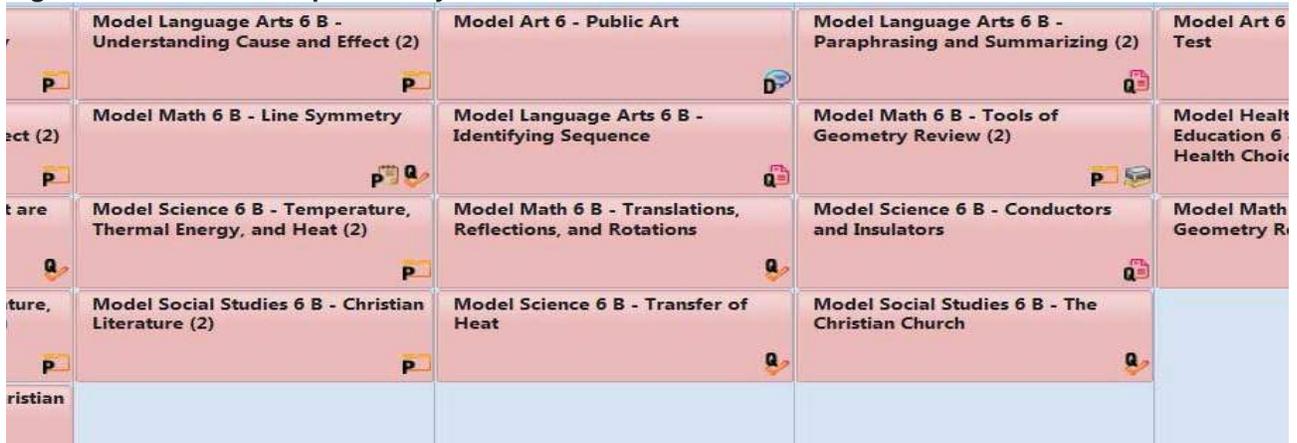


Figure 5-3. Sample Weekly View Student Calendar



Figure 5-4. Another Sample Weekly View Student Calendar



Typical Teacher Day

The school day is not limited to certain hours for start and end times; however, the teaching staff is available during the hours of operation, typically 8 a.m.–4 p.m. Teachers work primarily from a teaching center. Teachers collaborate to share ideas, information, and teaching techniques with the families, who are always welcome to visit.

Figure 5-2. A Day in the Life of a Teacher

SAMPLE TEACHER “DAY IN THE LIFE”	
Morning	Teacher logs on, reads messages, and reviews individual student attendance, participation and performance.
	Teacher sends a WebMail message to a student answering a question; teacher responds to Learning Coaches’ questions/feedback.
	Teacher holds a science LiveLesson session with a group of students and notes who is struggling to follow up with those students with after the lesson.
	Teacher grades student portfolio assignments.
	Teacher has a 1:1 session with a student who had questions on a lesson.
	Teacher meets with other staff for a brown bag professional development lunch to discuss the Assessment Performance Objective Report
Afternoon	Teacher checks WebMail and grades assignments that have been submitted
	Teacher calls five students to do a Curriculum Based Assessment (CBA)
	Teacher confers with the Principal

Figure 5-3. Typical Course Progression Grades 9-12

 TYPICAL COURSE PROGRESSION Grades 9-12				
Subject	1st	2nd	3rd	4th
English	English 9	English 10	English 11	English 12
Mathematics	Algebra I	Geometry	Algebra II	Advanced Math
Science	Physical Science	Biology	Chemistry	Physics
Social Studies	World History	US History	American Government & Economics	Career Focus
Elective Option 1	Health, Fitness & Nutrition (required) & PE (required)	Oral Communication (required) & Fine Art (required)	College Prep with ACT or SAT (recommended)	Career Focus
Elective Option 2	Career Focus	Career Focus or World Language (recommended)	Career Focus or World Language (recommended)	Career Focus
Total Number of Required Credits				22 Credits
Possible Electives Offerings				
General Electives	Fine Arts Electives	CTE: Family and Consumer Sciences	CTE: Business and Marketing Technology	CTE: Health Sciences
Health, Fitness & Nutrition (required)	Living Music I, II	Personal Finance	Business Communications	Anatomy and Physiology
Physical Education (required)	Digital Arts I	Introduction to Early Childhood Education	Introduction to Law/Business Law	Introduction to Medical Assisting
Oral Communications (required)	3D Art I Modeling	Health, Safety and Nutrition	Business Keyboarding	Medical Terminology
Journalism	Art History		Introduction to Finance	
Elective Science Courses (i.e., Environmental Science, Earth Science, Earth/Space Science)			Introduction to Marketing I/Principles of Marketing	
Elective Social Studies courses (i.e., Psychology, Introductory Sociology)			Entrepreneurship I	
World Languages (Spanish, French, Chinese, Japanese, German, Latin, Sign Language)			Introduction to Computers and Information Technology	
General Reminders				
1.) ARCA does not offer Pre-Algebra. Any student not ready for Algebra 1 will need to take Algebra 1 Foundations. 2.) College Prep-ACT and SAT will be available at this school. Students will need to choose which one they want to take. 3.) Computer Science can be substituted for the 4th Math or the 3rd Science, but not both. 4.) AP course options will also be available to meet graduation requirements.				
World Language Notes				
1.) Students who did not take (or took and did not pass) a World Language course in the Fall should not be placed in a World Language class in the spring.				

Attachment 6 – Salary Schedule and Budget Template

**2016-2017
Public Charter School Application
Personnel Salary Schedule**

Line#	Administrative Positions:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$92,000.00	1	\$92,000.00
2	Assistant Principal	0	\$68,250.00	1	\$68,250.00
3	Administrative Assistant	1.5	\$31,500.00	3	\$31,500.00
4	Manager of Special Education	1	\$66,000.00	1	\$66,000.00
5					
6					
7	Subtotal:		\$205,250.00		\$320,750.00
8	Fringe Benefits (rate used 29%)		\$59,522.50		\$93,017.50
9	Total Administration:		\$264,772.50		\$413,767.50

	Regular Classroom Instruction:	2016-2017 No. FTEs		2017-2018 No. FTEs	
10	Teachers	15.3	\$47,250.00	30.1	\$47,250.00
11	Aides				
12	Subtotal:		\$722,925.00		\$1,422,225.00
13	Teacher Fringe Benefits (rate used 29%)		\$209,648.25		\$412,445.25
14	Aide Fringe Benefits (rate used _____)				
15	Total Regular Classroom Instruction:		\$932,573.25		\$1,834,670.25

	Special Education:	2016-2017 No. FTEs		2017-2018 No. FTEs	
16	Teachers	1.8	\$47,250.00	3.7	\$47,250.00
17	Aides				
18	Subtotal:		\$85,050.00		\$174,825.00
19	Teacher Fringe Benefits (rate used 29%)		\$24,664.50		\$50,699.25
20	Aide Fringe Benefits (rate used _____)				
21	Total Special Education:		\$109,714.50		\$225,524.25

	Gifted and Talented Program:	2016-2017 No. FTEs		2017-2018 No. FTEs	
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 Subtotal:				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
42 Manager of Counseling	1	1
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used 29%)		
49 Total Guidance Services:		

Health Services:

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:		2016-2017	2016-2017	2017-2018	2017-2018
List Positions		No. FTEs	Salary	No. FTEs	Salary
58	_____	_____	_____	_____	_____
59	_____	_____	_____	_____	_____
60	_____	_____	_____	_____	_____
61	_____	_____	_____	_____	_____
62	_____	_____	_____	_____	_____
63	Subtotal:				
64	Fringe Benefits (rate used _____)				
65	Total Media Services:				

Fiscal Services:		2016-2017	2017-2018
List Positions		No. FTEs	No. FTEs
66	_____	_____	_____
67	_____	_____	_____
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	Subtotal:		
72	Fringe Benefits (rate used _____)		
73	Total Fiscal Services:		

Maintenance and Operation:		2016-2017	2017-2018
List Positions		No. FTEs	No. FTEs
74	_____	_____	_____
75	_____	_____	_____
76	_____	_____	_____
77	_____	_____	_____
78	_____	_____	_____
79	Subtotal:		
80	Fringe Benefits (rate used _____)		
81	Total Maintenance and Operation:		

Pupil Transportation:		2016-2017	2017-2018
List Positions		No. FTEs	No. FTEs
82	_____	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Subtotal:		
88	Fringe Benefits (rate used _____)		
89	Total Pupil Transportation:		

Food Services:		2016-2017	2016-2017	2017-2018	2017-2018
List Positions		No. FTEs	Salary	No. FTEs	Salary
90	_____	_____	_____	_____	_____
91	_____	_____	_____	_____	_____
92	_____	_____	_____	_____	_____
93	_____	_____	_____	_____	_____
94	_____	_____	_____	_____	_____
95	Subtotal:	_____	_____	_____	_____
96	Fringe Benefits (rate used _____)	_____	_____	_____	_____
97	Total Food Services:	_____	_____	_____	_____

Data Processing:		2016-2017	2017-2018
List Positions		No. FTEs	No. FTEs
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	_____	_____	_____
102	_____	_____	_____
103	Subtotal:	_____	_____
104	Fringe Benefits (rate used _____)	_____	_____
105	Total Data Processing:	_____	_____

Substitute Personnel:		2016-2017	2017-2018
		No. FTEs	No. FTEs
106	Number of Certified Substitutes _____	_____	_____
107	Number of Classified Substitutes _____	_____	_____
108	Subtotal:	_____	_____
109	Certified Fringe Benefits (rate used _____)	_____	_____
110	Classified Fringe Benefits (rate used _____)	_____	_____
111	Total Substitute Personnel:	_____	_____

112	TOTAL EXPENDITURES FOR SALARIES:	<u>\$1,385,105.25</u>	<u>\$2,552,007.00</u>
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**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

Line#		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017		
1	No. of Students <u>600</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$3,987,600.00</u>	
2	No. of Students <u>600</u> x <u>\$26.00</u> Professional Development	<u>\$15,600.00</u>	
3	No. of Students _____ x _____ eligible rate* NSL Funding		
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5	_____		
	2017-2018		
6	No. of Students <u>1200</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$7,975,200.00</u>
7	No. of Students <u>1200</u> x <u>\$26.00</u> Professional Development		<u>\$31,200.00</u>
8	No. of Students _____ x _____ eligible rate* NSL Funding		
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10	_____		
11	Total State Charter School Aid:	<u><u>\$4,003,200.00</u></u>	<u><u>\$8,006,400.00</u></u>
	Other Sources of Revenues:		
	<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>		
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15	_____		
16	Total Other Sources of Revenues:		
17	TOTAL REVENUES:	<u><u>\$4,003,200.00</u></u>	<u><u>\$8,006,400.00</u></u>

EXPENDITURES

Administration:

Line#		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	<u>\$264,772.50</u>	<u>\$413,767.50</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$435,240.00</u>	<u>\$867,480.00</u>
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$27,000.00</u>	<u>\$54,000.00</u>
25	Equipment		
	Other (List Below)		
26	Community Outreach		<u>\$200,000.00</u>
27	Staff Recruiting	<u>\$5,000.00</u>	<u>\$5,000.00</u>
28	Board Related Expenses	<u>\$5,000.00</u>	<u>\$5,000.00</u>
29	Dues	<u>\$2,000.00</u>	<u>\$2,500.00</u>
30	_____		
31	Total Administration:	<u><u>\$739,012.50</u></u>	<u><u>\$1,547,747.50</u></u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Regular Classroom Instruction:		
32	Salaries and Benefits	<u>\$932,573.25</u>	<u>\$1,834,670.25</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$1,383,952.50</u>	<u>\$2,782,600.00</u>
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	_____	_____
39	Equipment	_____	_____
	Other (List Below)	_____	_____
40	<u>Student Testing & Assessment</u>	<u>\$80,000.00</u>	<u>\$150,000.00</u>
41	_____	_____	_____
42	_____	_____	_____
43	_____	_____	_____
44	_____	_____	_____
45	Total Regular Classroom Instruction:	<u><u>\$2,396,525.75</u></u>	<u><u>\$4,767,270.25</u></u>
	Special Education:		
46	Salaries and Benefits	<u>\$109,714.50</u>	<u>\$225,524.25</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$100,080.00</u>	<u>\$200,160.00</u>
48	V - SE 2 _____	_____	_____
49	V - SE 3 _____	_____	_____
50	V - SE 4 _____	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	_____	_____
53	Equipment	_____	_____
	Other (List Below)	_____	_____
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	Total Special Education:	<u><u>\$209,794.50</u></u>	<u><u>\$425,684.25</u></u>
	Gifted and Talented Program:		
60	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Connections Academy of Arkansas, LLC</u>	_____	_____
62	V - GT2 <u>Support is included in Line 47 above</u>	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	_____	_____
67	Equipment	_____	_____
	Other (List Below)	_____	_____
68	<u>ARCA is applying for a waiver from</u>	_____	_____
69	<u>6-20-2208(c)(6) and 6-42-109</u>	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	Total Gifted and Talented Program:	_____	_____

Alternative Education Program/ Alternative Learning Environments:

2016-2017 Amount:

2017-2018 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 _____	_____	_____
76	V - ALE2 _____	_____	_____
77	V - ALE3 _____	_____	_____
78	V - ALE4 _____	_____	_____
79	V - ALE5 _____	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
	Other (List Below)	_____	_____
82	ARCA is applying for a waiver from _____	_____	_____
83	6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and _____	_____	_____
84	6-48-101 et seq. _____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Total Alternative Education Program/ Alternative Learning Environments:	<u>_____</u>	<u>_____</u>

English Language Learner Program:

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1 <u>Connections Academy of Arkansas, LLC</u>	_____	_____
90	V - ELL2 <u>Support is included in Line 47 above</u>	_____	_____
91	V - ELL3 _____	_____	_____
92	V - ELL4 _____	_____	_____
93	V - ELL5 _____	_____	_____
94	Supplies and Materials	_____	_____
95	Equipment	_____	_____
	Other (List Below)	_____	_____
96	_____	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	Total English Language Learner Program:	<u>_____</u>	<u>_____</u>

Guidance Services:

102	Salaries and Benefits	<u>\$78,045.00</u>	<u>\$78,045.00</u>
	Purchased Services - List Vendors Below	_____	_____
103	v - GS1 <u>Connections Academy of Arkansas, LLC</u>	_____	_____
104	v - GS2 <u>Support is included in Line 47 above</u>	_____	_____
105	V - GS3 _____	_____	_____
106	V - GS4 _____	_____	_____
107	V - GS5 _____	_____	_____
108	Supplies and Materials	_____	_____
109	Equipment	_____	_____
	Other (List Below)	_____	_____
110	_____	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	Total Guidance Services:	<u>\$78,045.00</u>	<u>\$78,045.00</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
Health Services:			
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124	ARCA is applying for a waiver from		
125	6-18-706		
126			
127			
128			
129	Total Health Services:		
Media Services:			
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	ARCA is applying for a waiver from		
139	6-25-103 and 6-25-104		
140			
141			
142			
143	Total Media Services:		
Fiscal Services:			
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 Connections Academy of Arkansas, LLC	\$98,485.50	\$196,971.00
146	V - FS2 Rasco Winter Abston Moore & Associates, LLP	\$12,000.00	\$12,000.00
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	Banking fees	\$1,000.00	\$1,000.00
153			
154			
155			
156			
157	Total Fiscal Services:	\$111,485.50	\$209,971.00

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Maintenance and Operation:		
158	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$105,000.00</u>	<u>\$195,000.00</u>
160	V - MO2 _____	_____	_____
161	V - MO3 _____	_____	_____
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	_____	_____
165	Equipment	<u>\$43,000.00</u>	<u>\$43,000.00</u>
	Other (List Below)		
166	Phone _____	<u>\$20,000.00</u>	<u>\$35,000.00</u>
167	High Speed Internet _____	<u>\$25,000.00</u>	<u>\$40,000.00</u>
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	Total Maintenance and Operation:	<u><u>\$193,000.00</u></u>	<u><u>\$313,000.00</u></u>

	Pupil Transportation:		
172	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
173	V - PT1 _____	_____	_____
174	V - PT2 _____	_____	_____
175	V - PT3 _____	_____	_____
176	V - PT4 _____	_____	_____
177	V - PT5 _____	_____	_____
178	Supplies and Materials	_____	_____
179	Equipment	_____	_____
	Other (List Below)		
180	<u>ARCA will not provide pupil transportation</u>	_____	_____
181	_____	_____	_____
182	_____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	Total Pupil Transportation:	<u>_____</u>	<u>_____</u>

	Food Services:		
186	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
187	V - FD1 _____	_____	_____
188	V - FD2 _____	_____	_____
189	V - FD3 _____	_____	_____
190	V - FD4 _____	_____	_____
191	V - FD5 _____	_____	_____
192	Supplies and Materials	_____	_____
193	Equipment	_____	_____
	Other (List Below)		
194	<u>ARCA is applying for a waiver from</u>	_____	_____
195	<u>6-18-705 and 6-20-701 et seq.</u>	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	Total Food Services:	<u>_____</u>	<u>_____</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Data Processing:		
200	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
201	V - DP1 <u>Connections Academy of Arkansas, LLC</u>	_____	_____
202	V - DP2 <u>Support is included in Line 145 above</u>	_____	_____
203	V - DP3 _____	_____	_____
204	V - DP4 _____	_____	_____
205	V - DP5 _____	_____	_____
206	Supplies and Materials	_____	_____
207	Equipment	_____	_____
	Other (List Below)		
208	_____	_____	_____
209	_____	_____	_____
210	_____	_____	_____
211	_____	_____	_____
212	_____	_____	_____
213	Total Data Processing:	=====	=====
	 Substitute Personnel:		
214	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
215	v - SB1 <u>Usually not required in an online environment</u>	_____	_____
216	v - SB2 <u>as school staff can typically cover when a</u>	_____	_____
217	v - SB3 <u>colleague is absent</u>	_____	_____
218	V - SB4 _____	_____	_____
219	V - SB5 _____	_____	_____
220	Total Substitute Personnel:	=====	=====
	 Facilities:		
221	Lease/Purchase Contract for One Full Year	\$128,000.00	\$128,000.00
	Facility Upgrades - List Upgrades Below		
222	_____	_____	_____
223	_____	_____	_____
224	_____	_____	_____
225	_____	_____	_____
226	_____	_____	_____
227	_____	_____	_____
228	_____	_____	_____
229	Property Insurance for One Full Year	_____	_____
230	Content Insurance for One Full Year	_____	_____
231	Total Facilities:	=====	=====

Debt Expenditures:

	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
232 List Debts Below		
233 _____	_____	_____
234 _____	_____	_____
Total Debts:		

Other Expenditures:

	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
235 List Other Expenditures Below		
235 <u>Staff Training / Professional Development</u>	<u>\$20,000.00</u>	<u>\$40,000.00</u>
236 <u>Travel and Conferences</u>	<u>\$19,440.00</u>	<u>\$36,720.00</u>
237 <u>Internet Subsidy</u>	<u>\$51,637.50</u>	<u>\$103,275.00</u>
238 <u>Legal</u>	<u>\$25,000.00</u>	<u>\$10,000.00</u>
239 <u>Insurance - Directors & Officers</u>	<u>\$1,500.00</u>	<u>\$1,500.00</u>
240 _____		
241 TOTAL EXPENDITURES:	<u><u>\$3,973,440.75</u></u>	<u><u>\$7,661,213.00</u></u>

242 Net Revenue over Expenditures:	<u><u>\$29,759.25</u></u>	<u><u>\$345,187.00</u></u>
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Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

Attachment 7 – Facilities Utilization Agreement

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

Lessor(Owner): Regus

Lessee(Tenant): Arkansas Connections Academy (ARCA)

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

Describe the present use of the facility:

The facility is currently used as an office center which provides flexible work spaces for a variety of different business owners and users

Address of Premises: 609 SW 8th Street, Bentonville, AR 72712

Square Footage: 150 to 4,000

Terms of Lease: 1 year with annual renewal options

Rental Amount: \$4,800 to \$128,000 (annually)

Contingency: The terms of this agreement are contingent upon

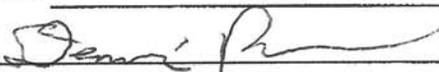
Arkansas Connections Academy
Sponsoring Entity

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

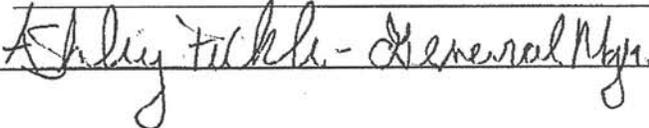
Statutory Language Concerning No Indebtedness:

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

Lessee: Arkansas Connections Academy (ARCA)

By:  Date 6-26-15

Lessor: Regus

By:  Date 06-18-15

Attachment 8 – Statement of Assurances

2015 APPLICATION OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL STATEMENT OF ASSURANCES

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

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

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

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

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



Signature of President of the Sponsoring Entity Board of Directors

7-8-15

Date

Dennis Beck

Printed Name

Attachment 9 – Prior Charter Involvement

In this attachment, we provide prior charter involvement forms for the following:

- Dennis Beck, Board President
- Virginia Walden Ford, Board Treasurer
- Carla Hartwell, Board Secretary
- Melissa Nelson, Vice President, Connections Academy
- Bryce Adams, Executive Director, Connections Academy
- Lyn McCullen, Senior Director, Connections Academy

Name of Individual with Prior Charter Experience Dennis Beck

Position with Proposed Charter Board President

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Pennsylvania Leadership Charter School	Educational Technology Consultant	Operating	1332 Enterprise Drive West Chester, PA 19380	http://paayp.emetric.net/CharterSchools

Name of Individual with Prior Charter Experience Virginia Walden Ford

Position with Proposed Charter Board Treasurer

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier Pubic Charter School	Board Member	Operating	1621 Martin Luther King, Jr. Drive Little Rock, Arkansas 72206	https://adedata.arkansas.gov/arc/
Booker T. Washington Public Charter School	Board Member	Voluntarily Closed	1346 Florida Ave., NW Washington, DC 20009	http://osse.dc.gov/publication/dc-cas-results-sy-2012-2013

Name of Individual with Prior Charter Experience Carla Hartwell

Position with Proposed Charter Board Secretary

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Not Applicable - No Previous Charter Experience				

Name of Individual with Prior Charter Experience Melissa Nelson, Vice President, Connections AcademyPosition with Proposed Charter School Operations Support

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Georgia Connections Academy	School Operations Support	Operating	2763 Meadow Church Road Suite 208 Duluth, GA 30097	https://usg.gosa.ga.gov/analytics/saw.dll?Dashboard
MTS Minnesota Connections Academy	School Leader School Operations Support	Operating	1336 Energy Park Drive Suite 100 St. Paul, MN 55108	http://rc.education.state.mn.us/testResults
Kansas Connections Academy	School Operations Support	Operating	150 Wildcat Ave. PO Box 999 Elkhart, KS 67950	http://online.ksde.org/rcard/building.aspx?org_no=D0218&bldg_no=0523&rpt_type=1
Iowa Connections Academy	School Operations Support	Operating	807 3rd Street Anita, IA 50020	http://reports.educateiowa.gov/report/
Oklahoma Connections Academy	School Operations Support	Operating	2425 Nowata Place Suite 202 Bartlesville,OK 74006	OKCA was part of Copan School District until July 2014 and has not receive its own disaggregated results.
New Mexico Connections Academy	School Operations Support	Operating	4001 Office Court Dr, Santa Fe, NM 87507	http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx
Texas Connections Academy @ Houston	School Operations Support	Operating	10550 Richmond Avenue Suite 140 Houston, TX 77042	http://ritter.tea.state.tx.us/perfreport/src/2014/static/campus/c101912100.pdf

Name of Individual with Prior Charter Experience Melissa Nelson, Vice President, Connections Academy

Position with Proposed Charter School Operations Support

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Wisconsin Connections Academy	School Operations Support	Operating	120 East Harris, Room 213, Appleton, WI 54911	https://apps2.dpi.wi.gov/reportcards/
Colorado Connections Academy	School Operations Support	Operating	8 Inverness Drive East, Suite 240, Englewood, CO 80112	https://cedar2.cde.state.co.us/documents/SPF2014/0010%20-%201796%20-%201%20Year.pdf
North Carolina Connections Academy	School Operations Support	Operating	Opening 2015-16	Opening 2015-16

Name of Individual with Prior Charter Experience Bryce Adams, Executive Director Connections AcademyPosition with Proposed Charter Support and Guidance

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Texas Connections Academy @ Houston	Support and Guidance	Operating	10550 Richmond Avenue Suite 140 Houston, TX 77042	http://ritter.tea.state.tx.us/perfreport/src/2014/static/campus/c101912100.pdf
Oklahoma Connections Academy	Support and Guidance	Operating	2425 Nowata Place Suite 202 Bartlesville, OK 74006	OKCA was part of Copan School District until July 2014 and has not receive its own disaggregated results.
Louisiana Connections Academy	Support and Guidance	Operating	4664 Jamestown Avenue Baton Rouge, LA 70808	http://www.louisianabelieves.com/resources/library/test-results
Utah Connections Academy	Support and Guidance	Operating	687 West 700 South Woods Cross, UT 84087	https://psdreports.schools.utah.gov/Gateway

Name of Individual with Prior Charter Experience Lyn McCullen

Position with Proposed Charter Support and Guidance

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Not Applicable - No Previous Charter Experience				

Attachment 10 – Facility Lease

ARCA will lease permanent space for administrative and teaching staff in Bentonville to serve as the teaching/learning center where administrative and teaching staff will work. Currently, the Board has an agreement in place with Regus to lease office space at 609 SW 8th Street in Bentonville.¹ In addition, the Board has discussed potentially securing an additional satellite office after the charter is approved to serve as a resource center for students.

While the lease has not yet been negotiated with Regus, the Board anticipates doing so once the charter is approved. Certain key terms will likely be included in the lease. These include, but are not limited to:

- Early termination provision in the event of charter revocation or non-renewal
- Turnkey demo and build-out of space by landlord at landlord's expense
- Options for renewal
- Rights of First Offer or First Refusal, when possible, on contiguous space
- Inability of landlord to re-locate the premises
- Rent abatement in the event of diminution of space
- Insurance terms consistent with ARCA's policies
- Pre-approval for tenant's improvements (voice/data/electric)

ARCA's demos and build-outs will encompass setting up a typical office environment. The landlord will provide turnkey solutions with standard building finishes, pursuant to a CAD test fit provided to landlords by ARCA. Given this method of securing space, ARCA plans to primarily provide the space layout and understand the landlord's amortization schedule for tenant improvements.

¹ <http://www.regus.com/locations/business-centre/arkansas-bentonville-bentonville-plaza>

Attachment 11 – Weighted Lottery

ARCA will not use a weighted lottery, as the conditions required by §6-23-306(14)(c) in order to use a weighted lottery do not exist. ARCA and Connections have no history of discriminatory practices and the lotteries, if necessary, are public and monitored for fairness. The current racial/ethnic demographics of students attending the 29 schools supported by Connections nationwide are representative of similar demographics to the 26 states in which the schools are located. Currently schools supported by Connections serve students of the following races/ethnic groups, as reported by families during the enrollment process: 67% White, 10% Black/African American, 2% Asian, and 1% American Indian or Alaskan Native. Additionally, 13% of families identified their ethnicity as Hispanic/Latino and 87% Non-Hispanic/Latino. Based on these figures, it is evident that schools supported by Connections do not include discriminatory practices in the enrollment process and furthermore encourage families regardless of their socio-economic circumstances to enroll. ARCA will continue this in adherence with state and federal regulation and anticipates enrolling students of similar demographics to the public school population in Arkansas.

Attachment 12 – Other Sources of Revenue



June 18, 2015

Dear Arkansas Connections Academy Board of Directors:

Assuming that your charter is granted and that our partnership is formalized, please consider this letter a commitment from Connections Education on behalf of its subsidiary, Connections Academy of Arkansas, LLC, to perform the following functions:

- Provide technical assistance, including grant-writing support to pursue and secure Federal Charter School Grant Funds and other grant support to cover the Academy's start-up and early implementation costs.
- Deliver an interest-free advance to the school for any start-up and early implementation expenses not covered by grant funds. The Academy will repay these funds when it has the resources to do so, ideally within the first five years of operation.
- Offer "service credits" as needed (discounts on Connections'-provided products and services) once the school has launched as an in-kind contribution to protect the school against deficits. The school may be required to repay these service credits if adequate funds become available to do so.

We assure you and your authorizer that the school will have sufficient funds to launch and start operations before beginning to receive per-student funding and will maintain a balanced budget thereafter.

To the extent that the foregoing constitutes a lease, loan, and/or credit agreement under the laws of Arkansas, Connections Education, on behalf of its subsidiary, Connections Academy of Arkansas, LLC, acknowledges that Arkansas law pursuant to Arkansas Code Ann. § 6-23-503 (b)(1) provides that "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." Accordingly, the promises and obligations set forth in this letter shall be read to be consistent with Arkansas Code Ann. § 6-23-503 (b)(1).

Sincerely,

A handwritten signature in cursive script that reads "Ted Ochs".

Ted Ochs
COO and CFO

Attachment 13 – List of School Districts

This attachment provides a list of school districts as required in Section A General Information and Section C.9.

Specific Geographical Area Served by ARCA

ARCA will be open to all students statewide. As requested by the Charter School Program Advisor, we have provided a list of school districts in this attachment. ARCA will actively recruit students to reflect the statewide racial and ethnic balance. Through extensive community outreach and full disclosure about the school's program, ARCA will attract those students and families who are most committed to student success in a virtual school setting. ARCA will utilize a broad-reaching student recruitment effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, ARCA may focus on certain subgroups for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process.

Arkansas Connections Academy

District LEA	District Name
0101000	Dewitt School District
0406000	Siloam Springs School District
0802000	Eureka Springs School District
1304000	Woodlawn School District
1612000	Valley View School District
2104000	Dumas School District
2404000	Ozark School District
2501000	Mammoth Spring School District
2502000	Salem School District
2503000	Viola School District
2601000	Cutter-morning Star School District
2602000	Fountain Lake School District
2606000	Lakeside School Dist(garland)
2903000	Hope School District
2906000	Spring Hill School District
2105000	Mcgehee School District
2202000	Drew Central School District
2203000	Monticello School District
2301000	Conway School District
2303000	Greenbrier School District
2304000	Guy-perkins School District
2305000	Mayflower School District
2306000	Mt. Vernon/enola School District
2307000	Vilonia School District
2402000	Charleston School District
2403000	County Line School District

Arkansas Connections Academy

District LEA	District Name
3001000	Bismarck School District
3301000	Calico Rock School District
3606000	Westside School Dist(johnson)
4603000	Fouke School District
2603000	Hot Springs School District
4605000	Texarkana School District
5403000	Helena/ West Helena School District
7208000	West Fork School District
7240700	Haas Hall Academy
7301000	Bald Knob School District
7302000	Beebe School District
7303000	Bradford School District
7307000	Riverview School District
7309000	Pangburn School District
7401000	Augusta School District
7403000	Mccrory School District
2604000	Jessieville School District
2605000	Lake Hamilton School District
2607000	Mountain Pine School District
2703000	Poyen School District
2705000	Sheridan School District
2803000	Marmaduke School District
2807000	Greene County Tech School District
2808000	Paragould School District
2901000	Blevins School District
3002000	Glen Rose School District

Arkansas Connections Academy

District LEA	District Name
3004000	Malvern School District
5440700	Kipp Delta Public Schools
5604000	Marked Tree School District
5608000	East Poinsett Co. School Dist.
5803000	Hector School District
3102000	Dierks School District
3104000	Mineral Springs School District
3105000	Nashville School District
3201000	Batesville School District
3209000	Southside School District (independence)
3212000	Cedar Ridge School District
3302000	Melbourne School District
3306000	Izard County Consolidated School District
3403000	Newport School District
3405000	Jackson Co. School District
3502000	Dollarway School District
6001000	Little Rock School District
6041700	Lisa Academy
6043700	Arkansas Virtual Academy
6047700	Estem Public Charter School
3509000	Watson Chapel School District
3541700	Pine Bluff Lighthouse Academy
3542700	Responsive Ed Solutions Quest Middle School Of Pine Bluff
3601000	Clarksville School District
3704000	Lafayette County School District
3804000	Hoxie School District

Arkansas Connections Academy

District LEA	District Name
3806000	Sloan-hendrix School District
3809000	Hillcrest School District
3810000	Lawrence County School District
3840700	Imboden Charter School District
3904000	Lee County School District
4901000	Caddo Hills School District
5006000	Prescott School District
5008000	Nevada School District
4003000	Star City School District
4101000	Ashdown School District
4102000	Foreman School District
4201000	Booneville School District
4202000	Magazine School District
4203000	Paris School District
4204000	Scranton School District
4302000	England School District
4304000	Cabot School District
4401000	Huntsville School District
4501000	Flippin School District
6202000	Hughes School District
6205000	Palestine-wheatley Sch. Dist.
6302000	Benton School District
6304000	Harmony Grove Sch Dist(saline)
4502000	Yellville-summit School Dist.
4602000	Genoa Central School District
4701000	Armored School District

Arkansas Connections Academy

District LEA	District Name
4702000	Blytheville School District
4706000	Rivercrest School District 57
4708000	Gosnell School District
4712000	Manila School District
4713000	Osceola School District
4801000	Brinkley School District
4802000	Clarendon School District
4902000	Mount Ida School District
7503000	Danville School District
7504000	Dardanelle School District
7509000	Western Yell Co. School Dist.
7510000	Two Rivers School District
5102000	Jasper School District
5106000	Deer/mt. Judea School District
5201000	Bearden School District
5204000	Camden Fairview School District
5205000	Harmony Grove School District (ouachita)
5301000	East End School District
5303000	Perryville School District
5401000	Barton-lexa School District
5404000	Marvell-elaine School District
5502000	Centerpoint School District
5503000	Kirby School District
5504000	South Pike County School District
5602000	Harrisburg School District
5605000	Trumann School District

Arkansas Connections Academy

District LEA	District Name
5703000	Mena School District
5706000	Ouachita River School District
5707000	Cossatot River School District
5801000	Atkins School District
5802000	Dover School District
5804000	Pottsville School District
5805000	Russellville School District
5901000	Des Arc School District
5903000	Hazen School District
6002000	N. Little Rock School District
6003000	Pulaski County Special School District
6040700	Academics Plus School District
6044700	Covenantkeepers Charter School
6049700	Little Rock Preparatory Academy
6050700	Jacksonville Lighthouse Charter
6052700	Siatech Little Rock Charter
6053700	Responsive Ed Solutions Premier High School Of Little Rock
6054700	Responsive Education Solutions Quest Middle School Of Little Rock
6055700	Exalt Academy Of Southwest Little Rock
6091000	Ark. School For The Blind
6092000	Ark. School For The Deaf
6094000	Division Of Youth Services School System
6102000	Maynard School District
6103000	Pocahontas School District
6201000	Forrest City School District
6301000	Bauxite School District

Arkansas Connections Academy

District LEA	District Name
6303000	Bryant School District
6401000	Waldron School District
6502000	Searcy County School District
6505000	Ozark Mountain School District
6601000	Fort Smith School District
6602000	Greenwood School District
6603000	Hackett School District
6604000	Hartford School District
6605000	Lavaca School District
6606000	Mansfield School District
6802000	Cave City School District
6804000	Highland School District
6901000	Mountain View School District
7003000	Junction City School District
7007000	Parkers Chapel School Dist.
0104000	Stuttgart School District
0201000	Crossett School District
0203000	Hamburg School District
0302000	Cotter School District
0303000	Mountain Home School District
0304000	Norfolk School District
0401000	Bentonville School District
0402000	Decatur School District
0403000	Gentry School District
0404000	Gravette School District
0405000	Rogers School District

Arkansas Connections Academy

District LEA	District Name
6701000	Dequeen School District
6703000	Horatio School District
7001000	El Dorado School District
7009000	Strong-huttig School District
7008000	Smackover-norphlet School District
7102000	Clinton School District
7104000	Shirley School District
7105000	South Side Sch Dist(vanburen)
7201000	Elkins School District
7202000	Farmington School District
7203000	Fayetteville School District
7204000	Greenland School District
7205000	Lincoln School District
7206000	Prairie Grove School District
7207000	Springdale School District
0407000	Pea Ridge School District
0440700	Arkansas Arts Academy
0442700	Responsive Ed Solutions Northwest Ark Classical Academy
0501000	Alpena School District
0502000	Bergman School District
0503000	Harrison School District
0504000	Omaha School District
0505000	Valley Springs School District
0506000	Lead Hill School District
0601000	Hermitage School District
0602000	Warren School District

Arkansas Connections Academy

District LEA	District Name
0701000	Hampton School District
0801000	Berryville School District
4301000	Lonoke School District
4303000	Carlisle School District
0803000	Green Forest School District
0901000	Dermott School District
0903000	Lakeside School Dist(chicot)
1002000	Arkadelphia School District
1003000	Gurdon School District
1101000	Corning School District
1104000	Piggott School District
1106000	Rector School District
1201000	Concord School District
1202000	Heber Springs School District
1203000	Quitman School District
1204000	West Side School Dist(cleburne
7304000	White Co. Central School Dist.
7310000	Rose Bud School District
7311000	Searcy School District
1305000	Cleveland County School District
1402000	Magnolia School District
1408000	Emerson-taylor-bradley School District
1503000	Nemo Vista School District
1505000	Wonderview School District
1507000	South Conway County School District
1601000	Bay School District

Arkansas Connections Academy

District LEA	District Name
1602000	Westside Cons. Sch Dist(craigh
1603000	Brookland School District
1605000	Buffalo Is. Central Sch. Dist.
1608000	Jonesboro School District
1611000	Nettleton School District
3505000	Pine Bluff School District
3510000	White Hall School District
3604000	Lamar School District
1613000	Riverside School District
1701000	Alma School District
1702000	Cedarville School District
1703000	Mountainburg School District
1704000	Mulberry School District
1705000	Van Buren School District
1802000	Earle School District
1803000	West Memphis School District
1804000	Marion School District
1901000	Cross County School District
1905000	Wynne School District
2002000	Fordyce School District
3003000	Magnet Cove School Dist.
3005000	Ouachita School District
3211000	Midland School District

Attachment 14 – Statewide Data

Per the ADE’s guidance, we are providing two sets of data for comparison in this application. The first set, provided in the tables in the application narrative, pertains to the Bentonville Public School District where the physical teaching/learning center building will be located. In the second set of data, included in this attachment, we provide data for the statewide averages.

Statewide Arkansas Data			
District Name	Arkansas Statewide		
District Status	NA		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	76.59	72.74	86.9
Targeted Achievement Gap Group	68.53	64.44	82.9
African American	61.51	52.59	81.0
Hispanic	73.70	70.33	84.5
White/Caucasian	80.31	80.99	89.3
Economically Disadvantaged	69.63	64.93	82.7
English Language Learners/ Limited English Proficient	65.16	63.15	84.1
Students with Disabilities	32.26	40.76	83.1

Attachment 15 – Statement of Permissible Uses



July 7, 2015

Kyle Bell
Connections Education

RE: Zoning Certification for 609 Southwest 8th Street

To Whom It May Concern,

The property located at 609 Southwest 8th Street, Bentonville, Arkansas is zoned C-2, General Commercial. The C-2 zoning designation allows for a variety of Commercial uses and does specifically allow for office and retail as a use by right.

For additional information regarding the specifics of the C-2, General Commercial zoning district, contact the City of Bentonville Planning Department at (479) 271-3126.

Respectfully,

A handwritten signature in black ink that reads "B. Thompson". The signature is stylized and includes a long horizontal flourish at the end.

Beau Thompson
City Planner

Attachment 16 – Connections Standard Fee Schedule

Connections Academy Standard Fee Schedule

Fee	Factor	Description
Educational Resource Center	\$126.00	per each enrolled student, calculated as an average over the school year
Connexus™ Annual License (EMS)	\$600.00	per each enrolled student, calculated as an average over the school year
Technical Support and Repairs	\$150.00	per each enrolled student, calculated as an average over the school year
Accounting and Regulatory Reporting	\$50.00	per each enrolled student, calculated as an average over the school year
Direct Course Instruction Support	\$1.53	per student day; based on enrollment at a point in time each month in a NaCA supported course
Short Term Substitute Teaching Services	\$300.00	per day, if service is provided by a teacher employed by the EMO Partner
Hardware/Software - Employees	\$600.00	per each staff member employed at the end of the year
Human Resources Support	\$1,250.00	per each staff member employed at the end of the year
School Curriculum Supplies	\$500.00	per each teacher employed at the end of the school year
Facility Support Services	\$15,000.00	per each school office location
Student Technology Assistance - Desktop*	\$525.00	per each household enrolled at any time during the school year
Student Technology Assistance - Laptop*	\$725.00	per each household enrolled at any time during the school year
Internet Subsidy Payment Processing	\$25.00	per each household enrolled at any time during the school year
Enrollment and Records Management	\$40.00	per each student enrolled at any time during the school year
Curriculum Postage	\$33.00	per each student enrolled at any time during the school year
Tangible and Intangible Instructional Materials - Kindergarten*	\$600.00	per each Kindergarten student enrolled at any time during the school year
Tangible and Intangible Instructional Materials - 1 st -5 th Grade*	\$950.00	per each 1 st - 5 th grade student enrolled at any time during the school year
Tangible and Intangible Instructional Materials - 6 th -12 th Grade*	\$1,075.00	per each 6 th - 12 th grade student enrolled at any time during the school year
Treasury Services	1.5%	of all revenue from governmental sources, excluding any special education revenue
Marketing Services	1.0%	of all revenue from governmental sources, excluding any special education revenue
School Administration	6.5%	of all revenue from governmental sources, excluding any special education revenue
Special Education Oversight and Support	2.5%	of all revenue from governmental sources, excluding any special education revenue
Special Education Direct Services	100.0%	of all special education revenue
Employee Benefits	20.0%	per actual gross wages and bonus accrual for administration and teachers employed by EMO partner
Employee Taxes	9.0%	per actual gross wages and bonus accrual for administration and teachers employed by EMO partner
Community Outreach	TBD	Board to approve budget for school's contribution toward outreach effort

Expenses Reimbursed to Connections Academy at Cost

Employee Wages
Office Supplies
Copiers/Reproduction
Office Postage
ISP Payment Reimbursement
Student Testing and Assessment
Staff Recruiting
Staff Training/Professional Development
Travel and Conferences
Team Building
Maintenance and Repair
High Speed Internet
Phone
Office Rent
Rent Operating Expense
Building Safety Program
M&T Credit Card Suspense
Utilities
Contract School Staff
Employee Pension (if applicable)

Expenses Paid by the School by Contractual Obligation

Banking fees
Bookkeeping and Audit
Dues
Accreditation
Workers Compensation Insurance
Directors and Officers Insurance
Legal
Board-Related Expenses
Other Curriculum
Special Education Related Services
Summer School
Graduation Expense
Student Activities
Relocation Expense
Sponsor Fee
Any other expenses for services not contracted to Connections Academy of State, LLC

*** Items under Student Technology Assistance and Tangible and Intangible Instructional Materials are provided to the school and its students for use during the school year. They remain the property of Connections Academy of State and/or its vendors.**

**PERFORMANCE DATA FROM
CHARTER SCHOOLS
OPERATED IN CONTIGUOUS
STATES BY SAME
SPONSORING ENTITY
(operates in many other states)**

LOUISIANA CONNECTIONS ACADEMY

2013-2014 • Louisiana Connections Academy • Grades K-12



SPS = 74.3

1200 Enrolled • 7% Special Education • 52% Free & Reduced Lunch • Site Code: 345001

HOW DID STUDENTS PERFORM IN GRADES 3-8?

Students are assessed on their performance towards meeting grade-level expectations.

LEVEL	SCHOOL	DISTRICT	STATE	ABOVE Grade Level	AT Grade Level
Above Grade Level	23%	23%	24%		
At Grade Level	48%	48%	45%		
Below Grade Level	29%	29%	32%		

NOTE: The two tables above include students who take LAA 1 and LAA 2. View how their performance is measured [here](#). Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW MANY CREDITS DID STUDENTS EARN BY THE END OF FRESHMAN YEAR?

Schools with grade 8 are accountable for the number of credits earned and the number of students who dropout by the end of grade 9.

CREDITS	SCHOOL	DISTRICT	STATE
6+	72%	66%	81%
5-5.5	6%	5%	<5%
3.5-4.5	8%	8%	<5%
3 or Less OR Dropout	14%	22%	11%

ARE STUDENTS PREPARED FOR COLLEGE & CAREER SUCCESS?

A score of 18 or above on the ACT indicates students have minimum proficiency for college & career success.

	SCHOOL	DISTRICT	STATE	SCORE OF 18+
TOPS Honors Score of 27+	12%	12%	8%	
TOPS Performance Score of 23+	31%	31%	22%	
TOPS Opportunity Score of 20+	44%	45%	42%	
ACT Score of 18+	61%	61%	59%	



DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn progress points for students who were below grade level but who exceeded expectations in the current year.

# STUDENTS Below Grade Level	% EXCEEDING EXPECTATIONS	% DISTRICT	% STATE
ELA (K-8)	92	53%	N/A
Math (K-8)	116	41%	53%
ELA (9-12)	24	13%	15%
Math (9-12)	50	14%	17%

HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

ALL STUDENTS:	STUDENTS WITH DISABILITIES:	STUDENTS ELIGIBLE FOR FREE & REDUCED LUNCH:
66% on or above grade level	43% on or above grade level	60% on or above grade level
13/14 vs 12/13 	13/14 vs 12/13 	13/14 vs 12/13
STEADY	DECLINING	STEADY

2012-2013	2013-2014	As Louisiana transitions to higher standards and new assessments, the State Board of Education and the Louisiana Department of Education are committed to ensuring that educators and students have time to learn and adjust to the new expectations. To understand Louisiana's transition policies during this time to learn, click here .
SPS 72.5	SPS 74.3	

HOW DID STUDENTS PERFORM ON HIGH SCHOOL EXAMS?

Students are assessed on their performance towards meeting grade-level expectations.

LEVEL	SCHOOL	DISTRICT	STATE	ABOVE Grade Level	AT Grade Level
Above Grade Level	18%	18%	22%		
At Grade Level	34%	34%	40%		
Below Grade Level	47%	47%	39%		

WHAT PERCENT OF STUDENTS GRADUATED?

The cohort graduation rate is the percent of students who enter the ninth grade and successfully graduate four years later.

	SCHOOL	DISTRICT	STATE	12/13 vs 11/12
4 year diploma	51%	51%	74%	N/A

WHAT KIND OF DIPLOMAS & CREDITS DID STUDENTS EARN?

The graduation index measures the strength of a diploma and credits that a high school graduate earned.

DIPLOMA + CREDITS	SCHOOL	DISTRICT	STATE
High School Diploma + passing score on college credit exam*	<5%	<5%	<5%
High School Diploma + passing score on college credit course*	8%	8%	34%
High School Diploma	43%	43%	36%
Nongraduates	49%	49%	23%

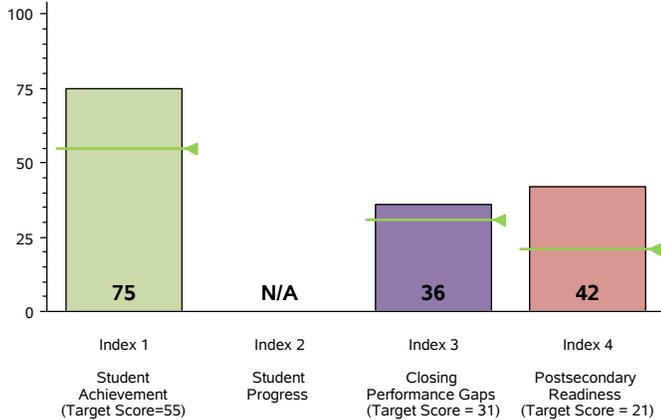
**Texas Education Agency
2013-14 School Report Card
TEXAS CONNECTIONS ACADEMY AT HOUST (101912100)**

District Name: **HOUSTON ISD**
Campus Type: **Elementary/Secondary**

Total Students: **3,887**
Grade Span: **03 - 12**

2014 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores (ranging from 0 to 100) for this campus for a given index. The *Target Score* -- the score required to meet each index's standard -- is indicated below the index description and as a line on each bar. In order to receive the **Met Standard** accountability rating, the campus must have met or exceeded the target score on each index evaluated.



2014 Accountability Rating

Met Standard

For 2014 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2012-13)	100.0%	95.8%	95.8%
Enrollment by Race/Ethnicity			
African American	11.4%	25.2%	12.7%
Hispanic	26.6%	62.0%	51.8%
White	53.7%	8.2%	29.4%
American Indian	0.8%	0.2%	0.4%
Asian	3.1%	3.5%	3.7%
Pacific Islander	0.4%	0.1%	0.1%
Two or More Races	4.0%	0.9%	1.9%
Enrollment by Student Group			
Economically Disadvantaged	42.6%	80.6%	60.2%
English Language Learners	0.8%	29.6%	17.5%
Special Education	1.9%	7.5%	8.5%
Mobility Rate (2012-13)	22.0%	18.7%	17.1%

School Financial Information (2012-13)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State	Campus	District	State
Instructional Staff Percent	n/a	57.4%	64.4%	Expenditures per Student		
Instructional Expenditure Ratio	n/a	65.0%	63.7%	Total Operating Expenditures	\$3,413	\$8,211
				Instruction	\$3,352	\$4,772
				Instructional Leadership	\$3	\$110
				School Leadership	\$40	\$575
						\$484

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2014	77%	71%	75%	64%	71%	78%	86%	93%	93%	82%	67%
	2013	77%	71%	75%	62%	69%	79%	85%	91%	84%	78%	66%
Reading	2014	76%	69%	81%	73%	77%	83%	88%	96%	100%	86%	79%
	2013	80%	74%	85%	74%	81%	88%	88%	94%	100%	90%	78%
Mathematics	2014	78%	72%	69%	54%	64%	74%	78%	89%	90%	76%	60%
	2013	79%	74%	71%	53%	67%	76%	79%	97%	77%	73%	61%
Writing	2014	72%	70%	72%	69%	73%	68%	*	96%	*	74%	59%
	2013	63%	58%	64%	58%	58%	67%	78%	84%	*	60%	54%
Science	2014	78%	72%	75%	58%	68%	81%	*	91%	*	81%	63%
	2013	82%	75%	76%	65%	66%	82%	92%	89%	*	76%	67%
Social Studies	2014	76%	70%	73%	64%	68%	75%	*	89%	*	96%	59%
	2013	76%	70%	73%	55%	64%	78%	83%	84%	*	81%	64%
STAAR Percent at Postsecondary Readiness Standard(Sum of All Grades Tested)												
Two or More Subjects	2014	41%	35%	38%	28%	31%	42%	*	70%	55%	45%	26%
Reading	2014	45%	39%	54%	41%	48%	57%	55%	80%	80%	66%	41%
Mathematics	2014	39%	36%	28%	16%	23%	31%	*	53%	50%	38%	16%
Writing	2014	35%	34%	28%	26%	26%	26%	*	68%	*	42%	17%
Science	2014	43%	36%	34%	22%	22%	39%	*	60%	*	63%	22%
Social Studies	2014	39%	33%	34%	23%	28%	37%	*	56%	*	60%	23%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2014	15%	14%	12%	6%	9%	13%	*	26%	23%	23%	6%
Reading	2014	15%	14%	18%	10%	14%	20%	*	39%	*	29%	10%
Mathematics	2014	17%	17%	8%	2%	5%	10%	*	25%	*	17%	3%
Writing	2014	8%	9%	5%	*	*	4%	*	*	*	*	*
Science	2014	14%	11%	8%	*	7%	8%	*	16%	*	19%	3%
Social Studies	2014	15%	12%	10%	*	6%	11%	*	*	*	24%	4%
STAAR Percent Met or Exceeded Progress												
Reading	2014	61%	60%	62%	60%	55%	63%	*	72%	*	81%	59%
	2013	62%	61%	59%	56%	60%	60%	55%	62%	50%	53%	n/a
Mathematics	2014	60%	60%	48%	47%	40%	51%	*	64%	*	58%	44%
	2013	59%	57%	45%	45%	43%	46%	*	64%	*	37%	n/a
STAAR Percent Exceeded Progress												
Reading	2014	17%	18%	17%	14%	16%	18%	*	20%	*	17%	13%
	2013	15%	16%	16%	17%	17%	16%	0%	19%	30%	13%	n/a
Mathematics	2014	18%	21%	9%	9%	9%	8%	*	18%	*	11%	7%
	2013	16%	17%	8%	11%	6%	7%	*	28%	*	7%	n/a
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2014	45%	41%	45%	31%	39%	55%	*	*	-	*	46%
	2013	43%	40%	41%	43%	37%	42%	-	*	-	40%	37%
Mathematics	2014	46%	43%	32%	20%	28%	39%	*	*	*	*	28%
	2013	46%	41%	32%	26%	33%	32%	-	*	-	38%	25%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'-' Indicates zero observations reported for this group.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'n/a' Indicates data reporting is not applicable for this group.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Students Success Initiative												
Grade 5												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2014	77%	69%	81%	61%	85%	82%	-	100%	*	100%	70%
Mathematics	2014	79%	76%	63%	39%	51%	74%	-	100%	*	*	50%
Students Requiring Accelerated Instruction												
Reading	2014	23%	31%	19%	39%	15%	18%	-	*	50%	*	30%
Mathematics	2014	21%	24%	37%	61%	49%	26%	-	*	*	83%	50%
STAAR Cumulative Met Standard												
Reading	2014	86%	79%	90%	75%	90%	92%	*	100%	*	100%	89%
Mathematics	2014	88%	85%	73%	54%	66%	81%	*	100%	*	*	60%
STAAR Failers Promoted by Grade Placement Committee												
Mathematics	2013	89%	93%	*	*	*	-	-	-	-	-	*
STAAR Met Standard (Failed in Previous Year) Retained in Grade 5												
Reading	2014	58%	53%	*	-	-	*	-	-	-	-	*
Mathematics	2014	66%	62%	*	-	-	*	-	-	-	-	*
Grade 8												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2014	83%	76%	92%	82%	92%	93%	*	100%	*	100%	86%
Mathematics	2014	80%	72%	80%	59%	78%	85%	*	100%	*	87%	73%
Students Requiring Accelerated Instruction												
Reading	2014	17%	24%	8%	18%	8%	7%	*	*	*	*	14%
Mathematics	2014	20%	28%	20%	41%	22%	15%	*	*	*	*	27%
STAAR Cumulative Met Standard												
Reading	2014	89%	83%	97%	95%	96%	97%	*	100%	*	100%	95%
Mathematics	2014	87%	81%	87%	67%	84%	90%	*	100%	*	100%	79%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2013	95%	97%	*	-	*	*	-	-	-	-	*
Mathematics	2013	95%	94%	*	*	*	*	*	*	*	*	*

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'*' Indicates results are masked due to small numbers to protect student confidentiality.

'n/a' Indicates data reporting is not applicable for this group.

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2012-13	2.2%	3.1%	4.9%	4.8%	8.4%	3.5%	10.0%	0.0%	*	8.0%	0.7%
2011-12	2.4%	3.9%	1.5%	0.0%	2.6%	1.6%	*	0.0%	*	0.0%	0.0%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'-' Indicates zero observations reported for this group.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'n/a' Indicates data reporting is not applicable for this group.

2014 ESEA DATA

OVERALL DISTRICT STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	8058	8080	99.73	9367	9401	99.64
Targeted Achievement Gap Group	2886	2900	99.52	3363	3382	99.44
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	264	265	99.62	324	327	99.08
Hispanic	813	816	99.63	969	975	99.38
White	6290	6307	99.73	7254	7276	99.70
Economically Disadvantaged	2265	2278	99.43	2655	2673	99.33
English Language Learners	365	366	99.73	444	445	99.78
Students with Disabilities	917	921	99.57	1003	1007	99.60

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	6761	7632	88.59	90.05	91.00	4495	5233	85.90	90.84	93.00
Targeted Achievement Gap Group	1984	2676	74.14	80.33	91.00	1365	1856	73.55	85.23	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	20368	22724	89.63	90.05	91.00	13661	15326	89.14	90.84	93.00
Targeted Achievement Gap Group	6381	8249	77.35	80.33	91.00	4427	5560	79.62	85.23	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	# Achieved	# Tested	Percentage	2014 AMO		
African American	200	242	82.64	85.28	130	159	81.76	89.91		
Hispanic	628	749	83.85	84.65	415	506	82.02	89.94		
White	5343	5992	89.17	90.78	3537	4115	85.95	90.81		
Economically Disadvantaged	1624	2058	78.91	82.43	1129	1456	77.54	86.87		
English Language Learners	300	387	77.52	77.22	214	239	89.54	87.71		
Students with Disabilities	389	858	45.34	64.69	270	553	48.82	73.05		

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	7746	8895	87.08	94.56	92.00	3727	5471	68.12	90.24	81.00
Targeted Achievement Gap Group	2344	3144	74.55	89.09	92.00	1058	1937	54.62	84.82	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	23227	25963	89.46	94.56	92.00	11650	15568	74.83	90.24	81.00
Targeted Achievement Gap Group	7365	9328	78.96	89.09	92.00	3628	5643	64.29	84.82	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	# Achieved	# Tested	Percentage	2014 AMO		
African American	236	296	79.73	90.76	103	172	59.88	88.47		
Hispanic	713	899	79.31	90.92	326	535	60.93	86.37		
White	6095	6926	88.00	95.23	2936	4282	68.57	90.54		
Economically Disadvantaged	1875	2427	77.26	90.24	857	1513	56.64	86.10		
English Language Learners	374	487	76.80	86.86	170	301	56.48	87.39		
Students with Disabilities	507	939	53.99	64.69	203	571	35.55	72.31		

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	763	888	85.92	87.00	94.00
Targeted Achievement Gap Group	208	267	77.90	75.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	2165	2512	86.19	87.00	94.00
Targeted Achievement Gap Group	546	724	75.41	75.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	21	28	75.00	77.94	
Hispanic	99	118	83.90	85.94	
White	583	672	86.76	87.16	
Economically Disadvantaged	166	219	75.80	74.40	
English Language Learners	35	38	92.11	76.00	
Students with Disabilities	58	76	76.32	72.02	

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Arkansas Connections Academy Application

Arkansas Connections Academy application for an open-enrollment charter

Motion

To approve the application

Barnes-2	Lester	Rogers
Gotcher-M	Liwo	Saunders
Jones	Pfeffer	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I am much more comfortable with this school's vision and the goals it has set. I feel they have some additional challenges, but at this time they are no greater than others and, therefore, the opportunities exist for students to exceed expectations.
Gotcher	X			I feel the applicant adequately satisfied the requests of the panel and they further demonstrated that poverty would not be a barrier to participate in this academy.
Jones		X		The applicant has not provided evidence that they will create a system where students will achieve even at state levels. Their current national statistics indicate their students are performing at low levels in math. The special education populations, and ELL populations are evidenced to perform much lower with online learning and insufficient offerings speak to assistance to specifically support these students.
Lester				Absent
Liwo	X			The charter will add options for non-traditional students, potentially provide additional

				professional opportunities, and provide expanded choices.
Pfeffer		X		While I support personalized learning, I believe that support is critical for students. I am concerned about the lack of human capital support for students outside of the northwest Arkansas area. There has been no outreach for support in other parts of the state and students will have limited career preparation opportunities with the “carefully selected” curriculum which does not promote hands-on learning. I am also concerned about the quality of teachers available for special needs students due to large numbers of ALPs in the northwest Arkansas area.
Rogers	X			I have concerns about the math scores for all online schools, but currently there is only one other online provider in the state. This will offer an additional choice to those Arkansas families looking for the virtual school path.
Saunders	X			This is an opportunity for choice with online providers.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: November 20, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

November 19, 2015

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Paul Hewitt, Superintendent
Fayetteville School District #1
1000 West Bulldog Boulevard
Fayetteville, Arkansas 72701

**RE: Notice of State Board of Education Hearing
Fayetteville Virtual Academy**

Dear Dr. Hewitt:

On November 18, 2015, the Charter Authorizing Panel met and approved the district conversion charter application for Fayetteville Virtual Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. **Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 25, 2015, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, December 10, 2015.** Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on December 10th, and, at that time, the Board will determine whether or not to review the Panel's decision. If the Board decides to review the Panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Charter Schools, Program Coordinator

CC: Dr. Kim Garrett, Associate Superintendent

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

FAYETTEVILLE VIRTUAL ACADEMY

SUMMARY

Fayetteville Virtual Academy

School District: Fayetteville School District

Grade Levels: K-12

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	4-8	100
2017-2018	4-10	225
2018-2019	4-12	350
2019-2020	K-12	500
2020-2021	K-12	500

Address of Proposed School: 300 South Ray, Fayetteville, AR 72701

Mission Statement:

Fayetteville Virtual Academy will offer a virtual learning experience, as well as specialized field experiences, to kindergarten through 12th grade students who demand or require accelerated learning opportunities, greater flexibility, and/or aid in overcoming challenging circumstances, enabling them to graduate college and career ready.

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

Fayetteville School District

39.44% free and reduced-price lunch (2015-2016)

Needs Improvement District (ESEA 2014) – Literacy and Mathematics

Documentation Provided in Support of the Charter

Letters of Support Included with Response Document

Tom E. C. Smith University of Arkansas
Uvalde Lindsey Arkansas State Senate
Stephen Chapman Parent

Additional Letters of Support on File in Charter Office

Dr. Michael T. Miller University of Arkansas
Dr. Michael Daugherty University of Arkansas
Laura Goodwin Walton Arts Center
Cambre Horne-Brooks Fayetteville Public Education Foundation
Andrea Segó Vandergriff Elementary School
Michelle Hayward McNair Middle School

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

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The applicant states that the charter will provide a computer and needed accessories via a “one year loan” to low income families, but low income is not defined. The charter will require the families to pay for connectivity.

The applicant should be aware that all courses may not be approved for NCAA purposes.

The applicant should be aware that the digitally provided AP Courses must be instructed by College Board trained instructors with approved syllabi.

C16: STAFFING PLAN

It remains unclear if the applicant understands that the special education instructor must be licensed in special education.

OTHER

The effect of the letter of commitment to be signed by student, parent/guardian, and advisor after orientation, includes the following statement, “I commit to finish at least one year at the Fayetteville Virtual Academy before considering a different learning environment.”

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Fayetteville Virtual Academy

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Fully Responsive

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Explain if the clubs will be available to charter school students only.**
- **Confirm that any field experience required as part of a course will be free to the student.**

Applicant Response:

Clubs sponsored by Fayetteville Virtual Academy (FVA) will be primarily offered to and available for FVA students only. There could be occasional exceptions in the case of joint-effort teams (robotics, etc.) where schools might work together.

All field experiences will be offered at no charge to the students. Parents may be required to provide transportation on occasion.

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and

- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- **Confirm that alternative assessments will be provided to students when included in IEPs.**

Applicant Response:

Fayetteville School District confirms that alternative assessments will be provided to students when included in the student's IEP.

C5: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Confirm that extracurricular participation will be in compliance with Arkansas Activities Association Rules.**

Applicant Response:

Fayetteville School District confirms that all extracurricular participation by FVA students will be in compliance with Arkansas Activities Association Rules.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and

- An explanation of how the district will pay for all costs associated with the curriculum

Fully Responsive

Concerns and Additional Questions

- **Explain if district staff or a contracted provider will provide digital instruction.**
- **If the district plans to contract for digital instruction, name the providers under consideration.**
- **Explain the type of at home support that will be provided for the students and their guardians or learning coaches.**
- **Explain how students PLPs will be developed, specifically for students who have not previously been enrolled in the district.**
- **Explain the source of funding for the student technology and connectivity.**

Applicant Response:

Regarding Digital Instruction:

An excellent and proven online curriculum package, provided by k12 and Fuel Ed, for grades K-12 will be utilized in the Fayetteville Virtual Academy (FVA). Fuel Ed is the provider for grades 6 – 12; k12 is the provider for grades K-5. For the core courses (English language arts, math, science, and social studies) in each of grades 4 – 8, FVA teachers will deliver the k12 or Fuel Ed curriculum in a blended learning format. k12 curriculum and Fuel Ed curriculum are aligned to Arkansas standards in the four core content areas. Curriculum for the three noncore areas (music, art, world languages) in each grade level will be delivered by k12 and Fuel Ed teachers using k12 curriculum for grades K-5 and Fuel Ed curriculum for grades 6 – 12, which are both aligned to Arkansas standards in music, art, and world languages. FVA teachers will closely monitor progress of FVA students in the noncore areas and will collaborate and intervene when appropriate with the k12 or Fuel Ed teachers. Standards within the Arkansas Framework for Physical Education will be learned by students at each grade level with the focus being on developing a personalized fitness plan for each student. FVA teachers will coordinate the development of the personalized fitness plan and the learning of PE standards for FVA students.

Regarding Home Support:

FVA teachers will monitor electronically the progress of each FVA student to ensure that students are being successful and are progressing within the FVA curriculum. To monitor the student's progress, the PLP will be reviewed by the teacher, student, and parent (PLP team) regularly to make sure that the student, whether advanced, on-track, or at-risk, is demonstrating success including opportunities for challenge. Adjustments will be made to ensure that all students are progressing at the optimum rate for each child. FVA teachers will be accessible daily by phone or email to parents/learning coaches of FVA students to provide any assistance that parents need in order to help their child progress and experience success within the FVA curriculum.

In addition to support provided to parents while at home with their student, FVA teachers

will be available during office hours for parent meetings.

Regarding Student PLPs:

For FVA students who have not been previously enrolled in FPS, the FVA staff will gather information that informs placement of the student within the FVA curriculum. FVA students will be asked to provide samples of student writing, to respond to an Informal Reading Inventory(ies) administered by FVA staff, to take a mathematics assessment, and to respond to math performance tasks. FVA staff will review the individual student’s performance on all of the above in order to determine placement within the appropriate grade level curriculum offered within the FVA. Results from these assessments are critical in the development of the Personal Learning Plan for FVA students who do not bring evidence of completed grade level curriculum.

Regarding Funding for Technology:

FVA families will be expected to provide a technology device and necessary accessories for their students who will be enrolled in the FVA. For low income families, FVA will provide a computer and needed accessories via a “one year loan” agreement that will be negotiated by the FVA Director and the particular family and signed by both parties. FVA will not provide the cost for connecting to the internet; however, the FVA director will assist the FVA families to make contact with a local cable company to seek the low cost monthly connectivity rate (Cox Cable currently offers \$9.95/month). The cost for technology will be provided through district funds (state foundation funds and local revenue) and through additional grant funding. Grant funds are currently being sought from the Walton Family Foundation in support of start-up costs for the FVA.

Remaining Issues:

- The applicant states that the charter will provide a computer and needed accessories via a “one year loan” to low income families, but low income is not defined. The charter will require the families to pay for connectivity.
- The applicant should be aware that all courses may not be approved for NCAA purposes.
- The applicant should be aware that the digitally provided AP Courses must be instructed by College Board trained instructors with approved syllabi.

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel; and

- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time.

Fully Responsive

Concerns and Additional Questions

- **Confirm that PLPs will be developed, specifically for students who have not previously been enrolled in the district, as described in response to C-6 comments.**

Applicant Response:

Regarding Student PLPs:

As stated above, for FVA students who have not been previously enrolled in FPS, the FVA staff will gather information that informs placement of the student within the FVA curriculum. FVA students will be asked to provide samples of student writing, to respond to an Informal Reading Inventory(ies) administered by FVA staff, to take a mathematics assessment, and to respond to math performance tasks. FVA staff will review the individual student's performance on all of the above in order to determine placement within the appropriate grade level curriculum offered within the FVA. Results from these assessments are critical in the development of the Personal Learning Plan for FVA students who do not bring evidence of completed grade level curriculum. Fayetteville School District confirms that PLPs will be developed for students who have not been previously enrolled in the district.

C8: CHARTER MODEL

Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

Fully Responsive

Concerns and Additional Questions

- **Explain the ways in which developing and managing the budget and day-to-day operations will be conducted differently from other schools in the district.**

Applicant Response:

The FVA director will work with the staff of the FVA to determine the needs of the students and the school. Once the staff has determined the priorities for the next year the director will work with the district CFO to create the budget for that year. Day to day operations will be led by the director and will follow district guidelines to be transparent and accountable. The director is the primary person responsible for the finances of the FVA with the support of the district financial staff. The director is responsible for purchasing but will also have the support of the district group purchasing power. This method of budget management has proven to be successful, so it is not substantially different from other schools within the district.

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

Fully Responsive

C11: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Outline a process that will be in place to ensure that all curriculum materials, used in the educational program, align with the Arkansas Department of Education's Curriculum Frameworks and the Common Core State Standards.**

Applicant Response:

During each spring and summer, FVA teachers in each specific course will meet with FPS content specialists to jointly review and determine that the FVA curriculum maps are aligned to all Arkansas Frameworks and Common Core State Standards and make any revisions deemed appropriate. This is particularly important with the New Arkansas Framework for Science and recently revised Arkansas Framework for Social Studies.

C12: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions

- **Based on the information provided, the applicant will need to apply for a waiver of ALE Rules.**

Applicant Response:

We wish to amend our application to read as follows:

Fayetteville Public Schools offers an established alternative education program within the school district. Teachers in the alternative education program are fully certified and receive specialized training in the pedagogy and curriculum to meet the needs of their students referred to the ALE. FVA will provide appropriate discipline and intervention responses for students with disciplinary, socially dysfunctional or behavioral problems, but will not provide a physical ALE center, as the school is operated virtually.

We respectfully request to amend our application to include a waiver request of ALE rules.

C13: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

C14: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Confirm that students residing outside of the Fayetteville School District will be legally entitled to attend the proposed charter via school choice, legal transfer, or other legally allowable options.**
- **Provide a copy of the “letter of commitment.”**

Applicant Response:

Fayetteville Virtual Academy will accept and welcome students who reside outside of the Fayetteville School District who enroll in the school via school choice, legal transfer or other legally allowable options.

FVA Letter of Commitment is included.

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C16: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

Fully Responsive

Concerns and Additional Questions

- For each position, provide the minimum qualifications that will not be waived under any circumstances.

Applicant Response:

The following minimum qualifications will not be waived:

FVA Director:	Arkansas Teaching License Master's Degree *We request to amend our original application to include this qualification.
FVA Assistant Director:	Arkansas Teaching License
Teacher (K-12):	Arkansas Teaching License
Field Experience Coordinator:	College Degree

Administrative Assistant:

High School Diploma *We request to amend our original application to include this qualification.

Remaining Issues: It remains unclear if the applicant understands that the special education instructor must be licensed in special education.

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

Fully Responsive

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C21: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C22: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

C23: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

OTHER:

- Complete the following table with the grade levels and maximum enrollment to be served by year:

Applicant Response:

School Year	Grade Levels	Maximum Enrollment
2016-2017	4-8	100
2017-2018	4-10	225
2018-2019	4-12	350
2019-2020	K-12	500
2020-2021	K-12	500

Remaining Issues: The effect of the letter of commitment to be signed by student, parent/guardian, and advisor after orientation, includes the following statement, “I commit to finish at least one year at the Fayetteville Virtual Academy before considering a different learning environment.”

Fayetteville Public Schools

Letter of Commitment for Fayetteville Virtual Academy

To be completed after Orientation:

As a Fayetteville Virtual learning student:

___ I will regularly check my dashboard for messages, assignments, and work to be completed.

___ I will communicate regularly with my advisor and all teachers.

___ I understand that my teachers, advisor, and director are resources to assist me in my learning and I must reach out to them when I struggle.

___ I understand that participation in the Field Experiences is designed to help me to explore my interests, to deepen my knowledge in academics and potential careers, and to give back to my community.

___ I will develop a personalized learning plan jointly with my advisor and parent/guardian and will commit to its successful completion.

___ I certify that I am prepared to make the adjustments necessary in my schedule to allow me to participate and complete my courses.

___ I commit to finish at least one year at the Fayetteville Virtual Academy before considering a different learning environment.

Date: _____

Student's Name: _____ Signature: _____

As a parent/guardian of a student in the Fayetteville Virtual Learning Academy, I will support my child in all areas mentioned above.

Parent/Guardian's name: _____ Signature: _____

As the advisor of the student named above in the Fayetteville Virtual Learning Academy, I will support this student in all areas mentioned above.

Advisor's Name: _____ Advisor's Signature: _____

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

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

**Fayetteville Virtual Academy
Waivers Requested in Original Application
2015 District Conversion Application**

1. School Day/Year/Seat Time

Ark. Code Ann. § 6-10-106 Uniform dates for beginning and end of school year

Ark. Code Ann. § 6-16-102 School Day

Ark. Code Ann. § 6-18-211 Mandatory attendance for students in grades nine through twelve

Ark. Code Ann. § 6-18-213(a)(2) Attendance records and reports generally

ADE Rules – Mandatory Attendance requirements for Students in Grades Nine through 12

Standards for Accreditation 10.01.4 (6 hour day)

Standards for Accreditation 14.03 (Seat time)

While FVA does not plan to start school early in year one, the school would like the opportunity to flex the school year calendar. Students should have the opportunity to use each day of the week for learning –students will still be accountable for 30 hours of work each week and will be monitored by teachers and learning coaches. FVA is asking for a waiver of the 120 clock hour concerning seat time – not any graduation requirements. FVA will adhere to the full curriculum alignment with the Arkansas frameworks. This waiver assists in providing the flexibility needed to reach the academic goals and to participate in field experiences.

Legal Comments: It appears the only part of Ark. Code Ann. § 6-10-106 needed is (a).

Applicant Response: We request to amend our waiver request of Ark. Code Ann. § 6-10-106 to only request § 6-10-106 (a).

Remaining Issues: None

2. CPR Instruction

Ark. Code Ann. § 6-16-143 Cardiopulmonary resuscitation instruction

Students will receive CPR instruction, but instruction will be virtual and will not include a psychomotor component.

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

Legal Comments: None

Remaining Issues: None

3. Licensure

Ark. Code Ann. §6-15-1004 Qualified teachers in every public school classroom

Ark. Code Ann. § 6-17-302 Public School Principals- Qualifications and responsibilities

Ark. Code Ann. § 6-17-309 Licensure- Waiver

Ark. Code Ann. § 6-17-401 Teacher's license requirement

Ark. Code Ann. § 6-17-902 Definitions

Ark. Code Ann. § 6-17-919 Warrants void without valid certificate and contract

ADE Rules – Licensure- Educator Licensure

Standards for Accreditation 15.01 through 15.03

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

Teachers will be licensed in Arkansas except for those situations where a local teacher cannot be identified or for classes with a low number of students. In these cases, FVA intends to contract with a curriculum provider who will employ teachers who are licensed in the states they reside. While certified administrators and teachers will be sought, FVA requests the discretion to hire the best leaders and teachers for the school that is available. This waiver will aid in increasing student achievement by providing students with the most effective teachers and a full catalogue of courses, and in meeting the academic goals. FVA will fully comply with the Highly Qualified Teacher requirements as applicable. Teachers and Administrators will all need to successfully complete criminal background and Child Maltreatment Registry checks.

Legal Comments: It does not appear that waiver of Standard 15.01 is necessary. Also, the ADE Rules Governing Parental Notification no longer exists. Those rules were combined with the ADE Rules Governing Educator Licensure.

Applicant Response: We wish to withdraw the requests for waivers of Standard 15.01 of the Standards for Accreditation and the ADE Rules for Governing Parental Notification.

Remaining Issues: None

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

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

4. Personnel Policies (Teacher Fair Dismissal/Public School Employee Fair Dismissal)

Ark. Code Ann. §6-17-1501 et seq. Teacher Fair Dismissal Act

Ark. Code Ann. §6-17-1701 et seq. Public School Employee Fair Hearing Act

ADE Rules – Personnel Policies

With the new venture of a Virtual Academy, FVA requests the flexibility to make timely decisions regarding the best staff for students. All efforts will be made to support teachers to be successful in the virtual learning environment. Flexibility in staffing supports meeting the academic goals.

Legal Comments: Waiver of the ADE Rules Governing Personnel Policies is not necessary to have a waiver of the Teacher Fair Dismissal Act and Public School Employee Fair Hearing Act. If waiver of the ADE Rules Governing Personnel Policies is sought, the applicant should indicate which sections it wishes to waive and request the corresponding statutory sections.

Applicant Response: We wish to withdraw the request to waive ADE Rules – Personnel Policies.

Remaining Issues: None

5. Class Size and Teaching Load

Standards for Accreditation 10.02

In an online setting, teachers may successfully work with a larger number of students. The following alternative student to teacher ratio is proposed: Teachers (k-12) 40:1 This waiver supports flexibility in order to meet academic goals.

Legal Comments: None

Remaining Issues: None

6. Food Services

Ark. Code Ann. § 6-18-705 Breakfast Program

Ark. Code Ann. §6-20-701 et seq. School Lunch Program

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

As a virtual academy, FVA will not serve meals.

Legal Comments: Waiver of Ark. Code Ann. § 6-20-701 is not necessary.

Applicant Response: We wish to amend our waiver request for Arkansas Code Ann. §6-20-701 et seq. School Lunch Program to remove only Arkansas Code Ann. §6-20-701.

Remaining Issues: Waiver of Ark. Code Ann. § 6-20-701 et seq. is not necessary.

7. School Nurse/Media Services

Ark. Code Ann. § 6-18-706

Ark. Code Ann. § 6-25-103 & 104

Public School Library Media and Technology Act

ADE Rules – Public School Student Services 3.01.6

Standards for Accreditation 16.01, 16.02.3, and 16.03

As a virtual academy FVA will not require a school nurse of library media specialist. FVA will not employ a library media specialist or utilize a media center. These tools will be available online or through partnerships with local libraries. This waiver supports the virtual academy goals through flexibility.

Legal Comments: The applicant does not need a waiver of the entire Public School Library Media and Technology Act. The relevant statutes from that Act (Ark. Code Ann. § 6-25-103, 104) have already been requested to be waived.

Applicant Response: We wish to amend our waiver request concerning Media Services to only request Ark. Code Ann. § 6-25-103 through 6-25-106 and withdraw our request for a waiver of the entire Public School Library, Media and Technology Act.

Remaining Issues: None

8. Guidance Counseling Services

Ark. Code Ann. §6-18-1001 et seq.

Public School Student Services Act

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

ADE Rules – Public School Student Services 3.01.1

Standards for Accreditation 16.01.3

Through the Personalized Learning Plan, FVA staff will provide appropriate and individualized guidance for each student. The PLP Team will work with students in scheduling and post-graduation planning support. This waiver also supports the goal by providing the flexibility of the virtual academy to best meet the needs of all students.

Legal Comments: None

Remaining Issues: None

DESEGREGATION ANALYSIS: Fully responsive

Additional Waiver Requests: ALE

Applicant Response:

Regarding C12: Student Services, as suggested by the ADE Internal Charter Review Committee, we request waiver of:

Ark. Code Ann. §6-15-1005(b)(5)(A) Safe, equitable, and accountable public schools

Ark. Code Ann. §6-18-503(a)(1)(C)(i) Written student discipline policies required

Ark. Code Ann. §6-48-101 et seq. Alternative Learning Environments

ADE Rules – Student Discipline and School Safety Policies 4.10

Standards for Accreditation 19.03

Fayetteville Public Schools offers an established alternative education program within the school district. Teachers in the alternative education program are fully certified and receive specialized training in the pedagogy and curriculum to meet the needs of their students referred to the ALE. FVA will provide appropriate discipline and intervention responses for students with disciplinary, socially dysfunctional or behavioral problems, but will not provide a physical ALE center, as the school is operated virtually.

Remaining Issues: None

**ADE LEGAL
DESEGREGATION
ANALYSIS**



MEMO

DATE: November 6, 2015

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Five public school districts submitted applications for district conversion charter schools:

- Cave City School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Fayetteville School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 500 students;
- Gentry School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 500 students;
- Hot Springs School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Springdale School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 2,000 students.

II. Statutory Requirements

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

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

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. Each applicant's desegregation analysis is attached to this memo.

IV. ANALYSIS FROM THE DEPARTMENT

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

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs World Class High School, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.

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

Applicant Response:

Parents and guardians will be invaluable in the success of Fayetteville Virtual Academy. From the moment a student enrolls in FVA, that student's parent or guardian becomes an active part of the learning process as a learning coach. Training and support will be offered to these learning coaches to underscore the importance of their role, and ensure student success.

Not only will parents and guardians serve their students in the home setting, parents who are experts in their fields will be enlisted as mentors and participants in the Field Experiences for other FVA students.

The success of the Field Experiences and Specialization will be determined in large part by the commitment of our community to join us in providing FVA. Partnerships with key community organizations and businesses will be sought to provide FVA students with field experiences that fulfill their Personalized Learning Plans and encourage further study.

Fayetteville Virtual Academy will have an active Parent-Teacher Organization (PTO). Additionally, the President of this PTO will serve on the district's Presidents' Council which meets monthly with the superintendent and key cabinet members to discuss district agenda items and concerns. FVA's PTO will convene monthly to provide their feedback to the administration and will also serve as representatives for the larger constituents.

The PTO will be able to serve as liaisons to all parents and serving as visible supporters of the FPS Virtual Academy.

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

Applicant Response:

This proposed conversion public charter school will not have an effect on any school that must comply with any court orders and statutory obligations as it relates to the maintaining a unitary system of desegregated public school. Fayetteville Virtual Academy will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Fayetteville Public School District is not currently under any court ordered desegregation mandate.

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Wednesday, September 9, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Fayetteville Virtual 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
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Fayetteville Virtual Academy

Grade Level(s) for the School: K - 12 Student Enrollment Cap: 500

Name of School District: Fayetteville School District #1

Name of Contact Person: Kim Garrett, Ed.D., Associate Superintendent

Address: 1000 West Bulldog Boulevard City: Fayetteville

ZIP: 72701 Daytime Phone Number: (479) 444-3000 FAX: (479) 444-3004

Email: kim.garrett@fayar.net

Charter Site Address: 300 South Ray

City: Fayetteville

ZIP: 72701 Date of Proposed Opening: August 2016

Name of Superintendent: Paul Hewitt, Ed.D.

Address: 1000 West Bulldog Blvd. City: Fayetteville

ZIP: 72701 Daytime Phone Number: (479) 444-3000

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Fayetteville Virtual Academy will offer a virtual learning experience, as well as specialized field experiences, to kindergarten through 12th grade students who demand or require accelerated learning opportunities, greater flexibility, and/or aid in overcoming challenging circumstances, enabling them to graduate college and career ready.

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

Applicant Response:

The Fayetteville School District proposes a Conversion Charter School, which will be a new LEA within the district. This proposed school will offer a virtual learning experience, as well as specialized field experiences, to students who demand or require options in their public education. Fayetteville Virtual Academy (FVA) will: provide a public education option to Northwest Arkansas' homeschooled population; reach students with high levels of anxiety in the classroom; enable students with unique situations not being served elsewhere to receive a high quality education; provide additional solutions for students with lapsed attendance or who are homebound, and provide an excellent option for accelerated learners. Three innovations signify Fayetteville Virtual Academy: the development of a Personalized Learning Plan (PLP) for each student, field experiences tailored to specific student interests, and every student's opportunity to specialize in an area of study. The PLP will be uniquely aligned to each student's needs and interests. This PLP will be reviewed by the teacher, student, and parent regularly to confirm that the student is demonstrating success. The PLP will eventually include a College and Career Portfolio that reflects academic pursuits, field experiences, and specialization areas. Field Experiences will be an exciting option for students of FVA. Tailored to a student's specific interests within the arts, sciences, languages, math, technology, engineering or more; field experiences could include visits to museums, local industry, and more. Finally, FVA students will specialize. By the end of the senior year, each student will have chosen at least one area to study deeply through experiences and coursework, completing four FVA courses in a specialized area. Fayetteville Virtual Academy offers an invaluable association with a public school district that has a long and rich history in Arkansas - a district that can provide more than just the opportunity to take online classes, but also the chance to be a part of a dynamic community of learners, athletes, musicians, actors and community servants. All in all, students will graduate from FVA with a focused college and career plan substantiated by field experiences and a diploma from Fayetteville Public Schools linking them to a community for a lifetime.

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 to assess support for Fayetteville Virtual Academy was held on August 10, 2015 at 6:00 pm in the Adam's Leadership Center at 1000 West Bulldog Boulevard, Fayetteville, Arkansas. Notice of this hearing was posted on the District's Website and Social Media pages, was emailed to all certified staff members and parents, and was placed as an advertisement in the Arkansas Democrat Gazette on Sunday, July 19, 2015. Additionally, a reminder phone call was made to parents regarding the meeting.

Forty-seven individuals signed into the August 10th meeting, although there were more in attendance. Local media also covered this event. Dr. Paul Hewitt, Superintendent welcomed attendees and introduced the charter planning team: Dr. Kim Garrett, John L Colbert, Kay Jacoby, Mark White, and Holly Johnson. Dr. Garrett presented an overview of the proposed Fayetteville Virtual Academy including background information, innovations, timeline for implementation, and why Fayetteville Public Schools is right for this venture. Questions and comments were taken from the community. Discussion centered around extra curricular activities, athletics, teacher training, types of curriculum, individualized instruction, language instruction, and excitement about the possibilities. Attendees were all inquisitive and supportive.

An agenda, roster, and other pertinent information regarding this meeting are attached.

District staff also made a presentation to the Fayetteville Chamber of Commerce Legislation and Education Committees regarding the proposed Virtual Academy on Friday, August 21, 2015.

Additionally, the district held a meeting for teachers interested in teaching in the virtual academy on Thursday, September 3, 2015. Over 50 teachers expressed interest in learning more. A roster of those attendees is attached.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located *at least three weeks prior to the date of the meeting.***

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

Applicant Response:

Fayetteville Virtual Academy will offer a virtual learning experience, as well as specialized field experiences, to kindergarten through 12th grade students who demand or require accelerated learning opportunities, greater flexibility, and/or aid in overcoming challenging circumstances, enabling them to graduate college and career ready.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Fayetteville School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	85.64	84.76	86.51
Targeted Achievement Gap Group	72.75	72.23	72
African American	71.3	61.63	72.92
Hispanic	74.72	75.56	80.65
White/Caucasian	89.5	89.79	88.29
Economically Disadvantaged	73.94	72.77	72.56
English Language Learners/ Limited English Proficient	70.47	69.21	79.41
Students with Disabilities	44.52	54.53	62

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Fayetteville School District		
Campus Name	Fayetteville Virtual Academy will be a new LEA within the district		
Grade Levels	K-12		
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Fayetteville School District		
Campus Name	Fayetteville High School		
Grade Levels	10 - 12 (2015 - 2016 will be 9-12)		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	83.15	82.10	87.54
Targeted Achievement Gap Group	62.76	74.32	74.23
African American	73.44	68.09	77.78
Hispanic	60.81	69.44	81.97
White/Caucasian	87.83	88.64	88.89
Economically Disadvantaged	62.26	74.45	75.32
English Language Learners/ Limited English Proficient	41.18	54.17	81.82
Students with Disabilities	33.33	68	64.58

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Fayetteville School District		
Campus Name	McNair Middle School		
Grade Levels	6-7 (2015 will be 5-6)		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	90	87.88	
Targeted Achievement Gap Group	71.51	68.28	
African American	88	84	
Hispanic	65.85	56.10	
White/Caucasian	92.22	90.78	
Economically Disadvantaged	75.84	69.8	
English Language Learners/ Limited English Proficient	44	36	
Students with Disabilities	47.54	54.1	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Fayetteville School District's analysis indicates a need for Fayetteville Virtual Academy (FVA). Considering the population of students, potential students, parents, and available data, it was determined that the FPS educational opportunities should be expanded outside the walls and time constraints of the traditional school through virtual opportunities.

Three distinct categories of students who will particularly benefit from virtual learning were identified - students who are "at risk," students who are homeschooled, and students who desire accelerated learning. The desire to educate and support all of these students and their families drives the decision to provide Fayetteville Virtual Academy to the community of Fayetteville Public Schools.

Across the United States, provision of online public schools is growing. Thirty states now offer fully online schools with 315,000 students taking all of their courses online across the US. (www.kpk12.com/states). There are virtual schools available to students on a state-wide basis. Fayetteville Public Schools can offer this online opportunity - but along with it the invaluable association with a public school district that has a long and rich history in the state of Arkansas - a school district that can provide more than just the opportunity to take online classes, but with it the chance to be a part of a dynamic community of learners, athletes, musicians, actors, and community servants.

“Blending Learning: The Evolution of Online and Face-to-Face Education from 2008 -2015” published by The International Association for Online Learning (iNACOL), states “Personalized learning environments provide the very best educational opportunities and personalized pathways for all students, with highly qualified teachers delivering world-class instruction using innovative digital resources and content.” Fayetteville Virtual Academy, through online curriculum and tailored personalized learning, will offer this personalized, online learning within

the Fayetteville School District.

The students and parents within the Fayetteville School District are discerning and have exceedingly high expectations; many are well-educated due to the proximity of the University of Arkansas. Fayetteville is also a diverse community due in part to this university community, as well. This population demands excellence and opportunity. It is expected that students will utilize this Virtual Academy for many reasons -for greater flexibility, to ameliorate challenging circumstances, to access accelerated learning opportunities, and as an alternative to homeschooling.

Serving Homeschooled Students:

The number of homeschooled students in the 2013-2014 school year residing in the Fayetteville School District was 305. In the Northwest Arkansas area, including Benton and Washington Counties, that number expands to 3,267. Students are homeschooled for a variety of reasons including: religious reasons, concerns about public and private schools, lack of individual attention or focus, demanding extracurricular schedules for elite athletes, or health and discipline issues. Available test data regarding homeschooled students is inadequate - achievement is hard to define. There is little data available for comparison to students in public schools. Still, anecdotal evidence has demonstrated that many homeschool families are not utilizing a rigorous curriculum that best prepares them for college or career. Fayetteville Virtual Academy can make a difference to these families by providing an alternative curriculum presented by the excellent faculty of the Fayetteville Public Schools.

Serving At Risk Students:

Statistics outlined in the charts above highlight an achievement gap for “at risk” students in particular. There is room for improvement - a variety of challenges prevent students from reaching their full potential. These challenges include: high levels of anxiety, lapsed attendance, being homebound or unique situations not being served elsewhere. A virtual academy, with personalized instruction, mentoring, and individualized monitoring can make an impact on the future of these students. This potential is discussed in the North American Council for Online Learning’s (NACOL) paper, “Using Online Learning for At-Risk Students and Credit Recovery.”

Many educators are finding that online and blended learning are effective ways to reach students who fail one or more courses, become disengaged, or who seek an alternative to traditional education. Some of the early online programs that initially focused on high-achieving students, such as the Kentucky Virtual High School, have expanded offerings, and are finding success with a much broader range of students. As online learning moves past the early adopter phase, the growth of online programs focused on at-risk students or credit recovery has redefined how educational technology can be used to address the needs of all students, from advanced students in search of Advanced Placement or dual-credit courses, to at-risk students trying to find the right instructional mix to fit their learning styles.

The promise of using online learning in providing an alternative method of instruction for at-risk students is demonstrated by the increasing number of school districts implementing online curriculum with at-risk students and dropouts, and the success of many of these online credit recovery programs.

The self-paced aspect of online courses is particularly valuable to at-risk students, who may associate education with difficulties and stress, compounded by learning deadlines imposed by arbitrary calendars or school hours.

(http://www.inacol.org/wp-content/uploads/2015/02/NACOL_CreditRecovery_PromisingPractices.pdf).

Serving Accelerated Students:

Fayetteville Public Schools has a vibrant community of gifted and talented, advanced and accelerated students, as demonstrated by the continually high ACT scores, consistently exceeding state and national averages by nearly 4 points in all categories. Additionally, in 2015, 59 7th grade students were recognized as Arkansas Duke TIP students, with four of these being recognized nationally. As we review the numbers of gifted and talented students, in elementary school grades K- 5, a five year average shows 478 students participating in GT programs. By high school, GT participant numbers dwindle to an average of 233 over five years. A virtual school could encourage gifted and talented students, through the use of the PLP, to continue along this accelerated path by allowing more AP courses, and more attention to acceleration. Additionally, those students who wish to work in an even more accelerated manner, take additional coursework, or even graduate early will find Fayetteville Virtual Academy provides this flexibility as well.

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:

N/A

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

Three distinguishing innovations of the Fayetteville Virtual Academy are as follows: a Personalized Learning Plan (PLP), Field Experiences and the Opportunity to Specialize.

1. A Personalized Learning Plan

FVA will offer personalized, rigorous, online academic curriculum providing learning opportunities aligned to student needs and/or interests through the creation of a Personal Learning Plan (PLP) for each FVA student. This plan will span three levels of education: K-3, 4-8, and 9-12. At each level, students will participate in General Studies as the core instruction.

- In K through 3, General Studies is defined as foundational learning in English Language Arts and Reading, Mathematics, Science, and Social Studies.
- In grades 4-8, General Studies is defined as the four core content areas with enhanced or accelerated coursework such as Pre-Advanced placement studies and courses for high school credit available in all four areas.
- In grades 9-12, general studies is defined as courses that meet high school graduation requirements including Advanced Placement (AP) and concurrent college courses.

The online curriculum allows students and families the flexibility that many desire. Learning can be anywhere, anytime, and self-paced. FVA students will be supported by the partnership of FVA teachers

and their parents, who become co-learning coaches for students. The teacher, parent and student become the PLP team and work together to ensure the success of the student. The team is provided an important orientation and education. The PLP team regularly reviews the PLP to make sure that the student, whether advanced, on-track, or at-risk, is demonstrating success including opportunities for challenge. Adjustments will be made to ensure that all students are progressing at the optimum rate for each child. Over time, each student will create a college and career portfolio that reflects academic pursuits, field experiences including college and career visits, assessments, and specialization areas that will become evidence for college admissions and career readiness. Assessments will include the ACT Aspire, ACT/SAT, and the PSAT along with performance on Advanced Placement Exams, and college and career interest inventories.

2. Field Experiences

Field Experiences will offer FVA students opportunities to interact with other students and adults to develop collaboration, communication, creativity, and critical thinking skills. Field experiences will allow students opportunities to fully participate in their community by finding areas where they can serve others. Students will be connected with educators, professionals, or community leaders in order to first explore and then narrow their particular interests for more in-depth research and study within a particular area. A Field Experiences Coordinator will be employed by FVA to ensure the success of this innovation. Field experiences for all students will be broken into three general areas: community service, exploration, and specialization. Community service offers students unique connections with the world they inhabit. They can volunteer in a variety of ways, including work with local nonprofits or religious institutions. Exploration provides a window into future career or college choices - What is exciting? What encourages future study? Specialization offers that deeper commitment to learning and excelling in a field of study.

At the K-3 level, field experiences will focus more heavily on community service with some exploration. Fourth through 8th grades will continue the community service aspect, but focus more on exploration with some specialization taking place for those interested students. Community service and exploration may continue in grades 9-12 but the focus should begin to narrow into an area of specialization as students prepare for college and career. The district's relationship with the University of Arkansas will offer FVA students the potential to understudy with an expert in the student's particular area of interest whether that be nanotechnology, architecture, medicine, engineering, logistics, entrepreneurship, sustainability, and more. Our strategic location provides FVA students with many possibilities to explore - Crystal Bridges Museum of American Art, the new Children's Amazeum, the Walton Arts Center and more. Clubs will also be created based upon students' interests such as: Quiz Bowl, Anime, BioMed, Book Clubs, Chess, Cycling, Debate, Disc Golf, Distributive Education Club of America (DECA), Driver Safety, ESports, Fellowship of Christian Athletes, Fashion Club, Film Club, Fishing Club, National Honor Society, French Honor Society, Future Business Leaders of America (FBLA), Future Farmers of America (FFA), German National Honor Society, Model United Nations, Interact Club, Mu Alpha Theta, Travelers Club, and more.

3. Specialization

All students will be given opportunities to specialize - beginning as early as in elementary school. FVA specialization areas are comprised of seven categories:

- Humanities - including writing, historical study, political science;
- World Languages - including Spanish, French, German, Japanese, Latin, Chinese;
- Fine Arts - including music, art, theatre, and dance;
- STEM - including Science, technology, engineering, and math;
- Wellness - including health, fitness, athletics, and nutrition;
- Career and Technical pursuits - including welding, entrepreneurship, sustainability, and;
- Service to others - including teaching, psychology, counseling, social work.

Areas of specialization will become part of each student's PLP and will be reflected in the college and career portfolio. By the end of the senior year, each student will have chosen at least one area to study deeply through coursework, field experiences, independent research, mentorships, internships, and other activities that help the student transition from high school to college and career. Students will complete four FVA courses in a specialized area of student interest. For example, a student who is interested in medical school might complete four advanced science courses such as AP Biology, AP Physics, AP Chemistry and Anatomy and Physiology, visit a local hospital to view a surgery in a field experience, and complete an internship with a local practitioner. Another who is interested in automotive service technology would take courses in engine repair, brake systems, power train systems and suspension and steering at Northwest Technical Institute (NTI), skype with an Automotive Technician and complete an internship at a local dealership.

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

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
FVA students will attain proficiency in reading.	3rd-11th grade: ACT Aspire and ACT state mandated assessments in reading; K-2: State mandated tests	80 % of FVA students will meet or exceed the state average in reading.	Annually with administration of required state assessments
FVA students will attain proficiency in mathematics.	3- 11th grade: ACT Aspire and ACT State mandated assessments in math; K-2: State mandated tests	80% of FVA students will meet or exceed the state average in math.	Annually with administration of required state assessments
FVA students will attain proficiency in language arts.	3- 11th grade: ACT Aspire and ACT State mandated assessments in l.arts; K-2: State mandated tests	80% of FVA students will meet or exceed the state average in language arts.	Annually with administration of required state assessments
FVA students will attain proficiency in writing.	3- 11th grade: ACT Aspire and ACT State mandated assessments in writing; K-2: State mandated tests	80% of FVA students will meet or exceed the state average in writing.	Annually with administration of required state assessments
FVA students will develop a PLP to support college and career readiness.	PLP records	100%	Yearly
FVA students will participate in a minimum of one field experience each month.	Field Experience records	90% of students will report field experience participation in their PLP.	Monthly
FVA students will take college entrance exams	ACT and/or SAT	Beginning in 2018-19, a baseline percent will be established with seniors and will increase each year.	By the end of the student's senior year (Beginning in year three).

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:

The needs to be met by the conversion charter include:

- Providing a public education option to Fayetteville's homeschooled population;
- Reaching students with high levels of anxiety;
- Enabling students with unique situations not being served elsewhere to receive a high quality education;
- Providing additional solutions for students with lapsed attendance or who are homebound, and;
- Providing an excellent option for accelerated learners.

It is anticipated that students from each of the aforementioned groups will achieve their potential from enrollment in Fayetteville Virtual Academy. The overarching goal of the Fayetteville Public Schools and Fayetteville Virtual Academy is to graduate college and career ready students. One measure of the progress toward this goal is the students' success in meeting or achieving the proficiency levels on state mandated tests - which are the first four goals outlined. The remaining goals are the means by which the virtual academy will ensure that students are successful in this effort.

Students will develop a Personalized Learning Plan

Students will be better prepared for college and career by having more opportunities to investigate and potentially intern in specialized areas. FVA field experiences will be driven by a Personal Learning Plan (PLP) for each student that will guide each student to experience not only a well-rounded education but also to create a virtual portfolio that will better prepare them for college entrance requirements and career readiness. The PLP will be developed by PLP team consisting of the student, parent, and teacher. In addition to academics, each student's learning plan will include hands-on activities, college and career visits, and other extension activities for the student to not only broaden his skills and experiences, but also to give the student opportunities to learn and demonstrate group and team skills.

This approach will allow students to pursue individual interests not possible in a traditional setting, accommodate health and behavioral concerns for some students, and support students with special traveling needs. The job market of the future will continue to require higher level skills and as a district, we must plan to give our students the skills needed for the emerging job market by supporting a wider variety of needs for students and their families.

Additionally, this PLP will enhance students flexibility to move through specific subjects at a more accelerated rate than traditional schools that promote by grade level. FVA students will have the option to accelerate through some courses at a higher level that fits the academic needs of the student. This acceleration will take place by several means.

First, by vertical acceleration, which is part of the design. One example of vertical acceleration is in mathematics when a student is able to take a course earlier than in a traditional setting. Most traditional schools offer Algebra I in 8th grade, but FVA students could access Algebra I as a 6th or 7th grade student, given evidence that prerequisite learning skills have been mastered.

Another example is horizontal acceleration. This type of acceleration is evidenced by a student taking additional course work not available to students in a traditional setting. A typical schedule within a traditional school setting allows for students to study 7 courses each year. However, FVA students could access additional courses each year. These acceleration pathways will support more students taking and being successful in Advanced Placement courses at the high school level. By the end of the student's senior year, many students will have successfully passed at least one Advanced Placement (AP) courses or concurrent college course.

Ninety percent of students will participate in field experiences monthly

Field experiences benefit students in a multitude of ways. Responses from existing online schools indicate that some students are not successful in online academies because of the lack of socialization. To address this concern, one of our innovations - field experiences - will be of utmost importance. FVA students will not only be provided the flexibility that exits with online learning but they will also have opportunities for socialization

experiences with peers, community members, teachers, and business leaders through high-interest in-person and virtual experiences. By providing activities that support socialization, we will also help develop a caring culture so that students develop meaningful relationships with peers, teachers, and other community leaders. A Field Experience Coordinator will be employed by FVA to ensure the success of this innovation. Field experiences for all students will be broken into three general areas: community service, exploration, and specialization. Community service offers students unique connections with the world that they inhabit. They can volunteer in a variety of ways, including work with local nonprofits or religious institutions. Exploration provides a window into future career or college choices - What is exciting? What encourages future study? Specialization offers that deeper commitment to learning and excelling in a field of study.

Specialization areas include the following fields: humanities, world languages, fine arts, STEM, wellness, career and technical studies or service to others. With college costs increasing, it is very important that students are able to fully explore potential areas of study. In fact, having a firm idea of a college focus can save students both mental and financial stress. An article from NBC News states:

Eighty percent of college-bound students have yet to choose a major, according to Dr. Fritz Grupe, founder of MyMajors.com. But they are still expected to pick schools, apply to and start degree programs without knowing where they want to end up. It is little wonder 50% of those who do declare a major, change majors - with many doing so two or three times during their college years... (http://www.nbcnews.com/id/10154383/ns/business-personal_finance/t/college-freshmen-face-major-dilemma/#.VedcdZ0o4kl)

Additionally, some at-risk students simply do not attempt college because they never deeply explored areas of interest and or learned about potential careers. The ability to specialize and dig deeper into courses connects students to their future, and adds an element of excitement to their study.

Ninety-five percent of students will take a college entrance exam by the end of their senior year

Knowing their score on a college entrance exam can unlock the potential in certain students who might not otherwise consider higher education. Fayetteville High School students have a long history of academic excellence on ACT tests, scoring nearly 4 points higher than state averages. Still, out of 675 graduating FHS students, only 478 students at FHS reported ACT test results in 2015.

5. 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.

Applicant Response:

Fayetteville Virtual Academy will open in the 2016-2017 school year with 4th, 5th, 6th, 7th and 8th grades (100 students in year one). In year two, 2017-2018, 9th and 10th grades will be added, with an estimated total of 225 students. In 2018-2019, 11th and 12th grades will be added with an estimated student population of 350. The final year, 2019-2020, Kindergarten through 3rd grade will be added with a maximum of 500 students.

The flexibility of Fayetteville Virtual Academy supports meeting the needs of each student and parent through the development of the Personalized Learning Plan. This plan, developed by the PLP team of the student, parent, and FVA teacher will designate when the student learns, where the student learns, what courses the student will take and the schedule for the learning to take place. This plan will be reviewed and adjusted yearly to align with areas of interest for each student through courses and field experiences.

Beginning in the 6th grade, the focus of the PLP will begin to shift to the long-term college and career goals of the student by including upper level AP courses, concurrent courses, or certification areas. For example, some students may want to learn in a traditional approach with general coursework studies daily; others may have

other specialized needs or activities that require a learning schedule to be created that begins at 3:30 in the afternoon. Others may choose to focus on one course at a time until all coursework for the year is completed. This learning schedule will be monitored daily for FVA teachers to ensure that students are successfully achieving their learning plan. Students participating in a virtual learning scenario from home can often move more swiftly through curriculum due of lack of distractions. FVA teachers and parents or learning coaches will be prepared to provide students the direction and supervision that they require. Another flexible feature of the FVA is that beginning in 7th grade, students can access FPS elective courses that are not offered online. For example, a student may elect to participate in band, choir, athletics, a STEM course, or an AP course provided that the course is not offered online. This flexibility allows students the opportunity to engage in competitive programs at the 7A level which could enhance college admissions.

ELEMENTARY DAILY SCHEDULE (SAMPLE) - Please see attached Daily Schedule.

The following are sample schedules to demonstrate the flexibility afforded at FVA.

ELEMENTARY (K-4th GRADE):

- The student's PLP will demonstrate a focus on foundational knowledge and skills in general studies: language arts, reading, math, science, and history. For students who may have difficulty in foundational skills, students will have access to Fayetteville Public Schools intervention services. Electives such as World Languages: Chinese, French, German, Latin, Spanish, Art, and Music.
- Weekly: 4 days a week for general studies and elective instruction. FVA teachers will be available on-site one day a week for face to face support as needed for students.
- Typical time: 8:00am - 3:30pm daily.
- Field experiences: one day a week - Walton Arts Center, Amazeum, Crystal Bridges, Butterfly day at Mt. Kessler, Fayetteville Public Library, Botanical Gardens, Bike Ed trail, etc.

MIDDLE SCHOOL:

5th grader who is budding Olympic swimmer may consist of the following:

- Swimming practice from 6:00am - 2:30pm
- This student's PLP will demonstrate that his learning day with general studies and electives will begin at 3:30 and extend through 7:30 for five-six days a week. The FVA teacher will monitor daily the learning schedule that has been developed in the PLP to ensure that the student is progressing through the appropriate learning goals.
- Field experience for the week: Trip to Crystal Bridges Museum

6th grader who is a typical student who has been homeschooled may consist of the following:

- General studies and electives from 8:00 am to 3:00pm
- Field experience for the week: Skype with Aerospace Engineer

JUNIOR HIGH:

7th grader who has experienced anxiety in the classroom.

- General studies and electives from 8:00 am to 1:30; 3:00-4:00
- Participation in Ramay Junior High School orchestra course from 1:30-2:25.
- Field experience for the week: Community service project with the Sustainability- Green Team.

8th grader who is a GT student interested in becoming an engineer.

- General studies that include Geometry and Algebra II concurrently, Biology I, and Principles of Engineering

- His learning schedule begins at 10:00am and continues until 5:00pm
- Field experience for the week: Outdoor education experience at FPS Lake Fayetteville Environmental Center

HIGH SCHOOL:

9th grader who is at-risk of graduation; low academically

- General studies that include remediation time for reteaching.
- Appointment with math instructor from 9:00-11:00am on Tuesday at FVA Facility.
- His learning schedule is from 9:00am to 4:00pm that includes Mentoring at the Boys and Girls Club from 3:00-5:00pm daily.
- Field experience for the week: NTI tour

10th grader who needs to be able to work

- Work schedule 2:00 pm - 10:00pm
- General studies - standard English, math, science, and social studies
- Electives include: Business management, Spanish, Entrepreneurship
- His learning schedule is from 7:00am - 1:00
- Field experience for the week: Watch business team meeting through Skype.

11th grader or 12th grader who is accelerated pre-med

- General studies include Concurrent English, Concurrent History, AP Physics, AP Calculus
- Electives include Chinese II, Latin II
- His learning schedule is from 8:00-3:00 including a college course at night one day a week.

Fayetteville Virtual Academy Sample Curriculum:

FAYETTEVILLE VIRTUAL ACADEMY - SAMPLE CURRICULUM

Kindergarten Through 3rd Grade - Online Courses

General Studies: English Language Arts, Reading, Mathematics, Science Social Studies

Electives: STEM Courses, Fine Arts, World Languages

4th Through 8th Grade - Online Courses

General Studies: English Language Arts/Reading, Mathematics, Science, Social Studies

Electives: Project Lead the Way, Fine Arts, World Languages, Journalism, Theater, Intro to Computer Science, Other State Approved Electives

9th Through 12th Grade - Online Courses (Also available to appropriate 6th - 8th grade students)

General Studies (Smart Core Graduation Requirements):

English (4 units)

Mathematics (4 units or 3 units of math and 1 unit Computer Science)

Science (3 units with lab experience or 2 units with lab experience and 1 unit Computer Science)

Social Studies (3 units)

Oral Communications (1/2 unit)

Physical Education (1/2 unit)

Health and Safety (1/2 unit)

Economics (1/2 unit which may count towards Social Studies or Career Focus)

Fine Arts (1/2 unit)

Career Focus (6 units)
Computer Science (optional)

Advanced Coursework:

AP English Language and Composition
AP English Literature and Composition
AP Calculus AB
AP Calculus BC
AP Statistics
AP Biology
AP Environmental Science
AP Macroeconomics
AP Microeconomics
AP Psychology
AP US Government and Politics
AP World History
AP French Language and Culture
AP Spanish Language and Culture

Other Potential Electives:

Creative Writing
Journalism
Public Speaking
Environmental Science
Forensic Science
Anthropology
Contemporary World Issues
Family and Consumer Science
Psychology
French I,II,III,IV
German I,II,III,IV
Japanese I & II
Latin I & II
Mandarin (Chinese) I & II
Spanish I,II,III,IV
Accounting
Achieving Your Career and College Goals
Driver Safety
Fine Art
Intro to Entrepreneurship I & II
Intro to Marketing I & II
Life Skills
Music Appreciation
Nutrition and Wellness
Physical Education
Reaching Your Academic Potential
Service Learning
Skills for Health
3D Art I: Modeling
3D Art II: Animation
Audio Engineering
C++Programming
Computer Fundamentals
Computer Literacy
Computer Science
Digital Arts I & II
Digital Photography
Engineering Design/CAD

Game Design
Green Design and Technology
Image Design & Editing
Programing I: VB NET
Programming II: Java
Web Design
Archeology
Art in World Cultures
Astronomy
Biotechnology
Careers in Criminal Justice
Cosmetology
Criminology
Early Childhood Education
Fashion and Interior Design
Gothic Literature
Great Minds in Science
Health Science I & II
History of the Holocaust
Hospitality and Tourism
International Business
Intro to Agriscience
Intro to Culinary Arts
Intro to Manufacturing
Intro to Social Media
Law and Order/Legal Studies
Mythology and Folklore
Peer Counseling
Philosophy
Real World Parenting
Social Problems I & II
Sociology I & II
Sports and Entertainment Marketing
Veterinary Science
World Religions

State Approved Electives Offered at Woodland Junior High, Ramay Junior High and Fayetteville High School:

Band
Choir
Orchestra
Project Lead the Way
Athletic Teams
Debate/Forensics
TV/Film

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The design of Fayetteville Virtual Academy supports meeting the needs of students through a flexible learning schedule. In order to accomplish that, the schedule for teachers must also be flexible. Teachers will be allowed to work from home for three days per week in order to support their students' schedules. While their traditional schedule would still be from 8:00am-3:30pm, they would be allowed to flex their time during the day and work evenings or even weekends to meet the needs of their students. For example, one teacher may have a math student who works best in the evenings and the teacher is willing to stagger her work schedule to accommodate his 7:00pm schedule. This would not mean that teachers would be on-call 24/7; instead they would communicate with their students regarding specific times that they could be online outside of the traditional work day that supports both of their schedules. All teachers would have one day a week when they would work onsite at the FVA building from 8:00am - 3:30pm. This day of work would allow: 1) students to schedule face-to-face conferences, 2) teachers to schedule optional learning activities for groups of students, 3) teacher to teacher collaboration, 4) student-teacher meetings; 5)parent-teacher meetings, 6) staff meetings, and other collaborative structures to support student learning. During this workday, teachers would still be accessible to their students online. The 5th workday, which could be arranged for any day of the week, would be a different type of flexible day. This will be a day when a teacher could participate in a field experience with a student or group of students. If the field experience is not a full day or the teacher is not participating, she/he could work from home to continue to monitor and assist students. Teachers will be afforded appropriate time for planning.

An excellent and proven online curriculum package for grades K-12 will be used in the FVA. The core curriculum, termed General Studies in the FVA, of English language arts, math, science, and social studies curriculum will be fully aligned with the Arkansas Framework in each of these areas guaranteeing that FVA students will learn the standards for each subject area and will become proficient in achieving the standards. This rigorous general studies curriculum will be delivered in a blended learning format utilizing online curriculum and facilitated by FVA onsite teachers. The curriculum vendor's comprehensive curriculum is comprised of mastery-based courses that are flexibly paced for K-8. Adaptive math and reading mastery, acceleration, and remediation courses are available for students in grades 3 -5. The Math Plus courses K-5 and MARK (Mastery, Acceleration, Remediation with K12) Reading courses for grades 3 - 5 incorporate the latest adaptive technology that intelligently adjust to individual skill and knowledge levels to ensure that students grasp critical concepts before moving on. There are multiple academic levels of coursework for grades 9 - 12 in the core areas, including courses designated as Core, Comprehensive, Honors, and AP plus remediation and credit recovery for students who need extra help. At the high school level, graded assignments measure mastery of objectives at the lesson, unit, semester, and course level. Courses include the use of e-books and highly sophisticated virtual labs with options for physical textbooks and lab kits. Integrated hands-on materials from specially-produced textbooks to science equipment to CDs and maps are provided within the online curriculum package. FVA students will have the opportunity to learn in a variety of ways that an online medium is capable of delivering. These ways include animation, game simulations, avatars, threaded online discussion groups, video lectures, online debates, and more.

For example, in the specific core area of English language arts, FVA students will participate in online lessons that, in part, engage students by attending to background knowledge, by reading text, by viewing video clips, by working through assignments or projects in which students must apply the learning, by producing a piece of writing or project, etc. Text samples are both informational and literary- both classic and contemporary; literary samples include both prose and poetry. Text is at the appropriate lexile level for the grade level and can be adapted to accommodate higher lexile levels as appropriate for individual students. FVA teachers will weave appropriate elements of the FPS locally-developed English language arts curriculum to supplement the online curriculum as needed by FVA students. In the early grades, the blended learning English language arts curriculum is focused upon students acquiring the foundational skills in learning to read (phonics, phonemic awareness, vocabulary, fluency) and to comprehend various kinds of text. Students in the early grades will also learn to write complete sentences and beginning paragraphs for descriptive, narrative, and persuasive writing. For any FVA students who are not progressing in learning the basics of how to read, FVA teachers may connect those students with FPS intervention services that are designed specifically to address reading deficits, such as Lexia to address reading fluency. FVA teachers will be well versed in the use of literacy strategies, Marzano's nine high yield teaching strategies, and the explicit model of instruction as they assist students to reach high levels of learning in the English language arts curriculum.

In the specific core area of science, FVA students will participate in online lessons that are aligned to Next Generation Science standards which have been endorsed by Arkansas. Expecting that the new Arkansas Framework for Science will be released mid-year of the 2015 - 2016 school year, FVA staff will work diligently with FPS district science specialists in the spring of 2015 to ensure that lessons that FVA students complete are aligned with standards within the revised Arkansas Framework for Science. The state requirement of 20% lab experiences will be met. Within each science course, a scope and sequence is provided. Scope refers to the range of content and skills found within the course; sequence refers to the order in which content and skills are presented. The scope and sequence documents reflect instructional objectives and skills to be mastered in the course. Science lessons are linked to unit objectives, provide definitions for key vocabulary words essential to student success, and provide interactive elements along with animations, diagrams, and visually-appealing images that foster high student engagement and increased learning. Review lessons serve to prepare students for success on the assessments found within the proposed curriculum package.

More specifically, within the online 5th grade science course, students will be engaged in learning the following content: water resources, the world's oceans, earth's atmosphere, forces of motion, chemistry, cells and cell processes, taxonomy of plants and animals, and animal physiology. Students will perform experiments, deepen their understanding of the nature of science, develop scientific reasoning, and recognize science in the world around them. They will build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects of gravity. Hands-on experiments/labs may be performed virtually, independently, or in a group setting in the physical location of the FVA under the direction of the FVA teacher(s). Some lessons may require resources that are common household items (sand, gravel, soil) and/or books that are readily available online or in the Fayetteville Public Library.

Social studies curriculum within the online curriculum is much like science and contains many of the same critical elements for maximum student learning; these elements include a scope and sequence for each course, instructional objectives tied to each unit of study, key vocabulary words, interactive activities, review lessons, etc. FVA teachers may need to adjust/adapt content within the online courses to align with content specified within the recently revised Arkansas Framework for Social Studies in order to ensure that FVA students are learning appropriate content and skills.

Costs of the online curriculum in the core areas (and in elective areas) will be included in the annual FVA budget which is supported by state foundation funding per student (\$6580) and local revenue.

7. Describe the educational program to be offered by the charter school

Applicant Response:

Fayetteville Virtual Academy will be phased in over a four year period.

2016-2017: 4th - 8th Grades (100 Students)

2017-2018: 4th - 10th Grades (225 Students)

2018-2019: 4th - 12th Grades (350 Students)

2019-2020: K - 12th Grades (500 Students)

The Educational Program of Fayetteville Virtual Academy will center around the three innovations described earlier, tailored to meet the needs of those students who will particularly benefit from virtual learning - students who are "at risk," students who are homeschooled, and students who desire accelerated learning. FVA will provide: A personalized, rigorous, online academic curriculum aligned to student interests through the creation of a personalized learning plan, field experiences directly related to the student's personalized learning plan, and an emphasis on specialization. Additionally, the educational program will mirror the culture of Fayetteville Public Schools and provide students the flexibility to participate in athletics, band, theater and other sports and electives that encourage a sense of community and accomplishment.

A Personalized Learning Plan:

Research supports the need for students to be taught the way they learn best. Through FVA, students will have curriculum and staff support aligned to best fit their need and interests. Each student will have the benefit of a Personal Learning Plan (PLP) that will be supported by partnership of FVA staff and their parents, who become co-learning coaches for students. FVA teachers will support student learning through online virtual chat times both one to one and in study groups. Students will also be supported by teaching staff through in person visits at the school site at regular times. Parents will be enlisted to support student learning through parental involvement training and mutually agreed upon "compacts" signed at the beginning of the school year. These compacts outline the responsibilities of FVA staff, students and parents, the PLP team, leading to a successful online learning experience.

Field Experiences directly related to the student's personalized learning plan

Field Experiences allow FVA students opportunity to interact with other students. Student interests will drive the development of field experiences that enhance and expand learning. A FVA staff member will focus on the development of these experiences that can connect students with individual mentors to first explore and then narrow their particular interests for more in depth research and study within a particular area. Partnerships with the University of Arkansas can offer FVA students the potential to understudy with an expert in the student's particular area of interest whether that be nanotechnology, architecture, medicine, engineering, logistics, entrepreneurship, sustainability, and more. Our strategic location provides FVA students with many possibilities to explore the arts at locations such as Crystal Bridges Museum of American Art, the new Children's Amazeum, and the Walton Arts Center.

All students will be given opportunities to specialize

FVA specialization areas are comprised of seven categories:

Humanities - including writing, historical study, political science;

World Languages - including Spanish, French, German, Japanese, Latin, Chinese;

Fine Arts - including music, art, theatre, and dance;

STEM - including Science, technology, engineering, and math;

Wellness - including health, fitness, athletics, and nutrition;

Career and Technical pursuits - including welding, entrepreneurship, sustainability, and;

Service to others - including teaching, psychology, counseling, social work.

Areas of specialization will become part of each student's PLP and will be reflected in the college and career portfolio. By the end of the senior year, each student will have chosen at least one area to study deeply through coursework, field experiences, independent research, mentorships, internships, and other activities that help the student transition from high school to college and career. Students will complete four FVA courses in a

specialized area of student interest

The importance of Fayetteville Public Schools Culture:

When Fayetteville High School students "tweet" or post a photo to Instagram, they often use the tag #FHSfamily. This sense of family is appropriate in that FPS offers to our community of students and their families a sense of inclusion, and a feeling of acceptance, all while communicating high expectations. All students are held accountable to perform to the best of their ability- and our teachers and staff celebrate every success, whether it is a state championship football team, a winning robotics competition or simply learning to ride a bike for the first time. And, as in every family, there are challenges, changes and transitions. Intense parental involvement and good communication are integral to successfully weathering any challenge or storm. Fayetteville Virtual Academy will fit naturally into this community of collaboration, and will adopt the culture of the Fayetteville Public Schools.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Achievement gaps within the district, a growing homeschool population, students with specialized needs, and a well-educated community demanding variety and excellence in educational options - these indicators drive the decision for Fayetteville Public Schools to seek new and innovative ways to serve the students and families in Fayetteville through Fayetteville Virtual Academy.

As Fayetteville School District staff investigated how to better meet the needs of all students, a personalized learning structure that utilized an on-line platform with opportunities for socialization and investigation into specialized areas emerged. Some students need the individualized opportunities afforded by technology to provide additional support or acceleration to meet their needs. All students need opportunities to explore their interests, their community, and reflect on how they can become productive citizens.

This innovative structure is at the center of our conversion charter design. This unique design would provide flexibility in time and support for student learning while also providing enhanced opportunities for exploration and deep learning. While a traditional school supports the majority of students both academically and with a rich array of extracurricular opportunities, not all students will reach their potential through traditional structures. Alternative structures like those that can be provided through a Conversion Charter School are necessary to reach more students, and give them a successful start in life, college and career.

A survey of homeschool parents revealed that the plan is on target. Responses to the survey substantiate the need for FVA. Parents specifically reported their decision to homeschool was specifically based on:

- A family's desire to travel Europe,
- A wish to allow their child to excel as an elite athlete,
- The desire to provide a more classical education,
- The desire allow their child to work in an accelerated manner
- The decision to oncentrate on religious or character education, and,
- Alleviation anxiety issues, or to provide individualized attention to their children.

Of the 28 families responding to the survey, 59 percent expressed some level of interest in a virtual academy directed by Fayetteville Public Schools. Many expressed specific interest in the availability of

STEM education, science labs, athletics, choirs, field trips, language study and many of the experiences to be offered through Fayetteville Virtual Academy.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

Fayetteville Virtual Academy will benefit from having more autonomy in a variety of areas through the flexibility offered by the charter waivers. Examples of this autonomy include:

- **Employing personnel:** The FVA Director will be able to employ a diverse group of teachers from the traditional certification arena as well as teachers from the nontraditional certification arena through appropriate waivers. This will allow the staff to hire individuals who are experts in the areas of math, science, technology, the fine arts and other areas.
- **Developing and controlling the charter school budget:** the leadership team will develop and control their school budget as per district guidelines in order to meet the educational needs of the students at Fayetteville Virtual Academy. The budget needs will be driven by stakeholders involved in FVA.
- **Managing day-to-day charter school operations:** the Director will be responsible for the day-to-day operations of FVA. The Superintendent will give the Director authority to insure that the day-to-day functions are in place and followed.
- **Developing and controlling the school calendar:** FVA staff, FVA parents and other partners will create a flexible calendar that will meet the needs of the students assigned to the school. Each year, a committee of stakeholders from FVA will convene to develop the school calendar which will be approved by the Fayetteville School Board. Implementation of the calendar will be in the hands of the Director. A waiver for some levels of Personnel Policies Committee approval will be sought.
- **Other areas of autonomy to be afforded to the charter include:** FVA Staff will exercise more autonomy in developing the school schedule, physical activity, core curriculum, and attendance requirements than traditional schools through the approval of waivers sought for the conversion charter.

10. Describe the school improvement plan by addressing the following:

- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

FVA staff along with a representative sample of parents of FVA students will work together as a team to utilize the Arkansas Comprehensive School Improvement Plan (ACSIP) process to plan for and evaluate school improvement goals. The ACSIP team must include parents and FVA staff who work together to set annual goals - both academic and nonacademic - and to identify performance measures to ascertain if goals are met. The ACSIP team will meet no less than three times per school year for the purposes of determining annual goals at the outset of the school year, measuring mid-year progress toward attaining the annual goals, and reporting annual outcomes denoting whether goals set were, indeed, met. The results of whether goals were met over the course of one school year become part of the needs assessment process to influence the setting of goals for the subsequent school year. Examples of academic goals cited in section four of this application are performance on state required exams in reading and math, percentage of students who complete at least one accelerated course per school year, etc. Nonacademic goals could relate to student satisfaction and/or parent satisfaction of their students' participation in FVA or survey results related to the different field experiences in which FVA students participate. The ACSIP team is charged with making decisions about goals, evaluative measures, activities to accomplish the goals, persons responsible, and resources needed to ensure goals are met.

In addition to the ACSIP team, FVA will organize a PTO to serve as the vehicle for all parents to have a voice in the operation of the virtual academy, to provide feedback to the FVA staff, and to advocate for FVA to nonFVA parents and to the greater Fayetteville community. The FVA PTO will schedule monthly meetings and will have officers. The monthly PTO meetings will provide timely information on various topics of interest to parents of virtual learners. The President of the FVA PTO will serve on the FPS District President's Council which meets monthly with the superintendent and key cabinet members to discuss district items of interest and to share parental concerns.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Fayetteville Public Schools continually analyzes best practices and new innovations to improve the academic achievement of all students. This conversion charter application is a means by which the district will create a non-traditional method of supporting students who are not reaching their full potential in the traditional public school setting, or who need the mechanism to reach for even higher achievement. The focus of this design is based upon the rigorous analysis of comprehensive data sets of students in the Fayetteville Public School district and the adjoining areas. While Fayetteville Public Schools is meeting or exceeding the state achievement standards in most areas, there are yet some achievement gaps.

Based on this data, Fayetteville Public Schools designed a plan for a virtual academy that offers a non-traditional structure that would provide flexibility in time and support for student learning and also

provide enhanced opportunities for deeper learning through exploration and enrichment opportunities. The innovations planned for the Virtual Academy are particular ways in which student learning will be enhanced. The field experiences, opportunity to specialize, and most especially the Personalized Learning Plan (PLP) are critical in meeting and exceeding educational goals. The PLP created for each student will meet the educational, social, emotional, and physical needs and support each student in reaching his/her full potential.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

FVA students will participate in a rigorous, relevant online academic curriculum based upon Arkansas Frameworks in all subjects. Content specialists employed by Fayetteville Public Schools in collaboration with FVA staff will ensure that units of study, lessons, learning activities, projects within the online curriculum are fully aligned with all Arkansas standards found within the various frameworks. Documentation of this joint annual review by FPS content specialists and FVA staff will be maintained by FVA staff.

12. 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:

Through the PLP, FVA staff will provide appropriate and individualized guidance for each student. The PLP Team will work with students in scheduling and post-graduation support. A waiver will be sought for this flexibility.

B) Health services;

Applicant Response:

FVA students and families may utilize the FPS Wellness and Education Clinic located on the campus of Owl Creek School. The District School nurses will also be available to provide services to the students on an individual basis. A waiver will be sought for this flexibility.

C) Media center;

Applicant Response:

The Fayetteville Virtual Academy will seek a waiver for a traditional library, but will provide access to virtual books, and seek partnership with the Fayetteville Public Library.

D) Special education;

Applicant Response:

Fayetteville Virtual Academy will ensure that students with disabilities shall have equal access to the appropriate educational setting. Services will be provided in accordance to the student's individual Education Plan (IEP) following the rules and regulations under the Individual with Disabilities Education Act (IDEA). FVA will be accredited in accordance with applicable laws and rules adopted by the State Board of Education as per Standards with applicable laws and rules adopted by the State Board of Education as per Standards for Accreditation 17.0 and IDEA 17.00. Carla Curtis, FPS Special Education Director will work with FVA staff as needed to ensure appropriate placement of and services for FVA students.

E) Transportation;

Applicant Response:

As an online academy, FVA will not routinely provide transportation with the exception of students with an IEP or 504 requiring transportation in accordance with Standards for Accreditation 21.0, applicable laws, regulations, and guidelines developed by the Department of Education. When appropriate, transportation will be made available for Field Experiences for student groups.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Fayetteville Public Schools has established an alternative education program located at an off campus location. Teachers in the alternative education program are fully certified and receive specialized training in the pedagogy and curriculum to meet the needs of their students. FVA will also serve as an alternative for students who require ALE.

G) English Language Learner (ELL) instruction

Applicant Response:

Fayetteville Virtual Academy will implement research-based programs for English as a Second Language (ESL) students to help them read, write, and comprehend the English language. FPS will also employ teachers who are fluent in English, comply with parental notification provisions under section 3302, and other state and federal laws and rules consistent with Sections 3126 and 2127 regarding limited English Proficient (LEP) students.

H) Gifted and Talented Program.

Applicant Response:

FVA will provide Gifted and Talented Education services to students as required in Standards for Accreditation 18.0.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

Using the resources of the district's development and community relations department, Fayetteville Virtual Academy will provide an annual report that celebrates successes and shares information with our community. This report, which will include a progress report on the Fayetteville Virtual Academy's goals, will be posted to the Fayetteville Public Schools' and FVA's websites. A copy of the report will be shared with the Superintendent, the Fayetteville Public Schools' Board of Education and with the FVA Advisory Council. A copy of the written report will be mailed to the authorizer.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

Enrollment will be open to all students who are residents of the State of Arkansas enrolling in grades 4 through 8 in the Fall of 2016. Each year thereafter, enrollment will be open to students in the following grades during the assigned year:

In the Fall of 2017 - Grades 9 and 10

In the Fall of 2018 - Grades 11 and 12

In the Fall of 2019 - Grades Kindergarten through 3rd

Enrollment will begin early in the spring of 2016 with students who will be classified as current 3rd - 7th grade students who are residents of the Fayetteville School District or are eligible to attend Fayetteville Public Schools.

The students and parents will be provided multiple opportunities to learn about the enrollment through recruitment information that will be distributed through class meetings, newsletters, evening meetings, electronic communications and evening meetings. The recruitment information will include a description of the instructional program, application process and the selection process.

Application to Fayetteville Virtual Academy will be voluntary and offered as a choice. A one-year commitment by the student and the parent to attend FVA will be strongly encouraged. All applications will be sent to Fayetteville Public Schools, 1000 Bulldog Blvd. Fayetteville, AR. Once received, each application will be stamped with the date and time of submission.

The leadership team of Fayetteville Virtual Academy will review applications and meet with students and parents through individual and group orientation sessions to help prospective families understand the uniqueness of FVA and the commitment required of students and parents. After these orientation meetings, parents and students will be asked to sign letters of commitment which will be a part of their application.

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

15. Name any district personnel, 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:

Kathy Hanlon, CFO
Template Attached.

16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

FTE Staffing for 2016-2017 (approximately 100 students)



1 Director
1 Administrative Assistant
1 Field Experiences Coordinator
4 Teachers
Total Staff: 7
25:1 Student/teacher ratio

FTE Staffing for 2017-2018 (approximately 225 students)

1 Director
1 Administrative Assistant
1.5 Field Experiences Coordinators
7.5 Teachers
Total staff: 11
30:1 Student/Teacher ratio

FTE Staffing for 2018-2019 (approximately 350 students)

1 Director
.5 Assistant Director/Curriculum specialist
2 Administrative Assistants
2 Field Experiences Coordinators
8.75 teachers
Total staff: 14.25
40:1 Student/Teacher ratio

FTE Staffing for 2019-2020 (approximately 500 students)

1 Director
1 Assistant Director/Curriculum specialist
2 Administrative Assistants
2 Field Experiences Coordinators
12.5 teachers
Total staff: 18
40:1 Student/Teacher ratio

Job Descriptions: Requirements may change based on potential candidates' strengths.

Director

The Fayetteville Virtual Academy Director must be prepared to continue to innovate and support the implementation of a Virtual School. The Director will be charged with developing and implementing a curriculum that will meet the needs of a diverse community of learners.

Duties and Responsibilities:

- Implement the vision and mission of FVA
- Provide leadership to the staff in determining the needs of the school in meeting the educational standards for the school.
- Provide leadership in providing appropriate professional development for the staff members.
- Provide leadership in being an advocate for FPS.
- Provide leadership in establishing parental involvement and community involvement.
- Provide leadership in securing appropriate funding to support the success of the school.
- Provide leadership in the supervisor and evaluation of assigned staff members to FVA



- Develop school plans and organizational procedures for the health, safety, discipline and conduct of students as established by the school.
- Participate in continuous professional development
- Perform other duties as assigned.

Qualifications:

- Arkansas Teaching License
- 5-7 years teaching experience with some administrative/management experience
- On-line teaching experience is preferred.
- Advanced degree is preferred.
- Flexible schedule with the ability to work well in a fast paced environment
- Knowledge of curriculum alignment
- Knowledge of best practices in online teaching and assessment.
- Proficiency in Microsoft Word, Excel, PowerPoint, Outlook and the Internet.
- Ability to work in a team environment.
- Strong communication, time management, and organizational skills.

Assistant Director

The Assistant Director will support the Director in management and leadership of Fayetteville Virtual Academy.

Duties and Responsibilities:

- Implement the vision and mission of FVA
- Provide leadership to the staff in determining the needs of the school in meeting the educational standards for the school.
- Provide leadership in providing appropriate professional development for the staff members.
- Provide leadership in being an advocate for FPS.
- Provide leadership in the supervisor and evaluation of assigned staff members to FVA
- Develop school plans and organizational procedures for the health, safety, discipline and conduct of students as established by the school.
- Participate in continuous professional development
- Perform other duties as assigned.

Qualifications:

Arkansas Teaching License

5-7 years teaching experience with some administrative/management experience

On-line teaching experience is preferred.

Advanced degree is preferred.

Flexible schedule with the ability to work well in a fast paced environment



Knowledge of curriculum alignment
Knowledge of best practices in online teaching and assessment.
Proficiency in Microsoft Word, Excel, PowerPoint, Outlook and the Internet.
Ability to work in a team environment.
Strong communication, time management, and organizational skills.

Teacher (K-12)

Fayetteville Virtual Academy will provide an online, individualized learning environment. Our highly qualified teachers will work with parents and students to collaboratively develop a personalized learning plan that provides a flexible structure for students to achieve his/her goals without the traditional classroom structure. Our goal will be to support each student to graduate college and career ready. Our teachers must be capable of working collaboratively with technology and learning materials to ensure student mastery of educational standards and learning objectives.

Duties and Responsibilities:

- Implement the vision and mission of Fayetteville Virtual Academy.
- Create and maintain an environment that fosters student achievement and the development of the whole child.
- Participate in the development and implementation of the curriculum.
- Be an advocate for the school, students and parents of FVA.
- Effectively manage the learning process and focus on students' individual needs.
- Monitor student progress through interactive lessons and assessments.
- Demonstrate knowledge of state standards and alignment of curriculum
- Individualize instruction to help each student achieve curricular objectives.
- Monitor assessments and identify interventions and opportunities for remediation or acceleration to master objectives.
- Interact regularly with students and parents via email and phone.
- Work collaboratively with other staff members toward accomplishing school and team goals.
- Participate regularly in professional development to improve student success.
- Remain flexible, innovative and adaptive to change
- Other duties as assigned

Qualifications:

- Arkansas Teaching License
- Prefer 3-5 years teaching experience
- Prefer online teaching experience or have the aptitude to learn to use online tools
- Flexible schedule for 3 days a week



- Proficiency in Microsoft Word, Excel, PowerPoint, Outlook and the Internet.
- Ability to work in a team environment.
- Strong communication, time management, and organizational skills.

Field Experience Coordinator

Fayetteville Virtual Academy will provide an online, individualized learning environment. The Field Experience Coordinator will work collaboratively with teachers, parents, and students to design both virtual and in-person experiences that deepen the students understanding of his/her community, explore options for future careers, and allow for specialization in fields of interest. Our goal will be to support each student to graduate college and career ready.

Duties and Responsibilities:

- Work as a team player with teachers, parents, and students.
- Develop strategic partnerships with experience providers in the NWA community
- Link students with meaningful experiences, mentors, and internships through community service, exploration of career pathways, and specialization into areas of interest.
- Plan and implement appropriate field trips
- Aid in PLP development and completion for students
- Participate in continuous professional development
- Other Duties as assigned.

Qualifications:

- College degree
- Proficiency in Microsoft Word, Excel, PowerPoint, Outlook and the Internet.
- Ability to work in a team environment.
- Strong communication, time management, and organizational skills
- Prefer project management experience
- Ability to work independently with minimal supervision while maintaining high level, quality work and output.

Administrative Assistant

Duties and Responsibilities:

- Support the Director and all staff members regarding administrative tasks
- Answer phones and emails
- Receive visitors
- Other Duties as assigned

Qualifications:



- Proficiency in Microsoft Word, Excel, PowerPoint, Outlook and the Internet.
- Ability to work in a team environment.
- Strong communication, time management, and organizational skills.



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 and its use for the past three years.

Applicant Response:

The physical site of Fayetteville Virtual Academy will be within the current Professional Learning Center of Fayetteville Public Schools, located at 300 S. Ray Avenue in Fayetteville. This structure is a former elementary school that was converted during the 2012-2013 school year to provide meeting rooms of various sizes to conduct professional development and to house offices of the district's Curriculum, Instruction, Assessment, and Accountability staff. Offices for the various content specialists, the director of gifted/talented, the director of federal programs/ESL, the environmental education specialist, the director and assistant director of special education, the executive director of CIAA and other support staff are all found within this building. A 2,900 square foot space within the PLC will be designated as the physical location of FVA.

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:

N/A

19. 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:

As a virtual academy, FVA will not provide food services.

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

Applicant Response:

Parents and guardians will be invaluable in the success of Fayetteville Virtual Academy. From the moment a student enrolls in FVA, that student's parent or guardian becomes an active part of the learning process as a learning coach. Training and support will be offered to these learning coaches to underscore the importance of their role, and ensure student success.

Not only will parents and guardians serve their students in the home setting, parents who are experts in their fields will be enlisted as mentors and participants in the Field Experiences for other FVA students.

The success of the Field Experiences and Specialization will be determined in large part by the commitment of our community to join us in providing FVA. Partnerships with key community organizations and businesses will be sought to provide FVA students with field experiences that fulfill their Personalized Learning Plans and encourage further study.

Fayetteville Virtual Academy will have an active Parent-Teacher Organization (PTO). Additionally, the President of this PTO will serve on the district's Presidents' Council which meets monthly with the superintendent and key cabinet members to discuss district agenda items and concerns. FVA's PTO will convene monthly to provide their feedback to the administration and will also serve as representatives for the larger constituents.

The PTO will be able to serve as liaisons to all parents and serving as visible supporters of the FPS Virtual Academy.

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

Applicant Response:

This proposed conversion public charter school will not have an effect on any school that must comply with any court orders and statutory obligations as it relates to the maintaining a unitary system of desegregated public school. Fayetteville Virtual Academy will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Fayetteville Public School District is not currently under any court ordered desegregation mandate.

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:

The Charter Founders, Dr. Paul Hewitt, Superintendent, Dr. Kim Garrett, Associate Superintendent for Secondary Schools, John L Colbert, Associate Superintendent for Elementary Schools, Kay Jacoby, Executive Director of Curriculum, Instruction, Assessment and Accountability, Mark White, Vice Principal, Fayetteville High School, and Holly Johnson, Director of Development, Grants & Community Relations, each bring to the founding team a variety of skills and connections that will be of utmost importance in ensuring the success of Fayetteville Virtual Academy.

Dr. Hewitt brings a 35 year career in public education to his role as Superintendent of the Fayetteville Public Schools. He has served as a teacher, Dean of Students, Assistant Principal, Principal and Superintendent, serving as a superintendent for 17 years. Dr. Garrett, with 24 years of experience, and Mr. Colbert, with 29 years of experience each bring a long history of experience working in K-12 education as teachers and leaders. Ms. Jacoby has over 35 years in curriculum management and design. Mr. White, currently serving Fayetteville High School, has an interest and leadership role in current online initiatives within the district, and has worked in his field over 19 years. Ms. Johnson has over 20 years' experience in grant management and acquisition, as well as skills in marketing and public relations. Each member has an experienced team standing with them to aid in the success of the venture, as well.

Specific activities that have been undertaken to pave the way for success include: a successful planning grant application to the Walton Family Foundation which will enable the team to attend the Symposium of Blended and Online Learning held by the International Association for K-12 Online Learning; well-attended community meetings and forums, and a meeting of teachers interested in becoming a staff member of the Fayetteville Virtual Academy.

This founding team has worked determinedly to prepare a plan for success that will lead beyond the first few years of implementation, includes slow, steady and manageable growth, all aimed directly at improving and growing opportunities for students of the Fayetteville Public Schools.

4. 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.**

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Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Year/Day/Seat Time	Ark. Code Ann. § 6-10-106 Uniform dates for beginning and end of school year Ark. Code Ann. § 6-16-102 School Day Ark. Code Ann. § 6-18-211 Mandatory attendance for students in grades nine through twelve Ark. Code Ann. § 6-18-213 (a)(2) Attendance records and reports generally ADE Rules – Mandatory Attendance requirements for Students in Grades Nine through 12 Standards for Accreditation 10.01.4 (6 hour day) Standards for Accreditation 14.03 (Seat time)	While FVA does not plan to start school early in year one, the school would like the opportunity to flex the school year calendar. Students should have the opportunity to use each day of the week for learning – students will still be accountable for 30 hours of work each week and will be monitored by teachers and learning coaches. FVA is asking for a waiver of the 120 clock hour concerning seat time – not any graduation requirements. FVA will adhere to the full curriculum alignment with the Arkansas frameworks. This waiver assists in providing the flexibility needed to reach the academic goals and to participate in field experiences.		
CPR Instruction	Ark. Code Ann. § 6-16-143 Cardiopulmonary resuscitation instruction	Students will receive CPR instruction, but instruction will be virtual and will not include a psychomotor component.		



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Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Licensure	<p>Ark. Code Ann. §6-15-1004 Qualified teachers in every public school classroom</p> <p>Ark. Code Ann. § 6-17-302 Public School Principals- Qualifications and responsibilities</p> <p>Ark. Code Ann. § 6-17-309 Licensure- Waiver</p> <p>Ark. Code Ann. § 6-17-401 Teacher's license requirement</p> <p>Ark. Code Ann. § 6-17-902 Definitions</p> <p>Ark. Code Ann. § 6-17-919 Warrants void without valid certificate and contract</p> <p>ADE Rules – Licensure- Educator Licensure Standards for Accreditation 15.01 through 15.03</p> <p>ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers</p>	<p>Teachers will be licensed in Arkansas except for those situations where a local teacher cannot be identified or for classes with a low number of students. In these cases, FVA intends to contract with a curriculum provider who will employ teachers who are licensed in the states they reside.</p> <p>While certified administrators and teachers will be sought, FVA requests the discretion to hire the best leaders and teachers for the school that is available. This waiver will aid in increasing student achievement by providing students with the most effective teachers and a full catalogue of courses, and in meeting the academic goals.</p> <p>FVA will fully comply with the Highly Qualified Teacher requirements as applicable. Teachers and Administrators will all need to successfully complete criminal background and Child Maltreatment Registry checks.</p>		
Personnel Policies	<p>Ark. Code Ann. §6-17-1501 et seq. Teacher Fair Dismissal Act</p> <p>Ark. Code Ann. §6-17-1701 et seq. Public School Employee Fair Hearing Act</p> <p>ADE Rules – Personnel Policies</p>	<p>With the new venture of a Virtual Academy, FVA requests the flexibility to make timely decisions regarding the best staff for students. All efforts will be made to support teachers to be successful in the virtual learning environment.</p> <p>Flexibility in staffing supports meeting the academic goals.</p>		



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Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Class Size & Teaching Load	Standards for Accreditation 10.02	<p>In an online setting, teachers may successfully work with a larger number of students. The following alternative student to teacher ratio is proposed: Teachers (k-12) 40:1</p> <p>This waiver supports flexibility in order to meet academic goals.</p>		
Food Services	<p>Ark. Code Ann. § 6-18-705 Breakfast Program Ark. Code Ann. §6-20-701 et seq. School Lunch Program</p>	<p>As a virtual academy, FVA will not serve meals.</p>		
School Nurse & Media Services	<p>Ark. Code Ann. § 6-18-706 School Nurse Ark. Code Ann. § 6-25-103 & 104 Public School Library Media and Technology Act ADE Rules – Public School Student Services 3.01.6 Standards for Accreditation 16.01, 16.02.3, and 16.03</p>	<p>As a virtual academy FVA will not require a school nurse or library media specialist.</p> <p>FVA will not employ a library media specialist or utilize a media center. These tools will be available online or through partnerships with local libraries</p> <p>This waiver supports the virtual academy goals through flexibility.</p>		
Guidance Counseling Services	<p>Ark. Code Ann. §6-18-1001 et seq. Public School Student Services Act ADE Rules – Public School Student Services 3.01.1 Standards for Accreditation 16.01.3</p>	<p>Through the Personalized Learning Plan, FVA staff will provide appropriate and individualized guidance for each student. The PLP Team will work with students in scheduling and post-graduation planning support. This waiver also supports the goal by providing the flexibility of the virtual academy to best meet the needs of all students.</p>		

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Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Flags/Period of Silence/ Pledge of Allegiance	Ark. Code Ann. §6-10-115 Period of Silence Ark. Code Ann. §6-16-105 United States flag Ark. Code Ann. §6-16-106 Arkansas flag Ark. Code Ann. §6-16-108 Recitation of the Pledge of Allegiance	FVA will display the U.S. and Arkansas flags, though not as prescribed by the ACA. A group Period of Silence or recitation of the Pledge of Allegiance in a virtual setting would be difficult.		
Eye & Vision Screening	Ark. Code Ann. §6-18-1501 et seq. Mandated Eye and Vision Screening Procedures and Tests for Children ADE Rules - Eye and Vision Screening Report in Arkansas Public Schools	FVA students will not be physically present at the school campus routinely to receive eye and vision screening exams. The waiver supports the flexibility needed by the virtual academy to meet the goals.		
Secondary Units Offered Instrumental and Vocal Music	Standards for Accreditation 9.03.1.2 and 9.03.4	FVA will initially serve grades 4-8 and will not serve all secondary grades until years two and three of implementation. The initial high school classes will have access to a full course load that will allow students to graduate on time under Smart Core requirements. FVA will offer all 38 required units, less any waived requirements to secondary students as the school admits them. FVA wishes the flexibility to add the 38 required units as we add the appropriate grade levels to the school. This waiver supports academic goals, allowing students to progress at their desired pace.		

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Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Commodity Bidding	Ark. Code Ann. §6-21-301 et seq. Acquisition of Commodities Generally	FVA will contract with an appropriate online curriculum provider for provision of its education program. The selection of the best available curriculum to meet student needs and district requirements may limit sources. A waiver for ACA §6-21-305 is requested for curriculum provider purchase specifically, and enables FVA to best serve students and meet the goals of the academy. All other purchases will be subject to ACA §6-21-301 et seq.		
Report Cards	Ark. Code Ann. §6-15-903(a)(2) Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student	FVA parents will have real time access to report cards via online platform.		
Curriculum	ADE Standards 9.03.4.12 & 9.03.3.12	FVA requests that all AP courses taught be included as part of the 38 units required by law for Standards and Accreditation. Additionally the waiver is requested to enable qualified students below 9th to take foreign languages, algebra 1, and other similar courses. This waiver again supports the academic goals of the virtual academy.		
Credit for College Courses	Ark. Code Ann. § 6-18-223 Credit for college courses	We seek the waiver to enable qualified students below 9th grade to take and receive concurrent credit for college courses. This waiver supports the academic goals as well as the goal of the PLP to support college readiness.		

Attachments

<i>Document(s)</i>	<i>Page</i>
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Fayetteville Virtual Academy's Proposed 2016-17 Calendar	25
Fayetteville Virtual Academy's 2016-17 Daily Schedule	26
Statement of Assurances	27
Prior Charter Involvement	29

Subject: Public Hearing on Proposed Virtual School

Date: Thursday, July 23, 2015 10:19:30 AM CT

From: Alan Wilbourn <alan.wilbourn@fayar.net>

To: Certified -All <Certified-All@fayar.net>

All those interested are invited to a public hearing on **Monday, August 10, 2015**, to discuss a Conversion Charter School application for the Fayetteville Public School's proposed virtual school. The meeting will be held at **6:00 p.m. in the Adams Leadership Center** and will be led by Dr. Kim Garrett, Associate Superintendent for Secondary Education.

Thanks,

Alan T. Wilbourn

Public Information Officer

Fayetteville Public Schools

1000 W. Bulldog Blvd.

Fayetteville, AR 72701

479-973-8654 (office)

479-435-1416 (cell)

www.fayar.net



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FREEDOM OF INFORMATION ACT (FOIA) NOTICE: This email and responses are subject to Arkansas Freedom of Information Act and may be disclosed to the public upon request. Please respond accordingly.



Fayetteville Public Schools

Public School

Message

Liked

Create Call to Action

Promote

THIS WEEK

3,172 Post Reach

513 Post Engagement

0 of 3 Response Rate

Timeline About Photos Likes More

0% response rate, day or more to respond
Respond faster to turn on the icon

11k likes +90 this week

3,172 post reach this week

Invite friends to like this Page

Status Photo / Video Offer, Event +

What have you been up to?

Fayetteville Public Schools added a new photo.
Published by Alan Wilbourn · Just now

Public Meeting Notice

The community is invited to a public hearing on Monday, August 10, 2015, to discuss a Conversion Charter School Application for the Fayetteville Public School's proposed virtual school.

The meeting will be held at 6:00 p.m. in the Adams Leadership Center at 1000 West Bulldog Blvd., in Fayetteville.



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This is the official Facebook page of the Fayetteville Public Schools.

<http://www.fayar.net/>

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PHOTOS



meeting Notice

The community is invited



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- [Fayetteville Public Education Foundation](#)
- [Grade Transition 2015](#)
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- [Not Finding What You're Looking For?](#)

FPS School News Blog

Wed Jul 29 15:33:06 CDT 2015 Copyright 2015

[FHS Volleyball Team Receives National Academic Award](#)



The FHS Volleyball team was named as one of the winners of the American Volleyball Coaches Association's Team Academic award for the 2014-15 season. The award honors collegiate and high school volleyball teams that displayed excellence in the classroom during the school year by maintaining at least a 3.30 cumulative team grade-point average on a 4.0 scale or a 4.10 cumulative team GPA on a 5.0 scale.

The FHS Volleypdogs were one of 237 girls teams to be honored nationally for their academic performance last year. [Click here](#) to see the full news release from AVCA.

Congratulations!

BACK TO SCHOOL INFORMATION

What parents
& students
need to know!

Bus routes

Bell schedules

*New FHS traffic pattern
and more*

Public Hearing

All those interested are invited to a public hearing on Monday, August 10, 2015, to discuss a Conversion Charter School application for the Fayetteville Public School's proposed virtual school. The meeting will be held at 6:00 p.m. in the Adams Leadership Center at 1000 W. Bulldog Blvd., in Fayetteville.

Holly Johnson

From: Alan Wilbourn
Sent: Wednesday, August 05, 2015 10:42 AM
To: Lisa McClure; Carla Davis; Amy Smith; Cambre Horne-Brooks; Tracey Pomeroy; Britten Stone; Tiffany Hooley; Marta Kiser; Ellen Allen; Shanda Sloan; Kamron Whitehead; Michele Senlikci; Angie Coleman; Cristy Smith; Holly Johnson; MARTHA THORNTON; Paul Hewitt; Laura Landers; Tarah Holman; Kristi Button; Missy Joyce; Corinne Power; Julie Brannon; Kim Garrett; Kathy Hanlon
Subject: Public Hearing on Proposed Virtual School

Public Hearing

All those interested are invited to a public hearing on Monday, August 10, 2015, to discuss a Conversion Charter School application for the Fayetteville Public School's proposed virtual school. The meeting will be held at 6:00 p.m. in the Adams Leadership Center at 1000 W. Bulldog Blvd., in Fayetteville.

Alan T. Wilbourn
Public Information Officer
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www.fayar.net



**FAYETTEVILLE
PUBLIC SCHOOLS**
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FREEDOM OF INFORMATION ACT (FOIA) NOTICE: This email and responses are subject to Arkansas Freedom of Information Act and may be disclosed to the public upon request. Please respond accordingly.

Holly Johnson

From: FAYETTEVILLE PUBLIC SCHOOL DISTRICT 1 <email@blackboard.com>
Sent: Friday, July 24, 2015 8:20 AM
To: Holly Johnson
Subject: Public Meeting on Proposed Virtual School

A message from FAYETTEVILLE PUBLIC SCHOOL DISTRICT 1

All those interested are invited to a public hearing on Monday, August 10, 2015, to discuss a Conversion Charter School application for the Fayetteville Public School's proposed virtual school. The meeting will be held at 6:00 p.m. in the Adams Leadership Center at 1000 West Bulldog Blvd. in Fayetteville.

This e-mail has been sent to you by FAYETTEVILLE PUBLIC SCHOOL DISTRICT 1. To maximize their communication with you, you may be receiving this e-mail in addition to a phone call with the same message. If you no longer wish to receive email notifications from FAYETTEVILLE PUBLIC SCHOOL DISTRICT 1, please [click here](#) to unsubscribe.



**FAYETTEVILLE
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**August 10, 2015
6:00 p.m.
Public Hearing Regarding Fayetteville Virtual Academy**

Agenda

Welcome & Introductions

Why a Virtual Academy?

Why Fayetteville Public Schools?

Questions from the Community?

Submit a Question? Let us know your thoughts...

Carol Ann Johnson
 shared 27,
 1968, in Fayetteville, Ark.
 to George E. Knight and
 light.
 graduate of Fayetteville High School and University of Arkansas. Member of Sigma Nu
 career in Sales and took him to Lit-
 Chicago, Phoenix, Fayetteville and
 co. He had a past-entrepreneurship
 rked for several companies in the
 ey. Most recent-lead of marketing
 Camper Vans and published a US
 e.
 as an avid out- and adventurer.
 his informal ed- ne from the rivers
 s and the moun- tlorado. His love
 for travel led him ocales across the
 explored Austr- Thailand, Cam-
 ia, Nepal, Africa, etnam, Indonesia,
 emala, Belize, and
 abed Mount Kili- and many peaks
 o and California. the Annapurna
 Nepal, the Cali- st Coast, Yosem-
 colorado Chicago er Leaping Gorge
 and the outback in He scuba dived in
 Papua New Guin- anzania/Zanzibar
 and many rivers in- e Colorado River
 ne Grand Canyon. warmth, ease and
 owed him to nev- stranger. He loved
 , outdoors, music,

dogs, books, cooking, and |
 she is survived by her
 son, Edson (Mary K.) Blakey,
 daughter, Karen (Steve) Col-
 well of Rogers, Ark., and
 Jill (Jim) Burke of Wichita,
 Kan. Grandsons, David
 (Devon) Blakey of Japan,
 Chris (Heather) Blakey of
 Wisconsin, and Drew and
 Clay Burke of Wichita, Kan.
 Granddaughters Mia and
 Megan Colwell of Rogers,
 Ark. Three great-grand-
 children, Abby Blakey, of
 Rogers, Ark.; and James and
 Kathryn Blakey of Wiscon-
 sin.

Visitation will be Tues-
 day, July 21, 2015, from 6-8
 p.m. at Moore's Jacksonville
 Funeral Home. Service will
 be 2 p.m. Wednesday, July
 22, 2015, at Marshall Road
 Baptist Church in Jackson-
 ville, Ark. Interment will fol-
 low in Chapel Hill Memorial
 Park.

Arrangements by Moore's
 Jacksonville Funeral Home
 & Crematory (501) 982-2136.
 Please sign online guestbook
 at www.mooresjacksonvillefuneralhome.com.

Public meetings

Monday
1:30 p.m.
 Fayetteville Advertising and Promo-
 tion Commission — Fayetteville Town
 Center, 15 W. Mountain St.

5:30 p.m.
 Springdale City Council Commit-
 tee — Room 236, City Administration
 Building, 201 Spring St.

Tuesday
5:30 p.m.
 Fayetteville City Council — Room
 219, City Administration Building, 113
 W. Mountain St.

6 p.m.
 Downtown Springdale Master Plan
 Launch Party — Arts Center of the
 Ozarks, 214 S. Main St.

7 p.m.
 Pea Ridge City Council — City
 Hall, 227 East Pickens, Pea Ridge

Wednesday
1:30 p.m.
 4th Judicial District Drug Task
 Force — CID Office, Springdale Police
 Department, 201 Spring St.
 Northwest Arkansas Regional
 Planning Commission — 1311 Clayton

St. Springdale
3 p.m.
 Springdale Firemen's Relief and
 Pension Board — Room 236, City
 Administration Building, 201 Spring St.

Thursday
4:30 p.m.
 Fayetteville Planning Commis-
 sion — Room 111, City Administration
 Building, 113 W. Mountain St.

5 p.m.
 Fayetteville School Board — Win-
 born Conference Room, Adams Lead-
 ership Center, 1000 W. Bulldog Blvd.

— STAFF REPORT

**UNCONTESTED
 DIVORCE**
Attorney Fee \$490
www.nwadivorce.com
479-443-3872
 David Stubbs

Public Meeting Notice

The community is invited to a public hearing on Monday, August 10, 2015, to discuss a Conversion Charter School Application for the Fayetteville Public School's proposed virtual school.

The meeting will be held at 6:00 p.m. in the Adams Leadership Center at 1000 West Bulldog Blvd., in Fayetteville.

 **FAYETTEVILLE PUBLIC SCHOOLS**
 FAYETTEVILLE, ARKANSAS

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Zanzani
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1000 W. BULLDOG BLVD. FAYETTEVILLE, AR 72701
 479-443-3872

You Can Help Keep Arkansas Clean!

DON'T LITTER!

Holly Johnson

From: Alan Wilbourn
Sent: Friday, July 24, 2015 11:11 AM
To: Staff -ALL
Subject: From the Board: July 23, 2015



FROM THE BOARD

Notes from the Regular Meetings of the Fayetteville Board of Education

Vol. 24, No. 1

July 23, 2015



The Board approved an easement request from the City of Fayetteville as part of the Rurple Road extension. Rurple Road currently ends at The Owl Creek School, and the extension will open the road to Highway 62.

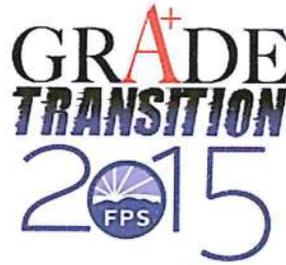


Chief Financial Officer Kathy Hanlon reported to the Board on progress made on the construction projects currently underway at the Agee-Lierly Life Preparation Services (ALLPS) campus and the pressbox at Harmon Stadium.

As part of the total high school project, these two off-site projects are funded by restricted building funds and donations.

She noted that the work is progressing well at ALLPS and will be ready prior to the start of school on August 17.

Steve Clouten of Nabholz said the manufacturer of the pressbox structure had a delay in their delivery schedule, but he noted that he was working with them to get the project completed as quickly as possible.



Dr. Kim Garrett, Associate Superintendent for Secondary Education, reported to the Board on the wrap-up of the Grade Transition 2015 plan.

She noted that all of the moves that were part of the transition have been made and the teachers who moved have been relocated with their materials. Teachers who may be missing some of their materials should file a work order with their building principal.

Garrett added that the district reduced the number of professional development hours for the 2015-16 year from 60 to 54 to allow all teachers a true work day in their classrooms prior to the first day of school.

Transportation department staff will attend the orientation days at FHS to be available to answer questions. All bus routes will be posted on the district web page by August 3.

FHS principal Dr. Chad Scott noted that FHS student schedules will be viewable online after 4 p.m. on August 7. Parents will be sent an email from the district on August 7 to remind them of their login information.



Steve Clouten from Nabholz reported to the Board on progress made on Phase 2 of the FHS Transformation. He noted that school district staff continue to move in furniture and wax floors in the common areas. He added that the architectural inspection is complete on all three floors.

Clouten said testing on the HVAC and communications systems will be completed by August 1. A backup pump has been added to insure that the air conditioning system won't go down, as it did last year.

Road work on the intersection of Bulldog Blvd, Stadium, Dr., and Clinton Ave. is progressing well, and the project is on schedule to be complete before the school year begins on August 17.

The project will finish on time and on budget.

DIBELS CONTRACT: The Board voted 7-0 to approve a renewal of the contract with Amplify software company for the DIBELS assessment tools. The cost of the contract is \$58,475.60 for the 2015-16 school year. DIBELS stands for Dynamic Indicators of Beginning Early Literacy Skills, a well-known early literacy assessment that was developed at the University of Oregon and used throughout the United States.

DREAM BOX: The Board voted 7-0 to approve a \$84,750 contract with DreamBox, an online math program that serves as a tool for differentiation in the math classroom.

BEVERAGE & VENDING CONTRACTS: The Board voted 7-0 to authorize the administration to negotiate five-year contracts with Coca-Cola for beverage services and Fresh Healthy for vending services. The estimated revenue should be about \$53,000 per year or \$265,000 over the life of the contracts.

RENOVATION CONTRACT: The Board voted 7-0 to authorize the administration to negotiate a contract with Milestone Construction for the renovation of Building B for the district's track and field program. The estimated cost is \$600,000 and will be paid from the building fund. Construction will be completed by January 2016 for the 2016 track season.

FINANCIAL REPORT: Chief Financial Officer Kathy Hanlon presented the monthly financial report. She noted that the report reflected just the month of June, not the district's financial situation at the end of the fiscal year, since revenues are still due from the state, Federal programs, and the IRS. Transfers will be made as required before the fiscal year is finalized.

CHARTER SCHOOL UPDATE: Dr. Kim Garrett reported to the Board on the district's application to the Arkansas Department of Education to create a virtual school. The district will host a public hearing on Monday, August 10 at 6 pm in the Adams Center to further discuss the proposed virtual school.

ACSIP MONITORING REPORT: Christie Jay, Federal Programs Director, reported to the Board on the recent monitoring visit by the Arkansas Department of Education to review the district and individual school ACSIP (Arkansas Comprehensive School Improvement Plan) plans.

FRAMING OUR FUTURE: Superintendent Dr. Paul Hewitt reported to the Board on a process to help the District develop an educational road map. Shay Hopper, who teaches at FHS, and Holly Smith, who is an instructional facilitator for the district, outlined the process the district will undergo to create the plan, stressing that leadership for the plan will come from within the district.

DISTRICT WEBSITE: The district's home page has a new large link, "[Back to School Information: What Parents & Students Need to Know](#)." It includes information on bus routes, bell schedules, the new FHS traffic pattern plan, and much more.



**FAYETTEVILLE
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Fayetteville Public Schools
Virtual Academy Public Meeting
Monday August 10, 2015

Name (Please PRINT)

E-mail address

Richard Guthrie

Stephonie Davis

Tiffany Hoodley

Diana Terminella

Jill Phillips

Sandra Taylor

Denise Hoy

Alex Wilburn

Tammy Cline

Allison Houston

Chad A. Scott

Lori Kelsey

Kay Jacoby
Holly Johnson

Fayetteville Public Schools
Virtual Academy Public Meeting
Monday August 10, 2015

Name (Please PRINT)

E-mail address

Dana Powell

Russell Schrag

Symetra Morris

Mack ~~W~~

Joy Shirley

John Colbert

Raymond Payne

Jean Farrah

Robert Willes

Joey Folsom

David McClure

Greg Mones

Matt Manning

Richard Guthrie

Fayetteville Public Schools
Virtual Academy Public Meeting
Monday August 10, 2015

Name (Please PRINT)

E-mail address

Tracy Bratton

Leverett Archer

Michelle Hayward

Ted Whithead

Julie Reilman

Ambre Anne Brooks

Tracy Miller

Kim Sannett



Robert Maranto

Ashley McLarty
Stephanie Davis

Jess Hill

Karie Oliver

Lori Linam

Bria Mounce

DAVID JOHNSON

Kristen Scott

Tontitown council sanctions alderman

Doudna brings up Edgmon's absences

SCARLET SIMS
NWA DEMOCRAT-GAZETTE

TONTITOWN — Alderman Joe Edgmon publicly was reprimanded by his own City Council for missing meetings, revealing more internal squabbling in the city.

"This is the worst council I've ever seen — very mean spirited," Edgmon said.

No one in administration is responsible for keeping up with how many meetings aldermen don't attend, Mayor Paul Colvin said Wednesday. "I don't feel like Mr. Edg-

"This is the worst council I've ever seen — very mean spirited."

— Alderman Joe Edgmon

mon has been picked on as much as the council members are kind of monitoring themselves," Colvin said. See **COUNCIL**, Page 3B

Fayetteville district officials discuss proposed virtual school

BRENDA BERNET
NWA DEMOCRAT-GAZETTE

A proposal to start a virtual school has prompted Fayetteville School District administrators to think differently about education.

Administrators say they are taking into consideration the needs of students who are homebound because of medical conditions, students who attend home school and students who want to retake a class for a higher grade. They are discussing whether to ask students to commit to completing one

"It's really causing us to rethink and open up our eyes to all kinds of ways they serve kids."

— Kay Jacoby, executive director of curriculum, instruction, assessment and accountability

full school year in a virtual school or whether students could take classes virtually for a shorter amount of time.

"It's really causing us to rethink and open up our eyes to all kinds of ways they serve kids," said Kay Jacoby, executive director of curriculum, instruction, assessment and accountability. The Fayetteville School District plans to request a conversion charter from the state for an online school that

See **VIRTUAL**, Page 3B

NWA Democrat-Gazette/J.T. WAMPLER



NWA Democrat-Gazette/J.T. WAMPLER

Sloan Cook (above photo), 6, gives an autograph Sunday from Arkansas running back Rawleigh Williams III during 2015 UA Fan Day at Donald W. Reynolds Razorback Stadium in Fayetteville. Seven hundred fans attended the annual event to meet Razorback football players and coaches to get autographs and photographs. Ke Stokes (left photo) of Dardane feeds Tusk IV, the official University of Arkansas mascot, during the event. For more photos, go to www.nwadg.com/photos.



NWA Democrat-Gazette/J.T. WAMPLER

Kim Garrett, associate superintendent for the Fayetteville Schools, explains on Aug. 10 the timeframe to apply for a conversion charter to start a virtual school in 2016-17. The virtual school would provide an alternative to a traditional school. Around 40 people attended a public hearing to discuss the school. For more photos, go to www.nwadg.com/photos.

City looks to upgrade technology

JOEL WALSH

NWA DEMOCRAT-GAZETTE

FAYETTEVILLE — R

idents will get utility bills faster if the city undertakes a major overhaul of its computer network.

With City Council approval next week, the Information Technology Division will spend about \$1 million to completely overhaul the city's enterprise resource planning system and update software for

See **TECHNOLOGY**, Page



NWA Democrat-Gazette/BEN GOFF • @NWABENGOFF

Allison Giezen Tanner, Houston Harrison and Roxi of Fayetteville stand up for the seventh inning stretch Sunday during Bark in the Ballpark night at the Northwest Arkansas Naturals game in Arvest Ballpark in Springdale. For more photos, go to www.nwadg.com/photos.

Virtual

Continued from Page 1B

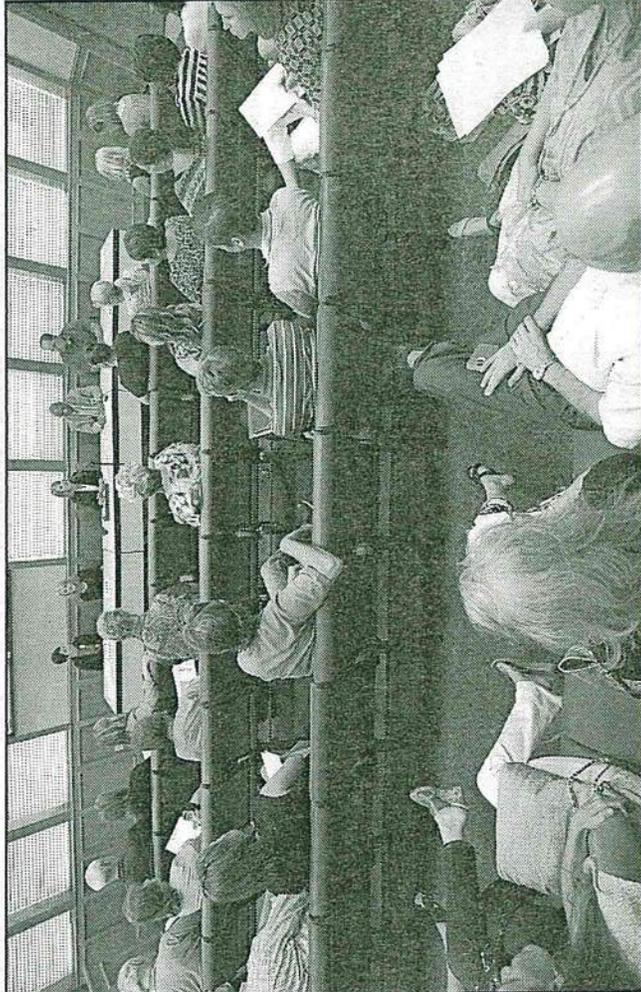
Initially would serve about 100 students in the fourth through eighth grades, said Jim Garrett, associate superintendent for secondary education. The school would add ninth and 10th grades in 2017-18, 11th and 12th grades in 2018-19 and kindergarten through third grades in 2019-20.

The district must submit an application for the district-conversion charter to the state Department of Education by Sept. 9. The state's Charter Authorizing Panel meets in November. The State Board of Education would decide whether to review the panel's decision in December.

The district began to research online curriculum a year ago.

Plans for the school include weekly field trips designed to help students feel connected, Garrett said. Experiences could include trips to the Walton Arts Center in Fayetteville or Crystal Bridges Museum of American Art in Bentonville. Students also might study with a university professor.

Bria Mounce, a mother of three Fayetteville students, is interested in virtual options for her children, though her eighth-, 10th- and 12-graders will be too old for the proposed online school. The Fayetteville School District plans



NWA Democrat-Gazette/J.T. WAMPLER

Around 40 people attend a public hearing Aug. 10 to learn about a conversion charter to start a virtual school in 2016-17. The virtual school would provide an alternative to a traditional school. For more photos, go to www.nwadg.com/photos.

to open in the 2016-17 school year. "I like that they don't have to be at a building for eight or nine hours a day," Mounce said. "They have more flexibility and control over what they are doing."

Mounce thinks an online school should provide a greater variety of classes, such as more choices for foreign languages, than students have access to on a traditional campus, she said. School districts that have established virtual schools have advised the district to

begin by using curriculum from a vendor to ensure teachers have adequate support and training in working in a virtual environment. They have also advised officials to consider how to support students, the administrators said.

"It's a lot different than just, 'Here's the curriculum. Hope you do it. Good luck,'" Garrett said.

Across the country, enrollment in fully online schools in the 2013-14 school year ranged from 48,358 students in kindergarten through 12th grade

in Arizona to 76 students in Alaska, according to a Keeping Pace with K-12 Digital Learning report by the Evergreen Education Group. A new statewide online charter school opened in Maine for the 2014-15 school year.

Arkansas had 1,334 students enrolled in the Arkansas Virtual Academy, a fully online school, during the 2013-14 school year, according to the Keeping Pace with K-12 Digital Learning report.

Brenda Bernet can be reached by email at bbernet@nwadg.com or on Twitter @NWAJBrenda.

water and sewer," Keith Macedo, city IT director, said Tuesday.

Macedo said the system functions properly, but it requires an "amazing" amount of custom programming. The system was purchased in 1992 and has been upgraded several times since. "So 23 years is the life we got out of the existing system," Marr said.

Workers in the Accounting and Utility Billing divisions still use computers that operate on an AS400 platform, with green screens and blinking cursors. "The system is very similar to what you would have seen implemented 15 to 20 years ago," Macedo said. "It's in dire need of upgrading."

The upgrades are expected to improve utility billing, allowing customers to receive water, sewer and trash and recycling bills by email and check water usage online. Macedo said billing clerks will be able to update payment information in real time. Businesses will be able to pay hotel, motel and restaurant taxes via the Internet.

A new document imaging system will improve workflow for several city departments, Macedo said.

On the police and fire side of the equation, updated software from Troy, Mich.-based New World Systems Corp. will allow workers to continue tracking and maintaining records, such as tickets, warrants, arrest histories and officer safety alerts.

"Our current system performs most basic functions, but New World is no longer developing the product," Police Chief Greg Tabor said in

struction of Ruppel Road from Persimmon Street to Martin Luther King Jr. Boulevard in west Fayetteville.

■ A request to rezone 4 acres northeast of Cleveland Street and Flazorback Road where an up to 60-unit residential development is planned.

■ A request to rezone 16 acres at 4065 E. Huntsville Road where a mixed-use residential and commercial development is planned.

■ An ordinance allowing up to four unrelated persons to live in each dwelling unit in a portion of the Ruppel Row development near the Boys & Girls Club.

Source: Staff report

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a July 31 memo to the mayor and City Council. "It is difficult to integrate with other systems, and it does not provide adequate reporting."

Bentonville and Rogers Police also use New World Systems software, so sticking with New World will allow Fayetteville officers to continue seamlessly sharing information with those departments, Capt. Jamie Fields said.

Macedo said six new servers and associated hardware will increase the city's data storage capacity from one-half terabyte to 12 terabytes.

"We're moving into the 21st century, hopefully with a platform that will allow us to grow," he added.

The overhaul is planned to take about 18 months.

Joel Walsh can be reached by email at jwalsh@nwadg.com or on Twitter @NWAJoel.

VIRTUAL ACADEMY SIGN IN SHEET
SEPTEMBER 3, 2015

Archer	Leverett L.	
Bland	Liz	
Bottoms	Heather	
Bowen	Heather	
Bowen	Heather	
Browning	Angie	
Bunton:	Sarah	
Clark	Jan	
Clark	Angela	
Davis	Lisa	
Drake	Chris and Leslie	
Easton	Deanna	
Eford	Allison	
Entress	Keith	
Foster	Bartt	
Glade	Andrew	
Gorman M. Ed.	Ryan	
Greiner	Angelia	
Hayward	Michelle	
Howard	Cynthia	
Huff, M.ED./NBCT	Lorie	
Jordan	Carolyn	
Kitchen	Andrea	
Lavender	Jennifer	
Lever	JoAnna	
Logan	Boyd	
Luke	Adam	
Mann	Staci	
MARTENS	LINDA	
Mattingly	Jarrold	
McClung	Joe	
Miller	Tim	
Mirus	Jay	
Moody	Josh	
Papania	Martha	
Phlean	Jessica	
Post FHS	Michael	
RING	LAURA	
SCHAEFER	STEPHEN	
Shirley	Joy	



UNIVERSITY OF ARKANSAS

College of Education and Health Professions
Office of the Dean

September 1, 2015

Dr. Paul M. Hewitt, Superintendent
Fayetteville Public Schools
1000 West Bulldog Blvd.
Fayetteville, AR 72701

Dear Dr. Hewitt,

I am honored and pleased to strongly support the Fayetteville School District's application to create a virtual Conversion Charter high school. This is an excellent opportunity for the district to serve underrepresented populations in the region, as well as create opportunities for individualized study, such as focusing on STEM or the arts. Additionally, these students will be able to integrate some of our wonderful Northwest Arkansas resources in their learning; Crystal Bridges, the Shiloh Museum, and the Walton Arts Center all come immediately to mind.

I also believe that the creation of a Conversion Charter will help those who have chosen to homeschool their children, giving these students important social interactions that they would otherwise be deprived of. And, all of this, including the creation of a Personalized Learning Plan, are done with the confines and resources of the Fayetteville School District. This means that the many excellent teachers that you currently have will be engaged in offering courses, advising students, and working with parents in very different ways.

The University of Arkansas College of Education and Health Professions fully endorses and supports the Fayetteville School District application for a Conversion Charter school. Please contact me if I can be of further assistance to you as you pursue this opportunity.

Sincerely,

Tom E. C. Smith
University Professor and Dean



**THE SENATE
STATE OF ARKANSAS**

UVALDE LINDSEY
 SENATOR
 4TH DISTRICT
 OFFICE: 479-444-6752
 uvalde.lindsey@gmail.com

2257 GENTLE OAKS LANE
 FAYETTEVILLE, ARKANSAS 72703

August 28, 2015

Dr. Paul Hewitt
 Superintendent
 Fayetteville Public Schools
 1000 West Bulldog Boulevard
 Fayetteville, Arkansas 72701

Dear Paul,

I am proud of the Fayetteville Public Schools and its long history of educational leadership!

With strong school boards and administrators, and a cadre of outstanding teachers, Fayetteville has always led Arkansas schools in delivering an outstanding, high quality educational experience to all of our students and families that call Fayetteville home.

That's why I am excited about the District's plans to create the Fayetteville Virtual Academy (FVA) within the District to provide a new educational experience that will enhance our capacity to deliver an outstanding education to our diverse student population.

The innovative Virtual Academy program is designed to be much more than an opportunity to take online classes; rather the FVA will provide our students with the opportunity to be a part of our dynamic and diverse community through specialized and challenging courses of study tailored to a student's specific interest.

Our Virtual Academy students from kindergarten through high school will be engaged in new learning experiences outside of the normal classroom setting, taking advantage of access to our community's rich culture through field experiences, independent research, mentorships, internships, and any learning setting that enhances the lives and educational experience of our students.

It is my privilege and honor to recommend the Fayetteville School District's application for the authority to implement a Conversion Charter School.

I strongly encourage the Department of Education's Charter Authorizing Panel to approve the District's application for the Fayetteville Virtual Academy.

Sincerely,

 Uvalde

VICE-CHAIR:
 JOINT PERFORMANCE REVIEW

MEMBER:
 LEGISLATIVE COUNCIL
 JOINT BUDGET
 EDUCATION
 CITY, COUNTY & LOCAL AFFAIRS
 RULES, RESOLUTIONS & MEMORIALS

9/7/15

From: Stephen Chapman

To: Dr. Paul Hewitt, Superintendent
Fayetteville Public Schools
1000 West Bulldog Boulevard
Fayetteville, AR 72701

Dear Dr. Hewitt,

Recently I found out about the Fayetteville Virtual Academy, I'm excited about the potential for the FVA to arrive in Fayetteville for several reason. As a parent, I greatly value the service offered by our education system and value the expertise that has been brought to the table. My appreciation for our teachers and administrators cannot be put into words. I can't even fathom doing their jobs. I have no clue how they manage 25+ kids with a range of needs from high intelligence to high risk. It's impressive what our schools accomplish despite the obstacles they face. I'm extremely grateful for them.

But growing up as a student with ADHD in Arkansas schools, I struggled deeply to focus in a classroom setting and was often disciplined as a result. I have a fairly high level of intelligence but it was not fostered well due to the institutional setting. My teachers and administrators cared for me deeply and invested much in my education as well as me as an individual. But, I needed a personalized and tailored plan to fit my needs. Due to the structure of the education system by the time I finished high school, I had mastered how to memorize just enough information to perform well on test but really didn't know how to learn. In college, I attended a private liberal arts school and my paradigm for learning was drastically challenged. I realized that education wasn't just about regurgitating information, but receiving information to interpret and understand my world around me to guide me in making wise and informed decisions as I take action in my daily life.

I also greatly desire to be intentionally involved in my children's lives not only physically by attending sporting events, school plays and performances, but emotionally, spiritually, and intellectually as well. Due to these desires and my struggle growing up, my wife and I have wrestled heavily with whether or not to home school our children or to keep them in public schools. We value the social interaction but do not want our children to repeat my experience. We want to allow them to reach their full potential and we are particularly drawn to the classical method of education.

Given the present situation and lack of flexibility in our current system, we had sided to home schooling our children for two primary reasons: we want a classical education for our children as well as a deep connected relationship with them. Both of which we do not feel is currently fostered by the education system.

In light of the new changes with the Fayetteville Virtual Academy, we are elated to know that not only the outstanding educational services and resources will be available to us but that we can tailor our children's learning to a classical method and educate them in the home with the assistance of professionals! We are also excited that our children will still be able to participate in all the other extracurricular activities available to other students. We are excited about the potential for the program to roll out in the fall of 2016 and will be among the early adopters and advocates for the program. Please let us know how we can be involved and help make this an available opportunity for families in Fayetteville!

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Chapman", with a long horizontal flourish extending to the right.

Stephen Chapman

Additional letters of support were received from:

Dr. Michael T. Miller
Senior Associate Dean and Professor
College of Education and Health Professions
University of Arkansas

Dr. Michael Daugherty, Head
Department of Curriculum & Instruction
College of Education and Health Professions
University of Arkansas

Laura Goodwin
Vice President, Learning & Engagement
Walton Arts Center

Cambre Horne-Brooks
Executive Director
Fayetteville Public Education Foundation

Steve Jacoby, Former Principal
Fayetteville High School

Andrea Segó, Principal
Vandergriff Elementary School

Michelle Hayward, Principal
McNair Middle School

Fayetteville Virtual Academy
2016-2017 School Calendar
Proposed

Professional Development	August 10, 11, 12
Teacher Work Day	August 15
1 st Quarter Begins	August 17
Labor Day	September 5
Professional Development	September 23
1 st Quarter Ends	October 14
Days in the Quarter	41
2 nd Quarter Begins	October 17
Parent Teacher Conferences	October 20, 21
Flex Days	November 21, 22
Thanksgiving Vacation	November 23, 24, 25
2 nd Quarter Ends	December 20
Days in the Quarter	41
Days in the Semester	82
Winter Vacation	December 21 – January 3
3 rd Quarter Begins	January 4
MLK Holiday	January 16
Professional Development	February 20
3 rd Quarter Ends	March 14
Days in the Quarter	48
4 th Quarter Begins	March 15
Spring Break	March 20-24
Parent Teacher Conferences	March 30, 31
Professional Development	April 28
Memorial Day	May 29
4 th Quarter Ends	May 31
Days in the Quarter	48
Days in the 2 nd Semester	96

Total Students Days	178
Teacher Work Days	1
Professional Development Days	9
Conference Days	2
Total Contracts Days	190

ELEMENTARY DAILY SCHEDULE:

Three (3) Days Each Week	
MORNING	Parent/Learning Coach reads online messages and reviews daily schedule
	Parent/Student reads and responds to communication from teacher
	Student completes a science lesson online with teacher and other classmates
	Student completes an virtual science lab
	Student completes an integrated language arts lesson that encompasses reading and writing activities
AFTERNOON	Student completes a social studies lesson and reads an appropriate selection
	Student independent researches social studies project online
	Student completes world language lesson and begins a project.
	Student completes math lesson through participation in bike club
	Parent/learning coach records attendance
	Student/Parent prepare for the next school day
One (1) Day Each Week	
MORNING	Parent/Learning Coach reads online messages and reviews daily schedule
	Parent/Student reads and responds to communication from teacher
	Student begins an integrated social studies and art project and watches online video on Georgia O'Keefe
AFTERNOON	Student/Parent attends one hour math support session with Teacher at FVA facility.
	Student completes integrated world language and writing project
	Student completes a hands-on science experiment
	Parent/learning coach records attendance
	Student/Parent prepare for the next school day
One (1) Day Each Week	
MORNING	Student participates in field experience at Crystal Bridges Museum – tied to current study in art (2-3 Hours)
	Student sketches on the grounds of Crystal Bridges (1 hour)
AFTERNOON	Student receives math lesson online with teacher and other pupils
	Student completes math exercise
	Student continues work on integrated art project
	Student reads assigned novel
	Parent/learning coach records attendance
	Student/Parent prepares for the next school day

2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion 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 district conversion 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 any other qualified employee of the school district is covered.
7. The district conversion 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.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. 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.



Signature of Superintendent of School District

9-8-15

Date

Paul M. Hewitt, Ed.D.

Printed Name

Name of Individual with Prior Charter Experience Kathy Hanlon

Position with Proposed Charter CFO

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Rogers New Tech High School	CFO	Operating	500 W Walnut Rogers AR 72756	ADE

2014 ESEA DATA

District: FAYETTEVILLE SCHOOL DISTRICT
LEA: 7203000
Address: 1000 W BULLDOG BLVD
Address: FAYETTEVILLE, AR 72701
Phone: 479-444-3000

Superintendent: VICKI THOMAS
Enrollment: 9421
Attendance: 95.67
Poverty Rate: 40.34

Report created on: 10/29/2014

% Prof/Adv.
2014 Math + Literacy 85.2
2013 Math + Literacy 86.3
2012 Math + Literacy 86.6

OVERALL DISTRICT STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	4987	5022	99.30	5538	5587	99.12
Targeted Achievement Gap Group	2347	2364	99.28	2596	2625	98.90
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	479	481	99.58	538	543	99.08
Hispanic	575	576	99.83	623	624	99.84
White	3414	3440	99.24	3802	3836	99.11
Economically Disadvantaged	2076	2092	99.24	2302	2329	98.84
English Language Learners	401	403	99.50	442	445	99.33
Students with Disabilities	589	595	98.99	645	653	98.77

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	PERFORMANCE -LITERACY					GROWTH -LITERACY				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	4037	4714	85.64	86.56	91.00	2675	3203	83.52	85.79	93.00
Targeted Achievement Gap Group	1575	2165	72.75	75.57	91.00	1059	1481	71.51	76.97	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	11820	13714	86.19	86.56	91.00	7901	9227	85.63	85.79	93.00
Targeted Achievement Gap Group	4789	6444	74.32	75.57	91.00	3297	4376	75.34	76.97	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	313	439	71.30	74.62		209	309	67.64	77.72	
Hispanic	405	542	74.72	73.25		265	363	73.00	79.07	
White	2914	3256	89.50	90.32		1925	2202	87.42	87.82	
Economically Disadvantaged	1407	1903	73.94	76.26		957	1308	73.17	77.53	
English Language Learners	272	386	70.47	65.76		188	263	71.48	75.12	
Students with Disabilities	248	557	44.52	54.88		160	360	44.44	57.95	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	4411	5204	84.76	88.56	92.00	2378	3308	71.89	83.01	81.00
Targeted Achievement Gap Group	1714	2373	72.23	79.35	92.00	881	1534	57.43	73.24	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	13427	15646	85.82	88.56	92.00	6901	9337	73.91	83.01	81.00
Targeted Achievement Gap Group	5403	7263	74.39	79.35	92.00	2710	4434	61.12	73.24	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	302	490	61.63	77.53		155	318	48.74	72.77	
Hispanic	439	581	75.56	78.91		236	383	61.62	73.34	
White	3237	3605	89.79	91.91		1734	2261	76.69	86.19	
Economically Disadvantaged	1523	2093	72.77	79.68		786	1353	58.09	73.94	
English Language Learners	290	419	69.21	72.93		166	283	58.66	70.89	
Students with Disabilities	331	607	54.53	54.88		122	378	32.28	54.91	

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
	All Students	513	593	86.51	81.69
Targeted Achievement Gap Group	144	200	72.00	66.13	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	1586	1853	85.59	81.69	94.00
Targeted Achievement Gap Group	422	586	72.01	66.13	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	35	48	72.92	67.05	
Hispanic	50	62	80.65	75.00	
White	392	444	88.29	84.30	
Economically Disadvantaged	119	164	72.56	62.03	
English Language Learners	27	34	79.41	84.30	
Students with Disabilities	31	50	62.00	65.63	

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Fayetteville Virtual Academy Application

Fayetteville Virtual Academy application for a district conversion charter

Motion

To approve the request

Barnes	Lester	Rogers
Gotcher	Liwo	Saunders
Jones-2	Pfeffer-M	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			This presents opportunities to embrace new approaches to learning and applies resources that achieve definitive expectations and outcomes for students where they have not existed before.
Gotcher	X			It is an excellent application. This is a model for the future; furthermore, it provides an opportunity for a true Personalized Learning Plan for kids based upon their individual needs.
Jones	X			Fayetteville has structured an online program that has human components to take ownership of students. They have considered student needs and have structured assessments and interventions.
Lester	X			The applicant is offering an excellent online option for an educational experience.
Liwo	X			This will provide additional, flexible options and opportunities for students. All teachers will be licensed in Arkansas.
Pfeffer	X			I believe that this is an example of a school for the future and will provide a personalized

				learning opportunity in a learner-focused structure.
Rogers	X			I have no concerns for the Fayetteville Virtual School at this time.
Saunders	X			This is a well-established, careful plan with student success at its core.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: November 20, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

November 19, 2015

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Randy Barrett, Superintendent
Gentry School District
201 S. Giles
Gentry, Arkansas 72734

**RE: Notice of State Board of Education Hearing
Gentry High School Conversion Charter**

Dear Dr. Barrett:

On November 19, 2015, the Charter Authorizing Panel met and approved the district conversion charter application for Gentry High School Conversion Charter. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. **Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 25, 2015, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, December 10, 2015.** Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on December 10th, and, at that time, the Board will determine whether or not to review the Panel's decision. If the Board decides to review the Panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Charter Schools, Program Coordinator

CC: Judy Winslett, Assistant Superintendent

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

GENTRY HIGH SCHOOL CONVERSION CHARTER

SUMMARY

Gentry High School Conversion Charter

School District: Gentry School District

Grade Levels: 9-12

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	9-12	500
2017-2018	9-12	500
2018-2019	9-12	500
2019-2020	9-12	500
2020-2021	9-12	500

Address of Proposed School: 201 S. Giles, Gentry, AR 72734

Mission Statement:

Recognizing the responsibility to students, parents, stakeholders, business and industry and the community, along with the need to provide a safe and productive school experience, Gentry High School Conversion Charter (GHSCC) will purpose to deliver an education designed to prepare students for successful transition to opportunities beyond high school, whether college or career. Additionally, GHSCC commits to being fiscally responsible with its resources, providing the best teachers, technology, and facilities possible.

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

Gentry School District

62.24% free and reduced-price lunch (2015-2016)

Needs Improvement District (ESEA 2014) – Literacy and Mathematics

Documentation Provided in Support of the Charter

Letters of Support Included with Response Document

Kevin D. Johnston

City of Gentry

Melissa Smith

McKee Foods Corporation

Additional Letters of Support on File in Charter Office

Dan Douglas

Arkansas State Representative

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

C1: PUBLIC HEARING RESULTS

When the Charter Internal Review Committee met on October 28, 2015, the applicant had not yet provided details of the public meeting to be held on November 3, 2015. This second public hearing was required since the first public hearing was held less than three weeks

from the publication notice. On November 4, 2014, details about the public hearing held on November 3 were provided.

C4: ACADEMIC ACHIEVEMENT GOALS

The charter will have completed its initial contract term before 2022, the year by which the applicant proposes having 60% of graduating seniors who take the ACT achieving college readiness benchmarks.

C5: SCHEDULE OF COURSES OFFERED

The applicant includes 24 credits labeled Smart Core when the requirements for Smart Core are limited to 22 credits. The applicant may require 24 credits but should call them graduation requirements rather than Smart Core.

There are concerns about the list of courses on the Courses Available by Grade table provided in response to C-5.

- The applicant includes Honors English I and Honors Physical Science on the list; however, the Department of Education has not been granting course approval for these courses.
- It is unclear how the extensive course offerings on the list can be routinely and effectively offered for 500 students.
- Some of the courses on the list are not available for credit, and taking non-credit courses could impact a student's transcript.
- The applicant must work with the Arkansas Department of Career Education (ACE) for approval of the following courses/programs of study:
 - JAG;
 - CNA Certified Nursing Assistant;
 - PCA Patient Care Assistant;
 - HVAC Program Year One
 - Cosmetology I; and
 - Cosmetology II.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

It is stated that students will receive a reduction in tuition to approximately one-third the cost of other students attending NWACC, but this cost may prohibit some students from participating.

C11: CURRICULUM ALIGNMENT

The applicant states that meetings will occur twice annually to ensure alignment or when needed to meet student needs, but the standards cannot be changed to meet student needs. To be adequate, alignment must show evidence of both vertical and horizontal alignment by subject area.

C14: ENROLLMENT CRITERIA AND PROCEDURES

The three pathways described may not meet the needs and preferences of all students.

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Gentry High School Conversion Charter

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Fully Responsive

Concerns and Additional Questions

- The notice of the public hearing was one day short of being published three weeks in advance of the hearing.

Applicant Response:

- An additional meeting was scheduled to allow for the full 3 week notification. (see 2 clippings from newspaper below)
- Additional advertisement on school sign at the corner of AR Hwy 59 and AR Hwy 12



Remaining Issues: When the Charter Internal Review Committee met on October 28, 2015, the applicant had not yet provided details of the public meeting to be held on November 3, 2015. This second public hearing was required since the first public hearing was held less

than three weeks from the publication notice. On November 4, 2014, details about the public hearing held on November 3 were provided.

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Provide a baseline year for each goal.**
- **Discuss growth expectations for students performing below grade level who need accelerated growth to be able to graduate with their cohorts.**

- Explain if the fourth goal, which is to increase performance annually by 0.2% (0.002) until meeting or exceeding the state average on the state mandated language assessment, should have said English which is one of the subject areas tested by ACT Aspire.
- Confirm that the fifth goal is to increase performance annually by 0.2% (0.002) until meeting or exceeding the state average on the state mandated reading assessment.
- Provide a goal for mathematics performance on state assessments.
- Provide the projected year by which 60% of graduating seniors will meet the ACT College Readiness benchmarks if the minimum goal of 0.2% (or 0.002) annual growth is attained.
- Confirm that alternative assessments will be provided to students when included in IEPs.

Applicant Response:

- Pending charter approval and implementation of new state mandated tests, the baseline year for each goal will be FY16.
- Opportunities will be available for students to enroll in credit recovery, digital courses or courses designed to accommodate self-paced or accelerated completion.
- Correcting Goal 4 – Increase the percentage of students performing at College and Career Readiness Level (currently ACT Aspire) in the area of English by 2% until meeting or exceeding the state average.
- Goal 5 -Increase the percentage of students performing at College and Career Readiness Level (currently ACT Aspire) in the area of Reading by 2% until meeting or exceeding the state average.
- New Goal for Math - Increase the percentage of students performing at College and Career Readiness Level (currently ACT Aspire) in the area of Math by 2% until meeting or exceeding the state average.
- By 2022, 60% of graduating seniors who sat for the exam will meet the ACT College Readiness benchmarks, as determined by the Arkansas Department of Education. Due to the present transitional nature of state level exams a “starting point” cannot be determined at this time. However a minimum of a 2% increase in number of qualifying students will be realized each year regardless of beginning point.
- Student’s will be provided alternative assessments when the need is identified and documented in the student’s IEP.

Remaining Issues: The charter will have completed its initial contract term before 2022, the year by which the applicant proposes having 60% of graduating seniors who take the ACT achieving college readiness benchmarks.

C5: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Partially Responsive

Concerns and Additional Questions

- **Provide the table that is referenced in the response. Be sure to include all required and elective course offerings.**
- **Confirm that the process for approval to embed courses, as outlined by the ADE Curriculum and Instruction Unit, will be followed.**

Applicant Response:

- **Below are the tables referenced in the original application. The first provides required courses for graduation for both the Smart and Core Curriculum by specific year of graduation. The second table lists the courses available for enrollment by grade. As students advance in grade levels, all courses listed in previous column(s) continue to be eligible for enrollment.**
- **GHSCC will adhere fully to the ADE outlined process for approval to embed courses.**

Smart/Core Curriculum

Gentry High School

Subject	Smart Core Curriculum (2016, 2017 graduates)	Core Curriculum (2016, 2017 graduates)
English	4 credits	4 credits
Mathematics <i>All students must take a math course in grade 11 and/or 12. Comparable concurrent credit college course may be substituted where applicable.</i>	4 credits <i>Algebra I or Algebra A & B Geometry Algebra II Choice of upper level math</i>	4 credits <i>All math units must build on the base of algebra and geometry knowledge skills.</i>
Science	3 credits <i>Must include physical science, biology, Chemistry or Physics</i>	3 credits <i>Must include physical science and biology</i>
Social Studies	3 credits <i>Civics/Economics, World History, US History</i>	3 credits <i>Civics/Economics, World History, US History</i>
Oral Communications	.5 credit	.5 credit
Physical Education	.5 credit	.5 credit
Health	.5 credit	.5 credit
Fine Arts	.5 credit	.5 credit
Electives	8 credits	8 credits
TOTAL Credits required	24 credits	24 credits

Subject	Smart Core Curriculum (2018 and beyond graduates)	Core Curriculum (2018 and beyond graduates)
English	4 credits	4 credits
Mathematics <i>All students must take a math course in grade 11 and/or 12. Comparable concurrent credit college course may be substituted where applicable.</i>	4 credits <i>Algebra I or Algebra A & B Geometry Algebra II Choice of upper level math</i>	4 credits <i>All math units must build on the base of algebra and geometry knowledge skills.</i>
Science	3 credits <i>Must include physical science, biology, Chemistry or Physics</i>	3 credits <i>Must include physical science and biology</i>
Social Studies	3 credits <i>Civics/Economics, World History, US History</i>	3 credits <i>Civics/Economics, World History, US History</i>
Oral Communications	.5 credit	.5 credit
Physical Education	.5 credit	.5 credit
Health	.5 credit	.5 credit
Fine Arts	.5 credit	.5 credit
Electives <i>Must include a digital learning class of at least .5 credit</i>	8 credits <i>Must include a digital learning class of at least .5 credit</i>	8 credits <i>Must include a digital learning class of at least .5 credit</i>
TOTAL Credits required	24 credits	24 credits

COURSES AVAILABLE BY GRADE

9th Grade <i>All courses listed below:</i>	10th Grade <i>All courses to the left & those listed below:</i>	11th Grade <i>All courses to the left & those listed below:</i>	12th Grade <i>All courses to the left & those listed below:</i>
Honors English I English I Oral Communications Spanish I Theatre Appreciation Forensics Algebra I Algebra 1 Part 1 Algebra 1 Part 2 Physical Science Honors Physical Science Intro to Medical Professions Civics Economics Survey of Ag Systems Greenhouse Management Intro to Horticulture Science Computerized Bus Applications Family & Consumer Science Child Development Clothing Management Food & Nutrition Housing & Interior Design Parenting Art I Art Appreciation Music Appreciation Choir-Pioneer Singers Choir-Varsity Singers Choir- Ensemble Band Health Physical Education Fitness & Weights Athletics Personal Finance <u>Digital Learning Classes:</u> Essentials Computer programming Travel Destinations Sports Marketing International Travel Intro to Travel and Tourism Fashion Merchandising	English II Pre-AP English II Journalism Spanish II Theatre I Bridge to Alg II Algebra II Geometry Biology Pre-AP Biology Chemistry I Pre AP Chemistry I World History Pre-AP World History United States Government Ag Mechanics Ag Metals Animal Science I Animal Science II Farm Structures Comp Accounting I Digital Layout & Des Digital Imaging Banking & Finance Principles Banking & Finance Teller operations Entrepreneurship I Entrepreneurship II Orientation to Teaching I Art II ACT Prep Cheerleading Drivers Ed <u>Digital Learning Classes:</u> ACT Prep Intro to Hospitality Programming I Programming II	English III AP Language and Composition Pre-AP Pre-Calculus AP Statistics Algebra III Transitional Math Ready Environmental Science Anatomy & Physiology AP Biology AP Chemistry(2016-17) Physics Medical Terminology US History AP US History Psychology Sociology World Geography AP World History (distance learning class) Art III Digital Media Digital Audio/Video Prin. of Career Professionalism Community Service Cosmetology I <u>The following classes are offered through NWACC and the student must meet requirements and pay for the class and textbooks.</u> CIV Classes: English Composition I English Composition II College Algebra Public Speech General Psychology Online Early College Experience: History of American people to 1877 History of American people since 1877 Art Appreciation Intro to Computer Information Systems Intro to Hospitality Hospitality Marketing Medical Terminology Personal and Health Safety Intro to OBHA <u>Digital Learning Classes:</u> Marketing Career Ready 101 Web Page Design I	English IV Transitional English 12 AP Literature and Composition AP Calculus JAG CNA Certified Nursing assistant PCA Patient Care Assistant HVAC Program Year One Cosmetology II

Remaining Issues:

- The applicant includes 24 credits labeled Smart Core when the requirements for Smart Core are limited to 22 credits. The applicant may require 24 credits but should call them graduation requirements rather than Smart Core.

- There are concerns about the list of courses on the Courses Available by Grade provided in response to C-5.
 - The applicant includes Honors English I and Honors Physical Science on the list; however, the Department of Education has not been granting course approval for these
 - It is unclear how the extensive course offerings on the list can be routinely and effectively offered for 500 students.
 - Some of the courses on the list are not available for credit, and taking non-credit courses could impact a student’s transcript.
 - The applicant must work with the Arkansas Department of Career Education (ACE) for approval of the following courses/programs of study:
 - JAG;
 - CNA Certified Nursing Assistant;
 - PCA Patient Care Assistant;
 - HVAC Program Year One
 - Cosmetology I; and
 - Cosmetology II.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associated with the curriculum

Fully Responsive

Concerns and Additional Questions

- Provide estimated costs associated with the proposed programs and methods to support core classes.
- Explain how these costs will be afforded.
- Explain how project based-learning will be designed or what project-based program will be used.
- Confirm that the IEPs will be implemented as written, including in digital or blended classes.

Applicant Response:

Based on current labor market data GHSCC has plans to incorporate and or expand three pathways of study: Healthcare, Information Technology, and Transportation.

- **Healthcare**

In the Fall of 2015 GHS, in conjunction with Northwest Arkansas Community College (NWACC), is teaching a Certified Nursing Assistant (CNA) course, to be followed in the Spring of 2016 with a Patient Care Assistant (PCA) class. All needed equipment was acquired primarily through donations from community members and business partners. District funds were utilized to refurbish classroom and laboratory space for the program and to purchase textbooks. Through the Early College Experience at NWACC, students receive a reduction in tuition, approximately one-third of the cost incurred by students attending the NWACC campus in Rogers, Arkansas.

Opportunities such as these allow students to acquire industry certifications, or begin a college program of study prior to high school graduation, while assisting parents in the funding of a post-secondary education for their child. GHS, utilizing current faculty, is providing a medical terminology class to serve as a prerequisite for future courses associated with the healthcare profession. Additional courses related to the healthcare profession will be considered once students have completed the currently offered courses that serve as prerequisites to advanced courses.

Estimated cost associated with this program:

- **Instructional staff – N/A – provided by NWACC or GPS district employee**
- **Material and supplies - \$1,000**
- **Equipment, if applicable – N/A currently equipped**
- **Textbooks/Resource material - \$5,000**

- **Information Technology**

In today’s marketplace Information Technology (IT) is found in varying dimensions and intensities associated with business and industry. Industry certificates, as well as IT skills associated with careers found in the healthcare arena, exist through medical coding, scribing, electronic medical records, medical billing, etc. .

Currently GHS offers courses that equip students with the skills needed to acquire Google, Adobe, and Microsoft industry certifications. Through GHSCC additional IT courses focused on teaching networking skills will be offered. Upon successful completion of these courses students will have opportunities to test for vendor neutral industry certification such as CompTIA IT Fundamentals, CompTIA Network+, and CompTIA A+. Equipment and hardware needed for instruction for these courses is already in place on the GHS campus. Any needed material and supplies will be funded from the district budget or other non-school funds.

Estimated cost associated with this program:

- **Instructional staff - N/A – provided by NWACC or GPS district employee**
- **Material and supplies - \$1,000**
- **Equipment, if applicable - N/A currently equipped**
- **Textbooks/Resource material - \$1,000**

- **Transportation**

The application process for a District Conversion Charter spans over a period of several months. During the charter application interim, in an attempt to expedite needed vocational offerings identified by a local industry, the district applied to the state school board and was approved for several waivers. The granting of these waivers allows GHS to offer a diesel mechanics class in the Spring of 2016. The district along with a local business partner, McKee Foods, will provide any needed equipment and supplies for this course.

As the GHSCC strives to prepare students to be both college and or career ready, other related areas associated with transportation, leading to an industry certificate or degreed program, will be considered. Examples include logistics and business management with courses in supply chain management, transportation management, etc.

Estimated cost associated with this program:

- **Instructional staff - \$40,000**
- **Material and supplies - \$2,500**
- **Equipment, if applicable \$92,830**
- **Textbooks/Resource material - \$3,500**

All of the above mentioned programs lend themselves to solution/project based learning allowing students to solve, or work, on real world projects or simulations. Applicable project may include:

Networking two or more computers

Configuring managed network equipment

Configuring wireless access points

Setting up network services on different operating systems

Simulations using electronic medical record software

To provide opportunities for students to participate in internships in the business and industry arena, digital and or blended learning delivery of core class will be available. GHSCC will utilize only ADE approved agencies for the delivery of such courses.

GHSCC will continue to implement student individual education plans (IEP's) as required, including those presented in digital or blended learning format.

Remaining Issues: It is stated that students will receive a reduction in tuition to approximately one-third the cost of other students attending NWACC, but this cost may prohibit some students from participating.

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Describe the components of the program, and explain how the components of the program will blend to benefit the student.**

Applicant Response:

Components of the program:

- **Core Curriculum – method of delivery**
 - **Traditional (options for regular and advance placement course enrollment)**
 - **Digital**
 - **Blended**
 - **Embedded**
- **Design of Non-Core Curriculum**
 - **College course bearing classes**
 - **Applicable to industry certifications**
 - **Applicable to college degree**
 - **Vocational courses**
 - **High school credit**
 - **Possible articulated credit to post-secondary schools**
 - **Some courses leading to specific industry certificates**
- **Internships with Business & Industry**
 - **Volunteer**
 - **Compensated**

Students participating in any of the pathways offered; Healthcare, Information Technology, or Transportation, will have the ability to design an individual education plan after considering their identified program/educational goal. Based on student preferences, students will be allowed to enroll for either digital or traditional course delivery for core

courses, take college or vocational courses with credit given toward industry certificates or college degree plans. Additionally, some high school courses currently offered at GHS have been approved for articulation to local post-secondary institutions. Embedded courses, approved by ADE, will provide additional time for students to enroll in other elective courses or participate in internships related to their identified program of study. Internships with Business & Industry whether volunteer or compensated, will allow students to apply knowledge gained through classroom instruction and project based learning to real world situations. Ideally these internship opportunities will allow students to build relationships leading to full-time employment with that company, or job experience for a resume.

C8: CHARTER MODEL

Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

Fully Responsive

Concerns and Additional Questions

- Explain the ways in which developing and managing the budget, the calendar, and day-to-day operations will be conducted differently from other schools in the district.

Applicant Response:

As a conversion charter, converting GHS to GHSCC, (continuing to be the only high school within the school district), GHSCC will receive the needed funds for day-to-day operations as well as funding for educational programs implemented under the conversion charter umbrella. Communication between GHSCC principal and GPS superintendent will identify annual budgetary needs and allow for advanced fiscal planning for GHSCC. The GHSCC will operate on the same calendar and daily schedule as designed and approved for the other three campuses. Some variations will exist on an “as needed” basis. Teachers will continue to collaborate in grade and content teams in relation to core subjects. In addition to the state required professional development, ongoing activities related to career education and awareness will be delivered to both teachers and students.

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

Fully Responsive

C11: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Outline a process that will be in place to ensure that all curriculum materials, used in the educational program, align with the Arkansas Department of Education’s Curriculum Frameworks and the Common Core State Standards.**
- **Explain what personnel will be involved in overseeing this process.**

Applicant Response:

All curriculum materials, used in educational programs will align with ADE curriculum frameworks and or the Common Core State Standards, additionally, only ADE approved vendors will be used for digital course delivery.

Gentry Public Schools building administrators are the educational leaders in their assigned building and oversee the curriculum development for their school. Prior to school beginning, teachers are brought together as departments to plan instructional units. Teachers are given ample resources and time in order to design instruction, student tasks, formative and summative unit assessments. Teachers then meet twice annually, or “as needed”, with the principal to discuss the student progress and make decisions based upon the student’s needs. Free, after school tutoring, is available Monday through Thursday for any student needing additional help

To facilitate a “tight” alignment to postsecondary programs and courses, GHSCC administrators and teachers, involved in delivery of courses connected to designed pathways,

will collaborate with members of higher education. Ongoing consultation with industry partners to evaluate and identify program elements will also be an integral piece to the success of GHSCC.

Remaining Issues: The applicant states that meetings will occur twice annually to ensure alignment or when needed to meet student needs, but the standards cannot be changed to meet student needs. To be adequate, alignment must show evidence of both vertical and horizontal alignment by subject area.

C12: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions

- **Confirm compliance with all state and federal special education laws, rules, and regulations.**

Applicant Response:

GHSCC will be in compliance with all state and federal special education laws, rules, and regulations.

C13: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

C14: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain if all Gentry High School students will attend the proposed charter or if the proposed charter will operate as a school within a school.
- Name and describe the “pathways” that will be offered to students.

Applicant Response:

All students will attend GHSCC, designing an individual education plan to aid them in achieving their desired goals. Pathways selected, based on current labor market data are Healthcare, Information Technology, and Transportation. For example, a student having an interest in the healthcare profession might enroll in Anatomy, Medical Terminology, and possibly the Certified Nursing Assistant class at GHSCC. Upon graduation this student would have the ability to immediately seek employment, utilizing their CNA certification, or apply for a postsecondary educational program in the healthcare field. Entrance into a nursing program has become very competitive and having these courses and a CNA certification should increase their chances for admittance. Giving students these opportunities to solidify their interest in the profession, prior to high school graduation, can ultimately save students and their parent’s time and money.

Pathways offerings will include:

Healthcare: Opportunities through this pathway will include preparation for both immediate

entry into a healthcare related career or advancement into post-secondary education. Students interested in seeking a career in a healthcare related field, i.e. Certified Nursing Assistant (CNA), physician's office, or clerical position, would have the opportunity to enroll in CNA, medical terminology, anatomy, office management, or other related offerings leading to industry certificates. Students interested in continuing onto a postsecondary institution would have the opportunity to enroll in any of the above courses as well as college courses which would provide for accelerated completion of a college degree. Students in both pathways would have opportunities to participate in internships designed to facilitate "real-world" knowledge.

Information Technology (IT): IT courses focused on teaching networking skills will be offered along with the continuation of computer related courses. Upon successful completion of these courses students will have opportunities to test for vendor and vendor neutral industry certification such as CompTIA IT Fundamentals, CompTIA Network+, and CompTIA A+, Microsoft Word, Excel, Powerpoint, etc. Students pursuing an IT pathway, upon high school graduation continue to a postsecondary institution, or enter the workforce.

Transportation: Courses associated with transportation, leading to an industry certificate or degreed program will be offered. Examples include diesel mechanics, logistics and business management with courses in supply chain management, transportation management, etc. Opportunities to obtain industry certificates as well as prepare for continued education at postsecondary institutions will be the focus of this pathway.

Remaining Issues: The three pathways described may not meet the needs and preferences of all students.

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C16: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

Fully Responsive

Concerns and Additional Questions

- List the “appropriate credentials” and other required qualifications for the assistant superintendent, principal, instructors, and counselor.

Applicant Response:

The Gentry Public Schools assistant superintendent will hold an ADE issued district level administrator license or be eligible for an ADE approved Administrator Licensure Completion Plan. Principals employed by the district will be required to have an ADE issued building level administrators license or be eligible for an ADE approved Administrator Licensure Completion Plan. Instructors hired to work within the GHSCC will be ADE licensed teachers; eligible for an ADE approved Teaching Additional Licensure Plan, or be a highly qualified industry specialist. ADE licensed guidance counselors, or counselors eligible for an ADE approved Counselors Additional Licensure Plan, will be employed to aide students and parents in career guidance along with other varied duties.

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

Fully Responsive

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C21: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C22: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain the purpose, composition, and function of the Gentry Career and Technical Advisory Board.

Applicant Response:

The Gentry Career and Technical Advisory Board exists under the CTE program guidelines. The current board is comprised of members from local business and industry, a city official, and parents. The board will serve in an advisory capacity as programs are evaluated, labor market data reviewed, and when consideration is given to implementing new programs. Gentry Public Schools is committed to seeking input from stakeholders as the system strives to meet the needs of students and the community.

C23: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

OTHER:

- Complete the following table with the grade levels and maximum enrollment to be served by year:

Applicant Response:

School Year	Grade Levels	Maximum Enrollment
2016-2017	9-12	500
2017-2018	9-12	500
2018-2019	9-12	500
2019-2020	9-12	500
2020-2021	9-12	500

Additional Public Hearing Documentation





Gentry Public Schools



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Gentry, Arkansas 72734

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The following is a brief summary of the Town Hall meeting held in the PAC Building, at 6:00 p.m., Tuesday, November 3, 2015. The focus was a final "touch base" meeting regarding the Proposed Conversion Charter for 2016-17. (See attached sign-in sheet.)

Ms. Judy Winslett facilitated the meeting. Dr. Barrett made the opening address.

Dr. Barrett welcomed a group of approximately 15 patrons, parents and staff. He noted that this was the final chance to look at and discuss the plans for the Conversion Charter. He said "This is one piece of what we are doing as a district. This will be our last effort locally before we move on to the state level. We have attempted to involve the community as much as possible."

Ms. Winslett also welcomed the group and thanked them for their interest and support. She said the evening's agenda would include some old information that they had already heard as well as some new data. She read the GHSCC Mission Statement, part of which stated the districts commitment to "purpose to deliver an education designed to prepare students for successful transition to opportunities beyond high school in career and college."

Ms. Winslett's presentation included, but was not strictly limited to the following:

Explained opportunities to be provided.

GHSCC Innovations such as internships, vocational programs taught by industry professionals individualized instruction for all students.

Explanation - "Why Change?" - increased opportunities and options for students for successful future story.

Regional Employer Survey Results 2014 - hiring shortages and industry specific shortages

GHS - response to Labor Market Research

College and Career Readiness

Predicted NWA Job Growth 2014-15 information provided.

Options for Gentry Students (four-year degree, two-year degree, Industry Certification, Work Force Readiness Certificate of Proficiency)

Cost of College - 4 year degree - (compare to buying a house)

How can we help our students/parents/industry?:

- *Help students clarify their goals for the future*
- *Provide additional college courses*
- *Deliver articulated courses*
- *Allow savings to parents for post-secondary education*
- *Offer opportunities for industry certification*
- *Arrange opportunities for internships*
- *Create value added diploma - increasing employability*

Provide needed workforce for industry- new jobs and vacancies as a result of retiring employees.

College Bound Data - Student savings by students taking advantage of "early college experience" options available. (\$91,000 savings last year) calculated using FY16 tuition costs

Diesel Mechanics Program Course Offerings Once Fully Implemented

Logistics - Possible Courses resulting in industry certifications (Supply Chain Management, Transportation Management, Inventory Management, International Logistics, Entrepreneurship) General Education Concurrent Courses from NWACC are available on GHS campus.

Healthcare Pathway Courses Offerings

Current (Intro to Medical Professions, CNA, PCA, Med term) Possible expanded offerings (Electronic Health Records, Anatomy and Physiology, Intro to Computer Information, First Responders, Intro to Coding, Pathology)

Information Technology (IT)

NWACC Certificates (Workforce Readiness)

Industry Certifications

Fastest Growing Occupations in Northwest Arkansas Healthcare Pathway.

Explanation of requested waivers for GHSCC (from application) as related to the following:

1. *Embedded Courses*
2. *Teachers (instructors with specialized skills and abilities)*
3. *School Day Attendance (flexibility to individualized instruction)*
4. *Unit of Credit (waive clock hours to allow for self-paced instruction)*
5. *Grading Scale (limited need - allows for mastery grading)*

Questions:

Mr. Al Lemke asked how long it will take to expand the curriculum. He said “ I look at this as 4-5 categories. In the area of Logistics, I cannot see why we are not including Aviation considering our proximity to XNA. What about students considering a military career? Aviation Mechanics could boost their opportunities to advance in those careers as well.” Ms. Winslett agreed. She noted that recruiters do regularly come and talk to students interested in military careers. She said that she hoped the offerings and ideas would increase as the district gets the GHSCC off the ground.

Ms. Cheryl Braun asked, “ Are any of the courses Siloam and Gravette provide for students open to “exchange” opportunities for Gentry students?” Ms. Winslett noted that the CNA course originally offered by Gravette proved to be in such demand at Gentry that we were able to offer our own program. One Gentry student is currently enrolled in the Gravette HVAC program. Gravette, Decatur, and Gentry have formed an informal group known as WBCCC (Western Benton Country Careers Consortium) and have been closely working together. Gravette students may be interested in participating in the Gentry Diesel Mechanics program. Siloam has also offered to allow students to attend their programs where open seats permit. Ms. Winslett said “We do not have the size or ability to do everything. All districts have noted they will take their own students first but offer open seats to out of district students when available.”

Mr. Al Lemke asked “ How has Siloam's program progressed? “ Ms. Winslett reported that they had approximately 40 students this semester and had just had their dedication of their building.

Ms. Linda Lemke asked if the Careers programs were for seniors only. Ms. Winslett explained that any student 9-12 could participate. Some core pre-requisite courses will be necessary depending on the program.

Ms. Charla Whitaker asked “ Does this tie in to EAST? “ Ms. Winslet answered that indirectly it does tie in to EAST saying “East is about using technology and "out of the box" thinking to accomplish projects. Technology careers are “high demand” careers. Programs like EAST expand the way students see the field of IT.”

Ms. Cheryl Braun expressed some confusion regarding the waiver regarding teacher licensure. She noted that the waiver requested that industry skilled instructors be allowed to teach without a teaching certificate on a “limited” basis. She asked if that meant that these instructors would only be eligible for short assignments or until an ADE licensed instructor could be hired. Ms. Winslett explained that “limited”, in this sense , referred to the areas where this waiver would be applied. She explained that core curriculum teachers would still be required to be fully ADE licensed. Limited referred to industry certified personnel being limited to the Career/Industry

classes and allowed them to be paid from a different salary schedule. She noted that it would be extremely difficult and highly unlikely to find a Diesel Mechanic's instructor with a Teaching License willing to be paid from the teacher salary schedule. Ms. Winslett also noted that Charter Status and waivers were granted for 5 years.

Ms. Linda Lemke asked for a clarification of industry specific certifications as opposed to degrees in an area or workforce certifications of proficiency. Ms. Winslett explained that some career options offered certificates based on industry knowledge and courses while others required two or four year course of study degrees. She explained that the certificates of proficiency showed that a specific area of training had been given and mastered. For example, within the Culinary Arts program specific certifications for "safe handling" of food are available. Having this certificate may garner an employee with McDonalds and other foodservice establishments, .25 cents per hour more upon hire than an employee who has to be trained by the employer. Employers benefit by saving time and money providing training the new employee has already completed. Employees begin working for higher salaries immediately.

Mr. Lemke asked "How do you encourage 9th graders to plan their futures?" Ms. Winslett said that they will begin including within the Character Education Program at the elementary level Career specific information (i.e. be on time. Do your very best. Etc.) Older students will have opportunities for "career exploration" with field trips to industries to see what is involved in specific fields and whether they might have an interest.

Linda Lemke told Ms. Winslett that Ms. White, GIS Media Specialist, was teaching students limited computer coding through games on Wonderful Wednesdays. She said that she had heard Ms. White encourage the students by saying "computers and computer programing will continue to be a great career opportunity." Ms. Winslett was pleased and said she planned to thank Ms. White for her efforts. Ms. Winslett said that part of the mission of the GHSCC was to "Communicate options and let them find the fun as well as develop a passion."

Ms. Winslett reported that on the 19th of November they will present their request in person to the State Board and should know by December if we are approved. Mr. Lemke asked "what happens if you are not approved? Will you quit?" Ms. Winslett said that she could not conceive of quitting at this point. She said "This is too important to our students to give up. I believe we will be approved but if not we will just have to attack from a different direction. I am so entrenched that I cannot imagine giving up"

Dr. Barrett agreed. He reported that Gravette Schools had chosen to abandon their charter request after learning that funding was limited or non-existent. Dr. Barrett noted that Gentry had that same chance to retreat but chose to continue on. He said "This never was about getting money from the state it was about doing something to help all students have a chance to succeed." "The word "charter" is a popular buzz word. The governor is focused on making sure we are balancing the scale preparing students for college and/or career." He explained that at the fall Administrator's Conference in Little Rock last week, industry leaders plainly addressed school personnel and said "You are not helping the economy of the state because you are not turning out hire ready students."

Dr. Barrett said that he felt that a push to rectify that issue could result in business and industry partnerships as they have expressed a willingness to help if schools are serious and ready to prepare students for the workforce with the same commitment we give to preparing them for college. He concluded by saying “This charter is about setting aside a few rules to help a group of students be ready for the workforce upon graduation and to have the same chance as college bound students to succeed in needed fields and in careers they enjoy. Mr. Lemke is right that not every student is college bound and our economy needs workers as well. We hope this is a long-term plan in which we will expand the curriculum and join in student-sharing relationships with neighboring districts. We are excited and hopeful. I wish we would have done this 10 years ago.”

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

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

**Gentry High School Conversion Charter
Waivers Requested in Original Application
2015 District Conversion Application**

1. Oral Communications

Section 9.03.4.1 of the Standards for Accreditation (1 Unit of Oral Communication)

Course content and design of the Career Readiness class supports the embedding of Oral Communication frameworks to prepare students for college, career and the communication skills necessary in these arenas for success. All standards and frameworks required for the Oral Communications course will be taught in the Career Readiness course.

Legal Comments: None

2. Licensure

Ark. Code Ann. §6-15-1004 Qualified teachers in every public school classroom

Ark. Code Ann. § 6-17-301 Employment of Certified Personnel

Ark. Code Ann. § 6-17-309 Licensure- Waiver

Ark. Code Ann. § 6-17-401 Teacher's license requirement

Ark. Code Ann. § 6-17-902 Definitions

Ark. Code Ann § 6-17-908 Teacher's salary fund – Authorized disbursements

Ark. Code Ann. § 6-17-919 Warrants void without valid certificate and contract

ADE Rules – Licensure- Educator Licensure

Standards for Accreditation 15.03

ADE Rules Governing Educator Licensure

In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach career education classes, on a limited basis. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.

Legal Comments: None

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

3. School Day/Attendance

Ark. Code Ann. § 6-16-102 School Day

Ark. Code Ann. § 6-18-210 Definitions (Planned Instructional Time)

Ark. Code Ann. § 6-18-211 Mandatory attendance for students in grades nine through twelve

Section 4 of ADE Rules Governing Mandatory Attendance requirements for Students in Grades Nine through 12

The district seeks to allow the opportunity to individualize instruction for all students. A student possessing the ability to complete required coursework in less than 6 hours a day could have the option to enroll in a specialized educational program outside the school district, participate in an apprenticeship program designed to aid in career readiness, or seek employment to assist in future educational expenses. Conversely, students unable to achieve mastery within a six hour day could benefit from an extended educational day. Additionally, the present state and national emphasis on utilizing technology for instruction might create scenarios where a student might benefit from blended instruction at atypical school hours.

Legal Comments: None

4. Required Clock Time for Unit of Credit

Standards for Accreditation 14.03

Opportunities for digital course delivery designed for self-paced learning could find students mastering course content in less than 120 clock hours. If mastery is determined, students would advance on to next course in their individual education plan. This waiver request is in relation to "seat-time", not graduation requirements. All applicable course frameworks and standards will be fully adhered to and taught.

Legal Comments: In order to fully effectuate this waiver, a waiver of **Ark. Code Ann. § 6-18-213** should also be requested.

Applicant Response: *The applicant asks to add a waiver of Arkansas Code 6-18-213 – Attendance records and reports generally, to our conversion charter application.*

Remaining Issues: None

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

5. Grading Scale

Ark. Code Ann. § 6-15-902(a) Standards for Accreditation 12.02

The expansions of Career, Trades, and Vocational offerings may require the addition of nongraded, in the sense of the traditional grading scale, student performance evaluative strategies. This waiver request is intended for only those non-core (vocational) courses that lend themselves to alternative descriptors of "mastery"

Legal Comments: None

Other Legal Comments: Special attention should be given to the waivers from the Code, Standards for Accreditation, and ADE Rules granted by the State Board of Education at its September 10, 2015 meeting. The waivers granted by the State Board on September 10, 2015 are set to expire within five years or upon approval of this charter application, whichever should come first. ADE Legal Services recommends that the district review any policies and practices that were changed or adopted in response to the granting of those waivers to ensure full compliance with the Code, Standards for Accreditation, and ADE Rules in the future, should this application be approved.

Applicant Response: *Our practice regarding policy revision is to review such in the current school term and to make any changes effective July 1 of the next year.*

Our charter, if approved, will become effective August of 2016 thus any required policy revisions will have been approved prior to the start date of the conversion charter.

It is our intent to formally review all board and board personnel policies for any needed changes resulting from conflicts between existing policies and provisions of the conversions charter. With regard to the conversion charter, we will wait until approval to begin the review process.

Remaining Issues: The charter, if approved, will actually become effective July 1 of 2016; ADE Legal Services has no issues with the practice laid out in the Applicant's response.

**ADE LEGAL
DESEGREGATION
ANALYSIS**



MEMO

DATE: November 6, 2015

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Five public school districts submitted applications for district conversion charter schools:

- Cave City School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Fayetteville School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 500 students;
- Gentry School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 500 students;
- Hot Springs School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Springdale School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 2,000 students.

II. Statutory Requirements

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

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

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. Each applicant's desegregation analysis is attached to this memo.

IV. ANALYSIS FROM THE DEPARTMENT

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

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs World Class High School, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.

as GHS.

20. 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:

As GHSCC seeks to individualize student education plans, parents will be given the opportunity to attend college and career information sessions throughout the school year and work individually with teachers and counselors in developing an education plan for their child. Community members, as well as business and industry, will be encouraged to participate in activities designed to prepare students for success during high school and beyond. Activities providing opportunities for speakers from the community and industry partners, as well as internship or apprenticeship, will be incorporated.

Surveys will be used to evaluate the program and will be made available to all stakeholders.

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

Applicant Response:

The Gentry School District's receipt of a conversion charter for its high school will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Gentry School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the GHSCC will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Wednesday, September 9, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Gentry High School Conversion Charter _____

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
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Gentry High School Conversion Charter

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 500

Name of School District: Gentry Public Schools

Name of Contact Person: Judy Winslett

Address: 201 S. Giles City: Gentry

ZIP: 72734 Daytime Phone Number: (479) 736-2253 FAX: (479) 736-2245

Email: jwinslett@gentrypioneers.com

Charter Site Address: 1055 Pioneer Lane

City: Gentry

ZIP: 72734 Date of Proposed Opening: August 15, 2016

Name of Superintendent: Dr. Randy C. Barrett

Address: 201 S. Giles City: Gentry

ZIP: 72734 Daytime Phone Number: (479) 736-2253

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Recognizing the responsibility to students, parents, stakeholders, business and industry and the community, along with the need to provide a safe and productive school experience, Gentry High School Conversion Charter (GHSCC) will purpose to deliver an education designed to prepare students for successful transition to opportunities beyond high school, whether college or career. Additionally, GHSCC commits to being fiscally responsible with its resources, providing the best teachers, technology, and facilities possible.

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

Applicant Response:

As Gentry began exploring the possibility of a conversion charter, meetings were held with local business and industry in an effort to identify their personnel needs. Pointed questions were asked by administration such as, "What do you as a local business feel the school needs to improve on as we educate students for the workforce?" Responses commonly found related to "soft skills", good work ethic, punctuality, ability to problem solve, and the ability to work in a team. These responses along with labor market data provided the foundation for a conversion charter initiative. Gentry seeks to offer programs which allow students to gain the skills previously mentioned as well as acquire industry specific training through classes associated with careers related to transportation, information technology, and the medical industry. Students will have the opportunity through the charter to continue acquiring college credit coupled with industry certifications and apprenticeships with local business and industry. Students successfully completing the program will graduate with 21st Century Skills necessary for successful transition to opportunities beyond high school.

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:

Various meetings were held to discuss the charter application with teachers, parents, and stakeholders. Two public hearings, the first on April 13, 2015 at the Gentry City Courtroom, and the second on September 1, 2015 at the Gentry High School auditorium. Included with this application is evidence to document such meetings.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located *at least three weeks prior to the date of the meeting.***

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

Applicant Response:

Recognizing the responsibility to students, parents, stakeholders, business and industry and the community, along with the need to provide a safe and productive school experience, Gentry High School Conversion Charter (GHSCC) will purpose to deliver an education designed to prepare students for successful transition to opportunities beyond high school, whether college or career. Additionally, GHSCC commits to being fiscally responsible with its resources, providing the best teachers, technology, and facilities possible.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Gentry School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	79.18	79.06	92.23
Targeted Achievement Gap Group	73.66	72.77	92.00
African American	n<10	n<10	n<10
Hispanic	75.56	66.67	100.00
White/Caucasian	80.28	81.77	91.43
Economically Disadvantaged	77.00	73.89	92.00
English Language Learners/ Limited English Proficient	59.72	51.85	n<10
Students with Disabilities	26.14	39.78	n<10

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Gentry School District		
Campus Name	Gentry High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	73.15	81.08	92.23
Targeted Achievement Gap Group	65.52	75.86	92.00
African American	n<10	n<10	n<10
Hispanic	69.23	62.50	100.00
White/Caucasian	77.46	84.82	91.43
Economically Disadvantaged	66.67	76.43	92.00
English Language Learners/ Limited English Proficient	n<10	43.75	n<10
Students with Disabilities	36.36	81.25	n<10

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Decatur School District		
Campus Name	Decatur High School		
Grade Levels	7-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	55.45	55.12	78.79
Targeted Achievement Gap Group	50.00	49.53	85.71
African American	n<10	n<10	n<10
Hispanic	45.16	39.47	n<10
White/Caucasian	61.19	60.27	77.78
Economically Disadvantaged	51.81	48.54	89.47
English Language Learners/ Limited English Proficient	35.71	36.84	n<10
Students with Disabilities	20.00	33.33	n<10

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Gentry School District		
Campus Name	Gentry Middle School		
Grade Levels	6-8		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	81.58	76.55	N/A
Targeted Achievement Gap Group	74.89	67.65	N/A
African American	n<10	n<10	N/A
Hispanic	79.49	70.00	N/A
White/Caucasian	81.20	78.10	N/A
Economically Disadvantaged	79.19	69.64	N/A
English Language Learners/ Limited English Proficient	64.52	51.61	N/A
Students with Disabilities	17.50	17.50	N/A

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

The Gentry High School 2014 report card reflects that 79.15% of the grade 11 students were proficient or advanced in literacy and 81.08% of the high school students were proficient or advanced on end of course math examinations. According to the Center on Education Policy (CEP), students are more motivated to learn when academics are framed as a means to achieve a certain goal as a gateway to something else. In keeping with this belief, one priority of GHS is to help students clarify their goals for the future. GHS has been approved to pilot a new course, Career Readiness, offered through Arkansas Department of Career Education. Career Readiness is a one-semester course designed to provide the student with the necessary skills to evaluate who they are, what they need in a career, research college and career information, refine their choices through a decision-making process, and master the skills most needed by 21st Century employers. Additionally students will analyze qualities and barriers that lend themselves to determining individual success. Training will be provided for both Gentry High School teachers and Gentry Middle School (feeder campus) teachers to increase and enhance their knowledge of future career opportunities for students. Under the close direction of mentor teachers students will be encouraged to enroll in both academic and vocational courses in an effort to narrow or solidify their career focus.

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:

N/A

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

Apprenticeship opportunities:

During the Senior year, students participating in apprenticeship programs will be allowed to work in business and industry settings. Building relationships with business partners will provide both valuable training and possible opportunities for future employment for students upon graduation.

Vocational programs taught by industry professionals:

Instructors with specialized industry skills and abilities will be employed to teach Career Education classes. These instructors will bring to the classroom the most up-to-date industry training along with authentic examples of industry expectations of employees.

Individualized instruction for all students:

Through the conversion charter initiative students will in essence be able to customize or individualize their educational plan. The utilization of self-paced courses will allow students to advance at a higher rate than in the traditional school setting with specific "seat-time" requirements. Students could then enroll in college courses, additional vocational or technical courses in more specialized areas, job shadow, or participate in apprenticeship opportunities with business and industry.

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

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
1. Increase number of students graduating with a minimum of 3 hours of college credit	High School or College Transcript	Increase by 2% annually	Annually
2. Increase number of graduating Seniors that attend college, technical school or enter the workforce at an entry-level position paying more than minimum wage	Follow-up surveys with graduates	Increase 2% annually	Annually
3. Meet or exceed the state average on the state mandated assessment for writing -ACT Aspire	State mandated assessment, currently ACT Aspire	Increase by .2% annually until goal is obtained	Annually
4. Meet or exceed the state average on the state mandated assessment for language -ACT Aspire	State mandated assessment, currently ACT Aspire	Increase by .2% annually until goal is obtained	Annually
5. Meet or exceed the state average on the state mandated assessment for reading-ACT Aspire	State mandated assessment, currently ACT Aspire	Increase by .2% annually until goal is obtained	Annually
6. All Juniors, except those exercising parental or SPED accommodations waiver options, will take the ACT	ACT	100% of Juniors not exercising waiver options	Annually

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
7. Meet or exceed the ACT state average composite score - currently GHS is .1% above state average composite	ACT College Readiness for graduating seniors	Increase by .1% annually or at a minimum, maintain composite average score equivalent with state	Annually
8. 60% of graduating Seniors will meet the ACT College Readiness Benchmark	ACT, Compass	Increase by .2% annually until goal is obtained	Annually
9. Increase number of graduating Seniors obtaining an Industry Certification	Industry Certificate	Increase 2% annually	Annually
10. Meet or exceed the state average on the state mandated assessment for math-ACT Aspire	State mandated assessment, currently ACT Aspire	Increase by .2% annually until goal is obtained	Annually

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:

The academic achievement goals, concurrent credit for college courses and the fact that our students' performance meets or exceeds the state average is evidence of the student's college and career readiness.

5. 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.

Applicant Response:

Please see attached tables for required and elective courses currently offered for each grade level. Increased course offerings will be made available to students as Virtual Arkansas expands there courses as well as the additional course offerings on site, once approval for conversion charter is granted.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The curriculum designed for the GHS Conversion Charter will incorporate both college preparatory coursework and project based learning. Programs designed to prepare students to test for industry certifications, identified by labor market data as being in demand, will also be a key feature included in the charter initiative. Instructional methods utilized for the delivery of the designed curriculum will be a mixture of both traditional and digital delivery. Beginning in the ninth grade students will be allowed to enroll in self-paced digital courses, which will ultimately provide additional time during the junior and senior years to enroll in lab classes and participate in apprenticeship opportunities with business and industry. Partnerships with local business and industry and postsecondary institutions will be utilized to aid in associated costs of the programs. The course content and design of the Career Readiness class supports the embedding of Oral Communication frameworks to equip students with communication skills necessary for college and career. The locus for embedding the Oral Communication framework is a direct result of meeting with local business and industry who asked that “soft skills” be a part of our expanded curriculum.

The ultimate goal of GHSCC programs is student preparation for college or career upon high school graduation. As students enter GHSCC, advisors, with parental input, will assist students in identifying personal interests, skills, and work values. This information will be used in the development of an individual education plan. Students will have an opportunity to take a career interest inventory assessment, designed to aid in the career exploration process, and participate in career guidance principles integrated into classroom activities connecting work experiences to course content. If through this process a student identifies an interest in the healthcare profession, enrollment in courses will be made available to help the student further validate their interest. For example, a student would have the option to enroll in Biology, Anatomy, Medical Terminology, Introduction to Medical Professions, Pathology, Medical Math, etc. Certified Nursing Assistant and Personal Care Assistant

courses taken by students could provide a two-fold benefit in certifying students for immediate earning potential, upon receiving the industry certification, or adding value to an application to post-secondary nursing school or other post-secondary medical programs. The individual education plan, preparing this student for a career in the healthcare arena, could also include an opportunity for an internship in a hospital, local physician's office, or school-based health clinic. Through the acquisition of waivers for required seat time, digital course delivery, and the embedding of some coursework, the opportunity for an internship could also take place during the student's school day. To the same end, a student with identified interests in a career in the transportation industry would have the opportunity to develop an education plan, depending on specific interests; to include courses such as logistics, business, or courses designed to prepare for a diesel mechanic industry certification. Options such as these allow students to pursue a career interest while still in high school with a strong network of support. Certainly there will be students who identify career interests, when once entrenched in the coursework, discover that they are not really as interested as they once thought. In conversations with parents, we have learned that they believe that making a decision to select another career pathway while still in high school can prove to be equally beneficial in that students are able to determine that a specific career pathway is not what they truly want to do, before a large investment of time and money is made in the pursuit of a degree.

7. Describe the educational program to be offered by the charter school

Applicant Response:

The City of Gentry, located in northwest Arkansas, while rural in nature is surrounded by thriving industries. Gentry is home to McKee Baking; makers of Little Debbie snack cakes, SWEPCO, and several poultry companies. The Gentry district is comprised of 87 square miles and sits just to the north of Siloam Spring, Arkansas and to the west of Springdale, Arkansas. Gentry's proximity to northwest Arkansas business and industry makes a commute to major companies realistic, enhancing opportunities for Gentry graduates. For this reason, Gentry Public Schools will strive to provide diversity in the curriculum, with an end goal of graduating students with a value added diploma, demonstrating they have the skills necessary to transition on to postsecondary education or pursue a career. The educational program offered by the charter, once granted, will allow for a more individually tailored education for Gentry students. College courses will continue to be offered on the high school campus and expanded opportunities in vocational areas will be provided by incorporating a self-paced curriculum, removing barriers that restrict student advancement. Opportunities for developing 21st Century Skills through the use of technology, participation in job-shadowing and apprenticeships, industry certifications, and communication skills will be provided to all students enrolled in the program.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Data from 2011-2014 ADHE College Going Rate annual reports, reveal that over this four year period, only 40% of Gentry's graduating seniors attended college immediately following high school graduation. Through the

granting of a conversion charter, Gentry students will have the opportunity to prepare for multiple options following graduation: college, technical school, military, or enter the workforce with a value added diploma. Student participation in career education, project based learning, internships and/or apprenticeships will better equip students for a successful post-secondary experience, whether it continued education in college, specialized training, or immediate entry into the workforce. In order to maximize these opportunities for students, Gentry High School needs flexibility in a few areas governed by Arkansas Department of Education rules and or Arkansas legislation, to fulfill this vision. Examples, to name a few but not inclusive, would be seat time, length of school day, teacher licensure and course embedding.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

A) Employing personnel

GHSCC will seek to employ both Arkansas licensed educators and industry specialists, along with digital courses delivered by ADE approved providers, to assist in individualizing educational plans and programs for students. Employment of highly qualified licensed teachers for core academic classes will continue to be the practice with the option to employ industry specialists as instructors of courses requiring a specific "technical" skill set.

B) Developing and controlling the charter school budget

As stated in the GHSCC mission, "...GHSCC commits to being fiscally responsible with its resources, providing the best teachers, technology, and facilities possible." GHSCC will work closely with the superintendent in the annual budget planning process and expect to garner additional support through grants and partnerships with business and industry as needs arise and programs expand.

C) Managing day-to-day charter school operations

Since GHS is seeking a conversion charter for the entire high school, much of the day-to-day operations will remain the same. Adjustments may need to be made in some areas as student enrollment in specific programs fluctuates. A district employee will provide program supervision, including the responsibility of building and maintaining relationships with industry partners and coordinating internships for students in their desired career areas. Career guidance will also be an essential component for all students. Individual education plans will be developed, designed to allow students to move fluidly between college preparatory courses and specific skills or trade classes, if so desired.

D) Developing and controlling the school calendar

The district currently prepares one calendar for the four schools operating in the Gentry School District. The expectation would be for this process to continue with the understanding that some flexibility may be needed as students participate in apprenticeships outside the traditional school calendar.

E) Other areas of autonomy to be afforded to the charter:

GHSCC seeks to deliver an education designed to prepare students for successful transition to opportunities beyond high school, whether college or career. As the needs of business and industry change, so may the needs of GHSCC in preparing students.

10. Describe the school improvement plan by addressing the following:

- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

GHSCC will solicit input from both a school improvement team and an advisory council in the developing of a school improvement plan. The school improvement team will consist of teaching leaders, administration, students and parents and will be tasked with developing and evaluating the plan. School administration, teachers, employees, and instructors will be responsible for the plan implementation. Positions on the advisory council will include educators, parents, students, and representation from business and industry. Performance criteria for core classes will be determined by ADE and will be evaluated annually along with the goals set out in Section C4 of this application.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Based on the research conducted by the Center on Education Policy (CEP), students are more motivated to learn when academics are framed as a means to achieve a certain goal as a gateway to something else. In keeping with this belief, one priority of GHSCC is to help students clarify their goals for the future and assist students and their parents in developing an individual educational plan to reach that goal. By establishing a goal, as well as a plan to obtain the goal, students will be able to see the relevance in the coursework required through their individual education plan, thus improving student learning and educational outcomes.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

GHSCC will utilize Standards, as directed by the Arkansas Department of Education (ADE), for all core courses and will follow frameworks established for vocational courses offered through the Arkansas Department of Career Education. Curriculum maps will be established using the appropriate standards and students will be assessed for mastery. Utilizing the Teacher Excellence and Support System (TESS), as established by ADE, administrators will evaluate teachers through personal observation and review of student data.

12. 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:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, in addition to new GHSCC staff members, staff members of GHS will be available as staff members of GHSCC and continue to serve in their previous capacity. A comprehensive guidance program will continue to provide required and needed services to students at GHSCC.

B) Health services;

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. Once approved, the new GHSCC nurse and health services of GHSCC will continue to serve students as they do currently under the traditional high school.

C) Media center;

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, the media center will continue to serve in its existing capacity.

D) Special education;

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, no changes in special education services will exist, only to state that additional opportunities will exist for students to prepare for "career readiness".

E) Transportation;

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, in addition to new GHSCC staff members, staff members of GHS will be available as staff members of GHSCC and continue to serve in their previous capacity. The same level of transportation services provided to other district students will continue to be provided for GHSCC.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, in addition to new GHSCC staff members, staff members of GHS will be available as staff members of GHSCC and continue to serve in their previous capacity. Alternative education opportunities will still be available for qualified students.

G) English Language Learner (ELL) instruction

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity

or separate LEA. As such, in addition to new GHSCC staff members, staff members of GHS will be available as staff members of GHSCC and continue to serve in their previous capacity. A program designed for English language learners will still serve these students. Additional opportunities will be made available for these students to participate in career readiness and vocational courses.

H) Gifted and Talented Program.

Applicant Response:

GHSCC will result from the conversion of a traditional, existing high school; it will not exist as a separate entity or separate LEA. As such, in addition to new GHSCC staff members, staff members of GHS will be available as staff members of GHSCC and continue to serve in their previous capacity. The Gifted and Talented program will continue to exist in its current capacity.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

Arkansas Code Annotated 6-23-202 (4) specifies that an approved conversion public charter school will agree to “provide a yearly report to parents, the community, the local school district board of directors, and the state board that indicates the progress made by the conversion public charter school in meeting the performance objectives during the previous year.” The Gentry School District has an established history of having separate, individual campus reports held in conjunction with the district's Annual Report to The Public. GSHCC will participate in that cycle. Additionally GHSCC will publish on its website periodic progress reports indicating to what level the established performance objectives are being met. These on-line reports will include both qualitative and quantitative data.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

Once approved the GHS will become GHSCC and will continue to serve all students in grades 9-12. Students will have opportunities to select “pathways” to aid in preparing them for college or career post-secondary experiences.

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

15. Name any district personnel, 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:

Currently no one is employed in the Gentry School District who has had prior involvement in the operations of a charter school.

16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

The vision of applying for a conversion charter school was first presented to the the Gentry Board of Education in the fall of 2014. After several discussions and a formula presentation the Gentry School Board officially

supported the pursuit of a district conversion charter for the high school. To substantiate their support further, the board reinstated the assistant superintendent position, which had been vacated and remain unfilled for several years, charged to provide direct oversight in the application and implementation process, once approved. In addition to a building administrator, instructors, and counselors, the assistant superintendent will remain involved in implementation and evaluation process of GHSCC. All employees of GHSCC, administrators, teachers and counselors will possess appropriate credentials for the position in which they are employed to fill. The school administrator, i.e. principal will effectively manage the facility and serve as the instructional leader for GHSCC. He/she will evaluate the instructors, staff and programs identifying and recommending to district staff, any professional development needs. A comprehensive counseling program will be an integral part of GHSCC as individual education planning will serve as the foundation in student decisions pertaining to college and career pathways. Finally, instructors at GHSCC will be expected to communicate accurately and effectively in their assigned content area, maintaining a professional rapport with students and utilizing research based instructional strategies. Additionally, it will be important for instructors to obtain feedback from parents, business and industry and other appropriate entities to enhance student learning.

The vision of applying for a conversion charter school was first presented to the the Gentry Board of Education in the fall of 2014. After several discussions and a formula presentation the Gentry School Board officially supported the pursuit of a district conversion charter for the high school. To substantiate their support further, the board reinstated the assistant superintendent position, which had been vacated and remain unfilled for several years, charged to provide direct oversight in the application and implementation process, once approved. In addition to a building administrator, instructors, and counselors, the assistant superintendent will remain involved in implementation and evaluation process of GHSCC. All employees of GHSCC, administrators, teachers and counselors will possess appropriate credentials for the position in which they are employed to fill. The school administrator, i.e. principal will effectively manage the facility and serve as the instructional leader for GHSCC. He/she will evaluate the instructors, staff and programs identifying and recommending to district staff, any professional development needs. A comprehensive counseling program will be an integral part of GHSCC as individual education planning will serve as the foundation in student decisions pertaining to college and career pathways. Finally, instructors at GHSCC will be expected to communicate accurately and effectively in their assigned content area, maintaining a professional rapport with students and utilizing research based instructional strategies. Additionally, it will be important for instructors to obtain feedback from parents, business and industry and other appropriate entities to enhance student learning.

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 and its use for the past three years.

Applicant Response:

Upon approval of GHSCC, the facilities currently utilized for the existing high school will continue to be used. In

1999 the district built a new agriculture facility which provides space for both a classroom and industrial shop. The previous agriculture shop and classroom had been designated for district storage and an In-School-Suspension facility (ISS). The ISS classroom has been relocated and district storage is being relocated in preparation for future lab space, upon GHSCC is approved.

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:

There are no alcohol sales within 1,000 feet of the proposed GHSCC facility.

19. 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:

Participation in the National School Lunch program will continue as GHSCC will be located in the same facilities

as GHS.

20. 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:

As GHSCC seeks to individualize student education plans, parents will be given the opportunity to attend college and career information sessions throughout the school year and work individually with teachers and counselors in developing an education plan for their child. Community members, as well as business and industry, will be encouraged to participate in activities designed to prepare students for success during high school and beyond. Activities providing opportunities for speakers from the community and industry partners, as well as internship or apprenticeship, will be incorporated.

Surveys will be used to evaluate the program and will be made available to all stakeholders.

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

Applicant Response:

The Gentry School District's receipt of a conversion charter for its high school will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Gentry School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the GHSCC will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state."

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:

Regularly scheduled meetings will take place to ensure continued success in GHSCC. These meetings will include: parents, teachers, administrators, business and industry, as well as representative from post-secondary institutions. GHSCC will also seek guidance and input from the Gentry Career and Technical Advisory Board as programs adjust to the needs identified in the most current labor market data.

23. 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.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Oral Communication	9.03.4.1 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts	Course content and design of the Career Readiness class supports the embedding of Oral Communication frameworks to prepare students for college, career and the communication skills necessary in these arenas for success. All standards and frameworks required for the Oral Communications course will be taught in the Career Readiness course.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Teachers	6-15-1004 Qualified teachers in every public school classroom 6-17-301 Employment of certified personnel 6-17-309 Licensure-Waiver 6-17-401 Teacher's license requirement 6-17-902 Definitions ("Teacher") 6-17-908 Teacher's salary fund - Authorized disbursements 6-17-919 Warrants void without valid license and contract 15.03 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts ADE Rules Governing Educator Licensure	<p>In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach career education classes, on a limited basis. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School day and attendance	<p>6-16-102 School Day 6-18-210 Definitions. (Planned Instructional Time) 6-18-211/ 4.00 of ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve</p>	<p>The district seeks to allow the opportunity to individualize instruction for all students. A student possessing the ability to complete required coursework in less than 6 hours a day could have the option to enroll in a specialized educational program outside the school district, participate in an apprenticeship program designed to aid in career readiness, or seek employment to assist in future educational expenses. Conversely, students unable to achieve mastery within a six hour day could benefit from an extended educational day. Additionally, the present state and national emphasis on utilizing technology for instruction might create scenarios where a student might benefit from blended instruction at atypical school hours.</p>		
Unit of credi	<p>14.03 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts</p>	<p>Opportunities for digital course delivery designed for self-paced learning could find students mastering course content in less than 120 clock hours. If mastery is determined, students would advance on to next course in their individual education plan. This waiver request is in relation to "seat-time", not graduation requirements. All applicable course frameworks and standards will be fully adhered to and taught.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Grading Scale	6-15-902(a) Grading scale- Exemptions 12.02 of ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts	The expansions of Career, Trades, and Vocational offerings may require the addition of nongraded, in the sense of the traditional grading scale, student performance evaluative strategies. This waiver request is intended for only those non-core (vocational) courses that lend themselves to alternative descriptors of "mastery".		

3/17/15

High School Info Session on Consolidation Charter Sign In

Just - W -

Andrew White

Jennifer Pierce

Kathy Pipkin

Nancy Pitt

John L. Jenkins

Patricia Lanford

Steve Hall

Martha A. Hawkins

Dave Shoby

Keri Wessen

Jillie Zate

Lana Riley

Malyde Russell

Jessie Masry

Bekam Ross

Linda Brown

Hyllis Berry

Debra

Greg Sarratt

John Smith

Debi Metz

Janis Zolner

Connie McHenry

D. Millson

Brian Little

4-2-15
Parent Meeting

Scott McCollum
Denisha McCollum
Linda Ehle
Amanda Gore
Leora Green
Ranbir Baljere
Dana Phillips
Sandy Smith
Barbara Westbrook
Tina Brinkley
Terri Weathers
Mark Weathers
Cindy Vetter
Jennifer Kiang
Janis Zelka
Dana Hackenbury
Xue Lee
Michelle Wade
Herchi Benjamin
Waylon Cheney
Kim Welt
James McLellan
Terri Guntharp
Megan Eastey
Pam Anderson
Jerah Jech
Elizabeth Sotis

Meet with Business & Industry to solicit interest & support
Reach out to NWACC, other community colleges, NTI & ERZ for partnerships

Interests in EAST Lab
Tour of Lincoln's Lab

Reviewed GHS
vocational course offerings
"Programs of Study"

Agriculture
1. Power, Structural, & Technical Systems
2. Animal Systems
3. Plant Systems

Business
1. Digital communications

Family & Community Services
1. Family & Consumer Sciences

Business & Industry in our community and surrounding areas

- Industrial Maintenance
- Healthcare Logistics
- Sales
- IT+

• **Business**
2. Banking Services: (Banking & Finance Principals / Consumer Lending)
3. Marketing Management: (Entrepreneurship I & II)

• **Family & Community Services**
2. Education & Training (Orientation to Teaching)

NEW Pathway – Health Science
1. Medical Professions

* Expectation of required Computer Programming Class for FY16

The following is a brief summary of a Parent Night Presentation by Judy Winslett. Ms. Winslett was asked to speak concerning plans for a Conversion Charter Application and for added vocational offerings at GHS beginning next year.

Mr. Harper welcomed parents and turned the mic over to GHS Counselor, Kathy Pipkin. Ms. Pipkin discussed New Digital Learning class offerings for Freshman and Sophomore students for 2015-16. She discussed requirements for Smart Core a math class beyond Algebra II and the required Chemistry or Physics.

Ms. Winslett spoke concerning Additional Career and Technical Education Program Offerings for 2015-16 and other Career Training Opportunities for 2016-2017.

Ms. Winslett gave a brief overview of expanded opportunities for GHS students over the last 17 years.

In 1998 Gentry partnered with the Northwest Arkansas Community College (NWACC) to offer college classes for concurrent credit. Presently students can take up to 25 college hours during his/her student career at Gentry Public Schools at a reduced tuition price. This allows the student to save approximately \$73.50 per credit hour and graduate high school with almost one year of college completed.

Advanced Placement (AP) – Ms. Winslett explained that these are high school offerings with framework requirements governed by College Board. The course requirements are more rigorous. Students take College Board assessment after completion of the coursework. Scoring is based on a 1-5 scale. If they score a 3, 4, or 5, they may be eligible for college credit depending on the requirement of their particular college or university of choice. Ms. Winslett gave credit to staff involved in the teaching of these AP classes saying “they do a good job taking care of college bound students.”

Ms. Winslett announced that in 2013 98 students 35 chose college post-graduation. This is similar to ratios in years past. This began some discussions regarding what the other 63 students do and how their education is preparing them for a life and career after high school.

Ms. Winslett reported that Gentry was in the process of applying for a Conversion Charter School and explained what that meant.

Open Enrollment – separate from the GHS population.

Conversion Charter – allows a district to ask for relief of certain rules and regulations normally demanded by the state. She noted that they would ask for relief from “seat time” in order to allow vocational students to do internships with industry partners.

Ms. Winslett noted that McKee Foods, Inc. is the district’s largest employer. She said that she and others met with them to ask “what do we need to do as educators to make graduates more employable?” The need for improved “soft skills” was noted to be a priority.

Five areas of Industry and Business in the surrounding area:

- Industrial Maintenance
- Healthcare
- Logistics
- Sales
- Technology

Ms. Winslett explained that they were excited to research and plan for the application of a Conversion Charter but that process would have change “waiting in the wings” until the 2016-17 school year. She said that non-college bound students need increased vocational options now. The following are being considered for implementation next year in 2015-16:

Expanded Business Offerings:

Banking and Finance

Consumer Lending

Family and Consumer Science Expanded Offerings:

Orientation to Teaching – Ms. Winslett noted that currently there are a high number of teachers in the district over 50. This course would possibly encourage students to consider the teaching profession. They would be able to go into classrooms and work with younger students helping and observing the teacher.

Medical Professions –

Coding

CNA

Ms. Winslett explained Kuder Interest Inventory that was recently administered to all high school students. An additional survey was sent to all high school students, seeking input in their interest in course offerings for the upcoming school year. Students are encouraged to make their interest known, especially if they are interested in the Medical Professions offerings. She noted that the ability to provide these courses in Gentry Public Schools will depend on numbers of interested and serious students. She noted that if Gentry did not have the numbers to begin their own program this coming year and that Gravette Public Schools had indicated that Gentry could send students to their district for the courses as well as HVAC which they currently offer.

These courses will involve coursework and clinicals and students who complete will test for certification as Certified Nursing Assistants. After certification they will be able to find employment in a variety of settings such as nursing homes, hospitals and as Personal Care Assistants.

Ms. Winslett encouraged parents to call Ms. Pipkin if they had any questions. She also invited the assembly to the Town Hall Meeting on April 16, 2015. She noted that at the Town Hall Meeting they could also receive information regarding the recent Accreditation Visit and the team's encouragement to revisit the district's mission statement as well as upcoming building projects and possible scenarios as well as a more in depth look at the conversion charter application process. The application process has begun and the next phase, community input, is the second step in the process.

East Lab

\$115,000 for computer equipment.

The funds can be requested for lower grades as well. The plan is to start with GHS and reapply for more.

What we do now with student with students who have taken Microsoft Office Practice Test, Excel, Word, \$75 pay to take when pass we reimburse. They get a certificate

Parents were told that if they had a student interested in taking a certification test or practice test to contact Ms. Pipkin.

Question: Is it possible for a student to take too many college hours through the school partnerships and offerings to not be considered a Freshman for Scholarship? Lost \$

GENTRY ELEMENTARY SCHOOLS

PRIMARY SCHOOL & INTERMEDIATE SCHOOL

TOWN HALL MEETING

4-13 600 PM

TESTING 4-27 - 29

3RD & 5TH GRADES



STAY IN!

April

Gentry Primary School
...a strong foundation for lifelong learning
1295 Pioneer Lane
Office - 736-2380
Nurse - 736-2382
Fax - 736-0316

ITBS Testing will be the week of April 6 - 10. Please make sure students attend school and arrive **ON TIME!**

test

Children need plenty of rest and a good breakfast to start the day off right! Testing starts early each morning. It is important students be in their seats by 8:00 each day.



Upcoming Events:

- April 6-10 - ITBS Testing 
- April 6 - Report Cards
- April 10 - Honor Assembly (8:40)
- April 17 - Character Ed Assembly (9:25)
- May 1 - Color Run
- May 4-8 - Teacher Appreciation Week
- May 8 - Track and Field
- May 28 - Last day of school

Town Hall Meeting

Presentation by Dr. Barrett

-Revisit the District's Mission Statement

-Explore possibilities for future building projects

-Gather input on Conversion Charter School Initiative

April 13 at 6:00

The meeting will be held at the City Court Room

****Please join us for this important community discussion****



School will be in session on Good Friday, April 3rd.



Gentry Primary School Kindergarten Registration 2015-2016

The following documents are required by Arkansas State Law. Age requirement is five (5) years old on/before August 1, 2015.

- 1) Proof of your child's age
- 2) Social Security Card/number OR a state assigned waiver number
- 3) Up-to-date Immunization record
- 4) Physical dated within two (2) years of August 17, 2015.

Kindergarten Screening
Monday, August 3rd
and
Tuesday, August 4th

STUDENTS MUST BE ENROLLED BEFORE THEY CAN BE SCREENED!

The purpose of the screening is to identify the prospective students' strength and weaknesses. Children will be evaluated on letter, number and color recognition, ability to follow directions and social interaction. This allows the staff to create balanced classrooms and provide a good learning environment for students.





Gentry Intermediate School

...a strong foundation for life-long learning.

302 West 2nd Street

736-2252 fax 736-5308

Nurse Debbie - 736-3060

Denise Waters ~ Principal

dwaters@gentrypioneers.com

Website—gentrypioneers.com

Town Hall Meeting

April 13 at 6:00 pm

Gentry City Council chambers on main street

Dr. Barrett will be sharing his plans for the Intermediate school and get input from the community on the possible building plans. Also on the agenda for the meeting is discussion of a charter school within the Gentry School District. All are invited to attend.

Check the lost and found for items your child may be missing.

Spring Pictures

Please remember to send payment for your spring pictures to the school. Please return any picture sheets that you do not want to purchase to school.

Looking Ahead...

MAY 4-6 PARCC TESTING FOR 4TH GRADE

MAY 5 - FOX, BARNES, HILLIS

3rd Grade Field Trip to Shiloh Museum

MAY 6 - STEWART, HARRISON

MAY 8 TRACK & FIELD DAY

MAY 11 5TH GRADE MOVING UP/ PARK DAY

MAY 12 4TH GRADE FIELD TRIP

MAY 13 5TH GRADE SDC TRIP

MAY 14 4TH GRADE PARK DAY

MAY 15 3RD GRADE PARK DAY

MAY 16 GHS GRADUATION

MAY 28 LAST DAY OF SCHOOL

April 27-29
3rd & 5th Grade
PARCC Testing

5th Grade
Science
Benchmark
Testing

Word of the Month

Perseverance

"If you can't fly, then run,
if you can't run, then walk,
if you can't walk, then crawl,
but whatever you do,
you have to keep moving
forward."

~Marin Luther King Jr.



WELCOME TO GENTRY PUBLIC SCHOOLS



THE MISSION
OF GENTRY
PUBLIC
SCHOOLS

is to work with the community in providing safe and successful educational experiences for each student.

CALENDARS

[2014-2015 Calendar](#)

[District Calendar with Sports](#)

[District Calendar without Sports](#)

IMPORTANT LINKS

[eSchool - Home Access Center](#)

[Limited Bus Service](#)

[Home](#)

[My Classes & Shortcuts](#)



[Newspaper April 13, 2015](#)

[April 13, 2015 --Town Hall Meeting](#)

[Bus Routes and Limited Service Routes](#)

[GHS Team Wins National Title](#)



Gentry, AR

54 °F / 13 °C

Overcast

at 04:42 PM



[Click for Forecast](#)

[EMPLOYMENT](#)

The Gentry School Board's regular meeting occurs the third Monday of each month and is held at the Central Office Building 201 South Giles Avenue. The meeting begins at 7:00 p.m. The public is invited to attend.





Gentry Pioneers

Friends Following Message

Timeline About Friends 258 Mutual Photos More

- Became friends with Sally Bates and 9 other people
- 258 mutual friends including Angie Dennis and Melissa Little
- Also lives in Gentry, Arkansas
- From Gentry, Arkansas

Post Photo/Video

Write something

Randy C. Barrett shared a photo to Gentry Pioneers's Timeline
4 likes · 12

GENTRY SCHOOL BOARD AGENDA

To: Board Members, Et al.
From: Dr. Randy C. Barrett, Superintendent
Date: Monday, April 6, 2015
Re: Regular meeting to be held Monday, April 13, 2015, at 6:00 p.m. in the City of Gentry Courtroom FY15 MEETING 14

1. Call to Order
2. Moment of Silence
3. "Town Hall" Meeting
 - a. Gentry Intermediate School Facilities Considerations
 - b. Gentry High School Charter School Initiative Thoughts
 - c. Revisit School Board's Shared Core Beliefs, Mission, Vision Statements
4. Public Questions, Answers, and Comments Regarding Above Topics
5. Adjourn

Randy C. Barrett

Just a reminder: you're invited!
Town Hall meeting tonight at 6:00 pm, April 13, 2015 at Gentry City Courtroom!

dir

Like Comment Share

Write a comment

FRIENDS 3,197 (258 Mutual)



PHOTOS 190



Town Hall Meeting

Pursuing a District Conversion Charter

April 13, 2015

Public Charter Schools in Arkansas

<ul style="list-style-type: none"> ☞ Open Enrollment Charter ☞ Currently 18 ☞ Draw students from across district boundaries ☞ Performance-based contract for an initial 5 year period ☞ Funded as traditional public school with possibility of additional funds ☞ Operated by: a <ul style="list-style-type: none"> ☞ governmental entity ☞ an institution of higher learning ☞ a tax-exempt non-sectarian organization 	<ul style="list-style-type: none"> ☞ District Conversion Charter ☞ Currently 22 ☞ Draw students from within the school district's boundaries ☞ Performance-based contract for an initial 5 year period ☞ Requires the district's board of directors approval ☞ Funded as traditional public school with possibility of additional funds ☞ Operated by local district
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Intent behind Charter Schools

- ☞ Improve student learning
- ☞ Increase learning opportunities for **all** students
- ☞ Encourage the use of different and innovative teaching methods
- ☞ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- ☞ Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- ☞ Hold the schools accountable for meeting measurable student achievement standards

Concurrent College Classes offered at GHS 2014-15

- ☞ English Composition I
- ☞ English Composition II
- ☞ History of the American People to 1877
- ☞ History of the American People Since 1877
- ☞ College Algebra
- ☞ Finite Math
- ☞ Public Speech
- ☞ General Psychology

**Additional Concurrent College Classes
offerings at GHS**
On-line delivery from NWACC
2015-16

<p style="text-align: center;">Fall 2015</p> <ul style="list-style-type: none"> ☞ Art Appreciation ☞ Intro to Computer Information Systems ☞ Intro to Hospitality ☞ Medical Terminology ☞ Personal Health and Safety 	<p style="text-align: center;">Spring 2016</p> <ul style="list-style-type: none"> ☞ American Government ☞ Intro to Computer Information Systems ☞ Hospitality Marketing ☞ Medical Terminology ☞ Personal Health and Safety ☞ Intro to Occupational Safety & Health Administration
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**GHS Digital Course Offerings
through Virtual Arkansas**

<p style="text-align: center;">2014-15</p> <ul style="list-style-type: none"> ☞ ACT PREP ☞ Career Ready 101 ☞ Personal Finance ☞ Intro to Hospitality ☞ Travel Destinations ☞ Sports & Entertainment Marketing ☞ International Travel ☞ Intro to Travel and Tourism ☞ Fashion Merchandising 	<p style="text-align: center;">NEW 2015-16</p> <ul style="list-style-type: none"> ☞ Essentials of Computer Programming ☞ Marketing ☞ Programming I ☞ Programming II ☞ Web Page Design I
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**GHS Vocational Course Offerings
2014-15**

<ul style="list-style-type: none"> ☞ Survey of Agricultural Systems ☞ Agricultural Mechanics ☞ Intro to Horticulture ☞ Greenhouse Management ☞ Agricultural Metals ☞ Animal Science I/II ☞ Agricultural Structures 	<ul style="list-style-type: none"> ☞ Clothing Management/Housing ☞ Family & Consumer Science ☞ Parenting/Child Development ☞ Food & Nutrition/Wellness ☞ Computer Business Applications ☞ Accounting ☞ Advertising ☞ Business Law ☞ Digital Communications I/II/III/IV
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**GHS Vocational Course Offerings
NEW 2015-16**

<p style="text-align: center;">Business</p> <ul style="list-style-type: none"> ☞ Entrepreneurship I/II ☞ Banking & Finance Principles ☞ Banking & Finance Consumer Lending <p style="text-align: center;">Family & Consumer Science</p> <ul style="list-style-type: none"> ☞ Orientation to Teaching I 	<p style="text-align: center;">Health Sciences</p> <ul style="list-style-type: none"> ☞ Intro to Medical Professions ☞ Medical Terminology ☞ Pathology (available 2016-17) ☞ Medical Math (available 2016-17)
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GHS Graduation Data 2013



- ☞ GHS graduated 98 students
- ☞ GHS College Going Rate - 35 (ADHE July 2014)
- ☞ 63 GHS graduates did not attend an Arkansas college or university

Additional Opportunities through District Conversion Charter



- ☞ Build partnerships with Business & Industry
- ☞ Students to have internships with Business & Industry
- ☞ Expand course offerings outside traditional high school courses
- ☞ Students to graduate with industry certificates
- ☞ Possible area of interest:
 - ☞ Healthcare
 - ☞ Industrial Maintenance
 - ☞ Sales
 - ☞ Logistics
 - ☞ Information Technology
 - ☞ Diesel Mechanics



**Pursuing a District
Conversion Charter**

August 11, 2015

Intent behind Charter Schools

- ☞ Improve student learning
- ☞ Increase learning opportunities for **all** students
- ☞ Encourage the use of different and innovative teaching methods
- ☞ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- ☞ Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- ☞ Hold the schools accountable for meeting measurable student achievement standards

GHS Graduation Data 2011-13

- ☞ 2011-13 Senior Exit Surveys - indicated 60% planning to attend college
- ☞ 2012-14 AHE Reports on the College-Going Rate of Public School Graduates - 34-44% actually attended an Arkansas college or university after graduation
- ☞ Why?
 - ☞ Is it cost prohibitive?
 - ☞ Would they all attend if they had a job, with sufficient wages, to aid in support while attending college?
 - ☞ Do they reach graduation with no career direction?
 - ☞ Would additional career education programs for parents help?
- ☞ Need: Industry certificate programs
Apprenticeships with Business & Industry partners

**Opportunities through
District Conversion Charter**

- ☞ Build partnerships with Business & Industry
- ☞ Students to have internships with Business & Industry
- ☞ Expand course offerings outside traditional high school courses
- ☞ Students to graduate with industry certificates
- ☞ Possible area of interest:
 - ☞ Healthcare
 - ☞ Industrial Maintenance
 - ☞ Sales
 - ☞ Logistics
 - ☞ Information Technology
 - ☞ Diesel Mechanics

Presented in -
 "Back to School" session with
 all faculty on August 11th

Concurrent College Classes offered at GHS 2014-15

❧

- ❧ English Composition I
- ❧ English Composition II
- ❧ History of the American People to 1877
- ❧ History of the American People Since 1877
- ❧ College Algebra
- ❧ Finite Math
- ❧ Public Speech
- ❧ General Psychology

Additional Concurrent College Classes offerings at GHS On-line delivery from NWACC 2015-16

❧

<p>Fall 2015</p> <ul style="list-style-type: none"> ❧ Art Appreciation ❧ Intro to Computer Information Systems ❧ Intro to Hospitality ❧ Medical Terminology ❧ Personal Health and Safety ❧ Certified Nursing Assistant 	<p>Spring 2016</p> <ul style="list-style-type: none"> ❧ American Government ❧ Intro to Computer Information Systems ❧ Hospitality Marketing ❧ Medical Terminology ❧ Personal Health and Safety ❧ Intro to Occupational Safety & Health Administration ❧ Personal Care Assistant
---	---

GHS Digital Course Offerings through Virtual Arkansas

❧

<p>2014-15</p> <ul style="list-style-type: none"> ❧ ACT PREP ❧ Career Ready 101 ❧ Personal Finance ❧ Intro to Hospitality ❧ Travel Destinations ❧ Sports & Entertainment Marketing ❧ International Travel ❧ Intro to Travel and Tourism ❧ Fashion Merchandising 	<p>NEW 2015-16</p> <ul style="list-style-type: none"> ❧ Essentials of Computer Programming (ACT 187 "New coding law") ❧ Marketing ❧ Programming I ❧ Programming II ❧ Web Page Design I
---	--

GHS Vocational Course Offerings 2014-15

❧

<ul style="list-style-type: none"> ❧ Survey of Agricultural Systems ❧ Agricultural Mechanics ❧ Intro to Horticulture ❧ Greenhouse Management ❧ Agricultural Metals ❧ Animal Science I/II ❧ Agricultural Structures 	<ul style="list-style-type: none"> ❧ Clothing Management/Housing ❧ Family & Consumer Science ❧ Parenting/Child Development ❧ Food & Nutrition/Wellness ❧ Computer Business Applications ❧ Accounting ❧ Advertising ❧ Business Law ❧ Digital Communications I/II/III/IV
---	---

GHS Vocational Course Offerings NEW 2015-16



Business

- ☞ Entrepreneurship I/II
- ☞ Banking & Finance Principles
- ☞ Banking & Finance Teller Operations

Family & Consumer Science

- ☞ Orientation to Teaching I

Health Sciences

- ☞ Intro to Medical Professions
- ☞ Medical Terminology
- ☞ Pathology (available 2016-17)
- ☞ Medical Math (available 2016-17)

EAST initiative

Environmental and Spatial Technology, Inc.



- ☞ Began in 1996 and has expanded to over 200 schools in 5 states
Arkansas, Iowa, Louisiana, Oklahoma, Pennsylvania
- ☞ Provides year-round training for students: face-to-face and digital
- ☞ Provides annual PD for facilitators to guide students as they identify community problems and seek solutions
- ☞ Project Based Service-learning oriented program
- ☞ High end technology - in excess of \$100,000.00
- ☞ Allows students to gain insight into their own abilities
 - Acquire and use information
 - Solve problems
 - Develop valuable experiences



Westside Eagle Observer

Vol. 6, Issue 4

Serving Gravette, Decatur, Gentry and Western Benton County

2 Sections, 16 Pages, 50 Cents

Public meeting set on proposed charter school

By Randy Moll
rmoll@nwadg.com

GENTRY — A public meeting will be held at the Gentry High School auditorium at 6 p.m. on Tuesday, Sept. 1, to discuss a public school conversion charter application the district plans to file next month. The school district is applying for a conversion charter school on the high school campus in an effort to better prepare students to enter the workforce upon graduation.

The public meeting is a mandatory application requirement for the state charter application process but also an opportunity for parents and residents of the Gentry School District to learn more about the proposed charter school application and how it will affect local students. A question and answer session will follow the school district's presentation.

Depending on student and parent interest, the charter school at Gentry High School will be considering programs leading to industry certification in the medical and information technology areas — the school district, in cooperation with Northwest Arkansas Community College, is already beginning to provide medical training by offering a certified nurse aide training course on the school campus this semester. A focus on programs associated with the transportation industry, such as diesel mechanics, will also be a high priority, according to Judy Winslett, assistant superintendent of schools and coordinator of the conversion charter school effort.

"In the spring, prior to registration for the upcoming fall classes, GHS held an information session for students about regional career options and labor market data," Winslett

"I feel like our school district is on the cusp of another move forward in what our district can do to better help students prepare for their place in the world."

— Judy Winslett,
Assistant Superintendent,
Gentry School District

said. "Following the session, 202 students completed a survey indicating their career interest and post-secondary educational intents. Sixty-five percent of the students responding to the survey were interested in careers which would not require completion of a four-year college program," she said.

"I feel like our school district is on the cusp of another move forward in what our district can do to better help students prepare for their place in the world," Winslett said. "I am constantly amazed at the level of support citizens and business leaders of the Gentry school district demonstrate."

Some start-up funding for a charter school in Gentry may come from the state, but much of the support will need to come from local businesses and industry which have a shared interest in preparing high school graduates to fill needed job posts.

"When the Conversion Charter initiative first began in Arkansas, there were limited applications for the startup funds, so grants from the Arkansas Department of Education were fairly significant," Winslett said. "As might be expected, that revenue stream is diminishing. Today's charters seek grants and look to local business and industry for

See CHARTER Page A3



Photo by Randy Moll

It was back to school for students in Gentry, Decatur and Gravette on Monday, with students arriving by bus, car and on foot. Students (above) are getting off the school bus at Gentry Primary School.

Schools are back in session

Staff Reports

WESTSIDE — It was back to school on Monday at public schools in Gentry, Gravette and Decatur. Many children arrived at the schools by bus, some walked and even more were brought on the first day by parents.

For the most part, the opening day came and went without a hitch. And, by today, children and teachers were well on their way to being back in the routine.

Once again, drivers are urged to use caution with children walking and crossing streets and highways on the way to and from school. With school buses

on the road, drivers should be alert for buses stopped to load and unload students.

Passing a stopped bus with its stop sign extended and lights flashing can result in stiff fines and the loss of a driver's license, and most buses are equipped with video cameras to record the violations and protect students.

CHARTER

Continued from Page A1

financial assistance. With the thrust to produce job applicants with better skills, business and industry investment in charters is akin to providing professional development for future workers," she explained.

The conversion charter school application deadline is Wednesday, Sept. 9. Following the application, the school district will present its case for being allowed to establish a charter school in connection with the high

“For a person like me, who was born in the 1950s in rural Arkansas, the idea of our Gentry graduates competing in a regional, state, national or world job marketplace is humbling.”

— Randy Barrett, Gentry superintendent of schools.

school at a hearing before the Arkansas Charter Authorizing Panel, on Nov. 18 or 19. If the district's application is approved by the panel and Arkansas State Board of Education, the new Gentry charter school will open in August of 2016.

"The Gentry conversion charter school will equip students for the future by developing

skills (and) by working with local businesses to prepare students to enter the workforce or pursue secondary education opportunities," said Brae Harper, principal at Gentry High School.

"For a person like me, who was born in the 1950s in rural Arkansas, the idea of our Gentry graduates competing in a regional, state, national

or world job marketplace is humbling," said Randy Barrett, Gentry superintendent of schools. "I think the school district has for many years done a good job preparing our students for college. I think this recent venture towards a conversion charter school will allow us to place an equal emphasis on career education. The goal for college and the goal for careers is for the student to gain marketable skills in his or her chosen field and then get a job in that field. This is no better job — there are just different ways to prepare to get one," Barrett said.

Look who's turning 65!



Come help

Jim Jessen

CELEBRATE at a drop-in party

Saturday, Aug. 22 2-4 PM at

Highfill Methodist Church

SAM'S FURNITURE

BUCKIN' IN THE OZARKS

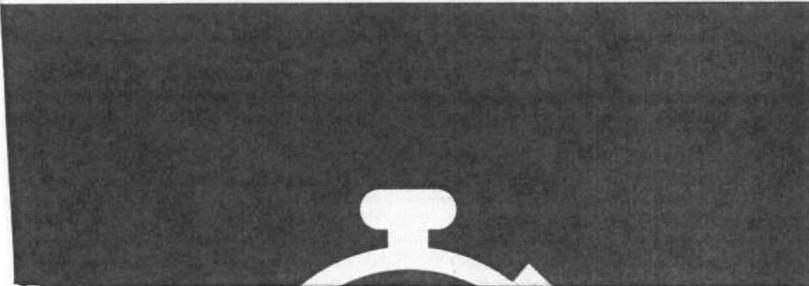
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8PM PARSONS STADIUM
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BOX OFFICE 1-877-927-6336
www.parsonsstadium.com

ALL KIDS RA TICKETS ARE JUST **\$5**

Adult Tickets Start @ \$15



AFFIDAVIT OF PUBLICATION

I, Karen Caler, solemnly swear that I am the Legal Clerk for the Northwest Arkansas Newspapers, LLC, and I do solemnly swear that the attached advertisement was published in the following weekly paper(s):

- McDonald County Press
- Washington County Enterprise-Leader
- Bella Vista Weekly Vista
- The Times of NE Benton County (Pea Ridge)
- Siloam Springs Herald Leader
- Siloam Sunday (Section of Arkansas Democrat Gazette)
- Westside Eagle Observer
- La Prensa Libre
- Fayetteville Free Weekly

GENTRY PUBLIC SCHOOLS

A public meeting will be held at the Gentry High School

Date(s) of Publication: AUGUST 12, 19, 26, 2015

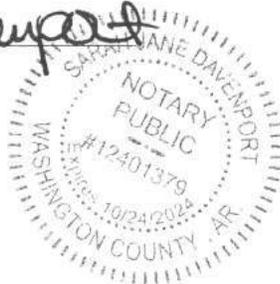
Publication Charge: \$ 69.12


Karen Caler

Sworn to and subscribed before me

This 31 day of August, 2015.


Notary Public



A public meeting will be held at the Gentry High School auditorium on Tuesday, September 1, 2015, at 6:00 p.m. to discuss the public school conversion charter application. A question and answer session will follow the presentation. This public meeting is a mandatory application requirement for the state charter process.

Ad #73303135 Published August 12, 19, and 26, 2015 in the Westside Eagle Observer.

Technical Skilled Trades 546

HVAC MECHANIC

On-Call, Full-Hr HVAC Mechanic, Fayetteville, AR
Federal O&M Contractor seeking HVAC mechanic for facilities maintenance support within Gov 1 facility. Position is On-Call, 45s Needed, approx 120 hrs a yr. Must demonstrate 3 years recent experience in commercial & industrial mechanical services in Facility Management. Must be self-motivated, conscientious, hard-working and honest, must be able to pass security background check. Employer has drug policy.

Email (preferred) to: lgs-2015-01@nsmhc.com, or lgs-2015-01@nsmhc.com, Fax resume to 208-263-7300

Part Time & Temporary 560

Busy Family seeks honest dependable person for house-keeping Sileam Springs, 479-871-3502

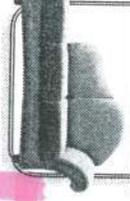
PETS & LIVESTOCK



Dogs 710

Please help stop the euthanizing of found dogs of all ages & breeds. Please call Dennis @ 918-314-5452. Dogs available.

BUY TV/SEMI/TV



Auctions 802

KEN'S AUCTION SERVICE

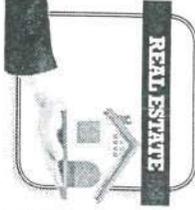
105 SPRING ST. SPRINGDALE, AR

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AUCTIONS HELD MOST THURSDAYS & FRIDAYS @ 5PM

Mobile Homes Unfurnished 1945

2 (16 x 30) Refurbished Ready to live in \$10,000 Each 479-548-3395 Evasville AR Mikes Mobile Homes



REAL ESTATE

Other Areas 1064

West Sileam Springs 3 BR 2 BA House 2 car carport. Completely Remodeled \$94500. Call for more information 918-422-4422

NW Arkansas 1080

Commercial Building for Lease. 1941 E. 412, Sileam Springs 918-723-5954



MANUFACTURED HOMES

Mfg. Homes Wanted 1115

I BUY USED MOBILE HOMES must be a bargain. Mike's Mobile Homes 479-848-3395

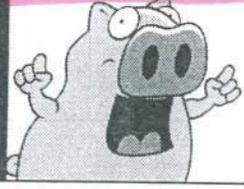


LEGAL NOTICES

Legal Notices 1201

A public meeting will be held at the Gentry High School auditorium on Tuesday, September 1, 2015, at 6:00 p.m. to discuss the public school conversion charter application. A question and answer session will follow the presentation. This public meeting is a mandatory application requirement for the state charter process. Ad #73303135 Published August 12, 19, and 26, 2015 in the Westside Eagle Observer

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NEWSPAPERS DELIVER

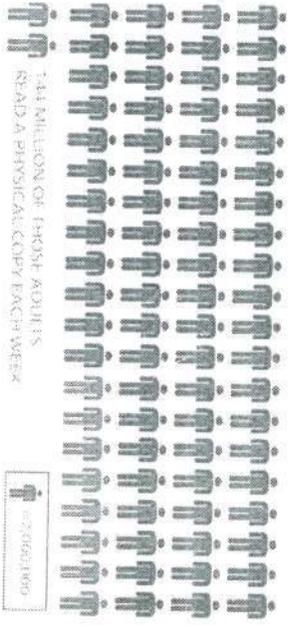
Newspaper media content and advertising rate as the most trusted, most valuable and most engaging. The numbers tell our story.

Newspaper media reach a HUGE AUDIENCE

59% OF GOING ADVERTISERS READ NEWSPAPER MEDIA WEEKLY AVE 18.2%

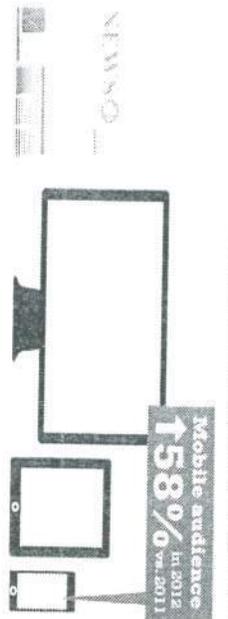


Across platforms, **7 in 10** Americans read content from newspaper media each week. THAT'S 158 MILLION U.S. ADULTS.



AVERAGE ENGAGEMENT INDEX

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144 MILLION OF THOSE ADULTS READ A PHYSICAL COPY EACH WEEK





Please join us for a Town Hall Meeting on Tuesday evening, September 1, 2015 beginning at 6 pm in the GHS Auditorium. Information about the Act 1240 Waiver Petition and the proposed Conversion Charter School Application will be discussed.



Please join us for a Town Hall Meeting on Tuesday evening, September 1, 2015 beginning at 6 pm in the GHS Auditorium. Information about the Act 1240 Waiver Petition and the proposed Conversion Charter School Application will be discussed.

Sent home in backpacks - K-5



- Sept. 1.....Conversion Charter Meeting- 6:00 p.m. in auditorium
- Sept. 7.....Labor Day - No School
- Sept. 9.....Academic Booster Club Meeting 3:30 GHS Library
- Sept. 11.....Deadline for FBIA dues and Fall Conference
- Sept. 12.....GOLF Tournament Fundraiser (Sponsored by BBall)
- Sept. 15-16.....Early Release & P/T Conferences
- Sept. 21.....NHS Induction Ceremony 7:00 GHS Auditorium
- Set. 22.....School Pictures
- Oct. 2.....Homecoming
- Oct. 13.....Flu Shots

Visit GHS on the web at
www.gentrypioneers.com

Gentry High School... "Excellence In Action"

HOME OF THE PIONEERS

Gentry High School
Academic Booster Club
201 South Giles
Gentry, Arkansas 72734

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Dr. and Mrs. Randy Barrett

PIONEER PRESS



SEPTEMBER 2015

Conversion Charter Meeting

There will be a Conversion Charter Meeting on Tuesday, September 1st at 6:00 p.m. in the high school auditorium. Everyone is encouraged to attend. Information will be given on the possibility of Gentry High School becoming a Charter School.

School Pictures

School pictures for high school students will be on Tuesday, September 22nd.

Parent-Teacher Conferences

School will be released at 1:30 on September 15th and 16th for Parent-Teacher Conferences. Conferences will run from 2-6 on Tuesday, September 15th and from 2-4 on Wednesday, September 16th.

Yearbook and Sr. Ad Information

All senior ads are due by October 15th. There are senior packages available. Please pick up a flyer in the office for more details. Please bring your senior ad information and payment to Mr. Lanford in room 202. Yearbooks are on sale now. Click on the banner on the District webpage (www.gentrypioneers.com) and use school code 10964716 or you may pick up a form from the English teachers. All books are \$40 but prices go up after October 15th to \$45. The last day to pre-order a book is December 15th. Any books sold in the spring are \$55 and quantities will be very limited.

The yearbook staff needs your summer pictures. Please email them to Mr. Lanford at planford@gentrypioneers.com or bring them by room 202. The deadline is October 2nd.

FBIA

FBIA dues are \$10 this year. The fall conference will be held at Springdale on Tuesday, October 6th. Conference fee is \$15 which includes a t-shirt. The deadline to pay for the conference is Friday, September 11th. Students can make their checks payable to GHS FBIA in the amount of \$25 to pay for both their dues and the fall conference. For more information please contact Joni Wilson the FBIA sponsor.

Homecoming

Homecoming will be on Friday, October 2nd against the Berryville Bobcats. The theme is Hawaiian- "I,ei Out the Bobcats" Rehearsal will be on Wednesday, September 30th at 11:30 a.m. Maid pictures will be in the auditorium on Friday, October 2nd beginning at 8:30 a.m. The homecoming pep rally will be at 10:30 a.m. at the football stadium. The parade lineup will be at the high school at 12:30 p.m. and the parade will start at 1:00 p.m. from the high school. Parade route will go around by the primary, out to Pioneer Lane, in front of the middle and high school, out to the highway, around the intermediate school and admin office, and will turn east on Main Street ending at the railroad tracks. If you want to participate in the parade, please call the high school office at 736-2667 or email Alisha Ramsey at aramsey@gentrypioneers.com. The homecoming festivities begin Friday night at 6:30 p.m. and kick-off is at 7:00 p.m. Classes and clubs submitting spirit sheets should have them turned in before Friday, October 2nd at 3:15 p.m.

GENTRY PUBLIC SCHOOLS

The mission of Gentry Public Schools is to work with the community in providing safe and successful educational experiences for each student.

[Home](#)

[Schools](#)

[Athletics](#)

[Departments](#)

[Links](#)

[Employment](#)

[Contact Us](#)

[Community](#)

[State Required Information](#)

****A public meeting will be held on Tuesday, September 1, 2015 at 6 PM in the Gentry High School Auditorium. The agenda will include discussions on the Conversion Charter Application and Act 1240 Waiver request. All are welcome and encouraged to attend. **** [\[DOWN LOAD AGENDA\]](#)

Calendars

[2015-2016 Calendar](#)

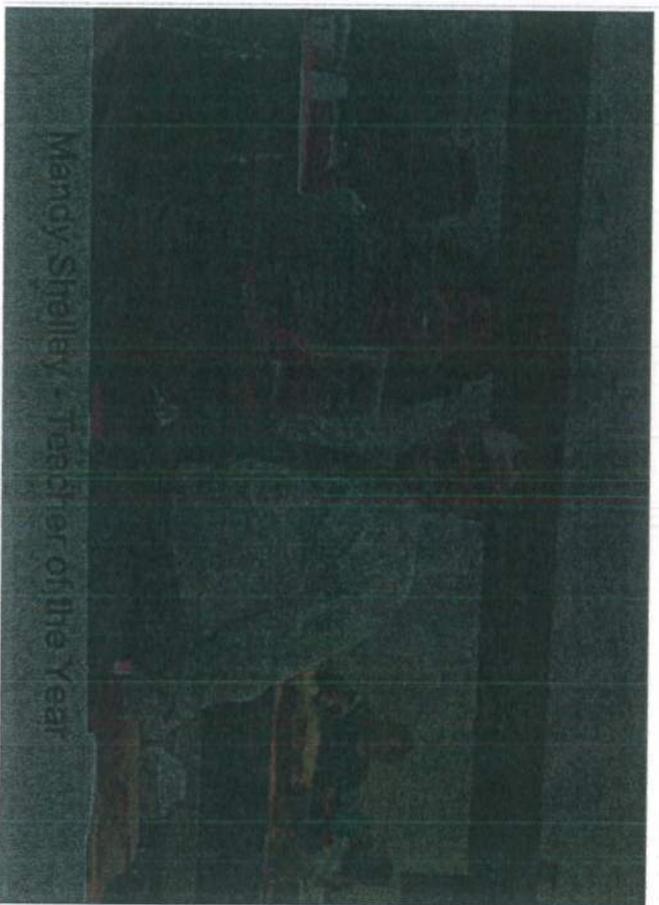
[District Calendar with Sports](#)

[District Calendar without Sports](#)

Important Links

[eSchool - Home Access Center](#)

[Limited Bus Service Routes](#)



Mandy Shelley - Teacher of the Year



The Gentry School Board's regular meeting occurs the third Monday of each month and is held at the Central Office Building 201

Pre-meeting “Open House”—CNA classroom at Intermediate Campus 5:00 -5:30 PM



GENTRY SCHOOL BOARD AGENDA

To: Board Members, Et al.
From: Dr. Randy C. Barrett, Superintendent
Date: Friday, August 28, 2015
Re: Regular meeting to be held Tuesday, September 1, 2015, **immediately following the Conversion Charter/Act 1240 Public Meeting in the GHS Auditorium** FY 16 MEETING 2

1. Call to Order
2. Consider Act 1240 Waiver Resolution  Dropbox
3. Consider Conversion Charter Resolution
4. Adjourn

REMINDERS



Annual School Election for 2015 - September 15, 2015
Next Regular Meeting is scheduled for September 21, 2015



Gentry Public Schools



201 South Giles Avenue
Gentry, Arkansas 72734

Telephone: 479-736-2253 Fax: 479-736-2245 e-Mail: drbarrett@gentrypioneers.com

August 31, 2015

Dear Staff:

Please accept this as a personal invitation to attend tomorrow afternoon's "Town Hall" meeting in the GHS Auditorium. The purpose of this meeting is to communicate to the public the district's strategies in seeking to expand career opportunities for graduating seniors.

Why is expanding vocational opportunities important? It's important because a majority of our graduates either do not enroll in a 4-year postsecondary institution or do not finish with a Bachelor's degree.

It's important because the ultimate end of public education, be it high school, a trade school, a two year college, or a four year university, is to obtain a satisfying, worthwhile, and fairly compensated job on a career path of the person's choosing.

In my opinion we have done a good job preparing those who want to attend a four year postsecondary institution upon graduation; but we have not done an equally good job with those who do not. Hence, our current plans to seek Conversion Charter status for Gentry High School.

Receiving Conversion Charter status would allow the district additional flexibility in grading scales, length of instruction day, "seat time" for students, licensure requirements, employment practices, and the such. Additionally, Act 1240 of 2015 of the 90th Legislative session has allowed public school districts in certain conditions to request the same waivers as existing Open Enrollment Charter School. It is my intent that our district seek four Act 1240 waivers, a copy of which follows. I note these that these four are also included in the Conversion Charter application now being drafted.

Again, I personally invite you to attend this informative presentation. There will be a Q&A session at the end. I want you to feel free to ask any clarifying questions about the waiver and charter processes and their common intent you might have. There never has been a secret in our district's desire to give our students the best opportunity possible within the constraints that exist.

If you are not the type to ask questions in public, please e-mail me, or better yet, come by and visit with me face-to-face before or after tomorrow night's presentation.

Sincerely,

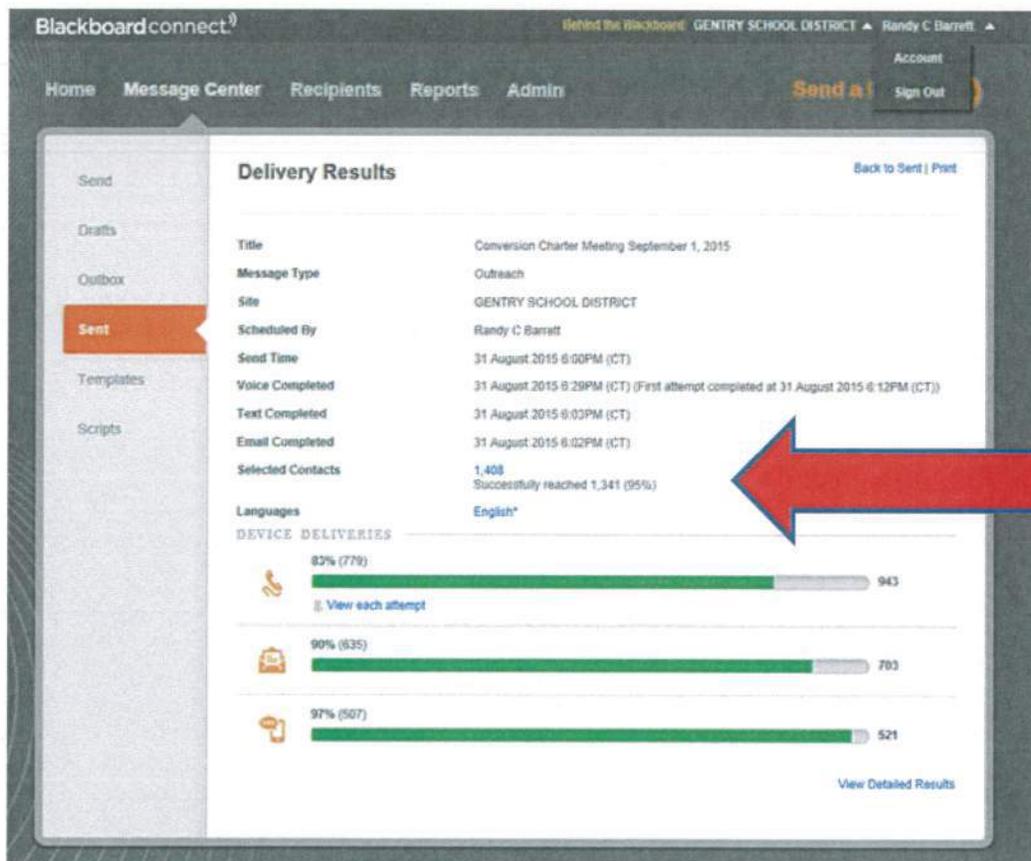
Randy C. Barrett, Ed.D.
Superintendent, Gentry Public School District

The mission of the Gentry School District is to work with the community in providing safe and successful experiences for each student.

Below is the script for *Blackboardconnect* phone call to remind parents of the September 1, 2015 public meeting. Note 1341 calls successfully received.

“I want to offer you a personal invitation to attend our Conversion Charter meeting tomorrow evening, September 1, 2015, at 6:00 PM at the high school auditorium. There will be a time for questions and answers about this process and we encourage you to come and be part.”

“Second, Ms. Waters has asked that I remind Intermediate school parent’s that school day pictures are tomorrow. She said, ‘Don’t forget your smiles!’”





Gentry Public Schools
Town Hall Meeting
Conversion Charter Initiative
September 1, 2015, 6 P.M.
Gentry High School Auditorium

Welcome

Dr. Randy Barrett, Superintendent

Presentation

Dr. Randy Barrett, Superintendent

Brae Harper, Gentry High School Principal

Judy Winslett, Assistant Superintendent

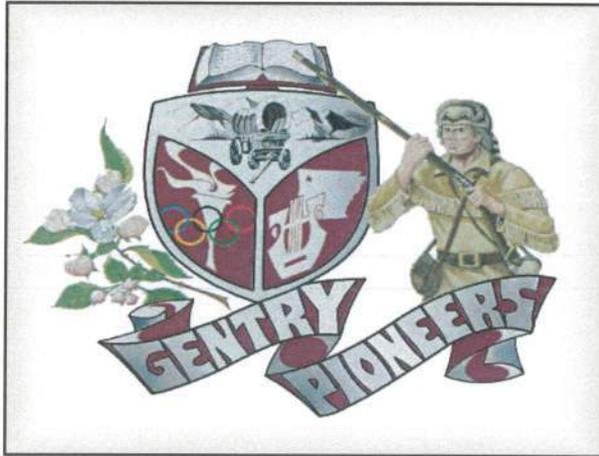
Questions and Answers

Gentry High School Conversion Charter (GHSCC) Public Meeting
 September 1, 2015
 6 PM

Printed Name	Signature	Email Address
BRAE HARPER	Brae Harper	
Terrie Metz	Terrie Metz	
Judy Winslett	Judy Winslett	
Cheryl Pickering	Cheryl Pickering	
JCH	JCH	
Jay Chalk	J. Chalk	
Richard Page	Richard Page	
Mike Poore	Mike Poore	
Dani Cypert	Dani Cypert	
Austan Willison	Austan Willison	
Stacie Wilkerson	Stacie Wilkerson	
Martha A. Hawkins	Martha A. Hawkins	
RANDALL BOLINGER	Randall Bolinger	
Brian Little	Brian Little	
Clara Gomez	Clara Gomez	
Ken Smith	Ken Smith	
Becca Newberry	Becca Newberry	
Joni Wilson	Joni Wilson	
Phyllis Berry	Phyllis Berry	
James McLellan	James McLellan	
JENNIFER	Jennifer	
Sandy Dugger	Sandy Dugger	

Gentry High School Conversion Charter (GHSCC) Public Meeting
 September 1, 2015
 6 PM

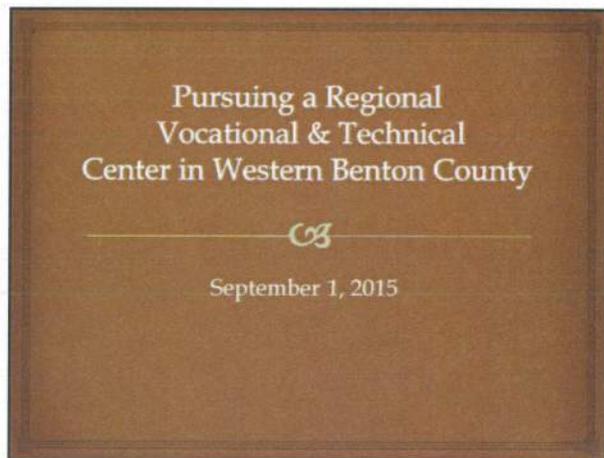
Printed Name	Signature	Email Address
JAY OLIPHANT	Jay Oliphant	
LARRY COZENS	Larry Cozens	
Al Lumke	Al Lumke	
Clarence Keger	Clarence Keger	
MARK BROWN	Mark Brown	
GARY DENLEY	Gary Denley	
Charles Whitaker	Charles Whitaker	
Judis PERKINS	Judis Perkins	
Jennifer Pierce	Jennifer Pierce	
Sengsom Kue	Sengsom Kue	
Darla Wilson	Darla Wilson	
Coye Cripps	Coye Cripps	
Erica Jones	Erica Jones	
Naomi Wilson	Naomi Wilson	
Toni Sarrott	Toni Sarrott	
Janis Folker	Janis Folker	
Lestie Mose	Lestie Mose	
Cindy McMillan	Cindy McMillan	



The Mission of the Gentry School District is to work with the community in providing safe and successful educational experiences for each student.

Pursuing Act 1240
Waivers
—
September 1, 2015

Pursuing a District
Conversion Charter
—
September 1, 2015



Act 1240 Waiver

(c)(1) The state board shall grant, in whole or in part, or deny, in whole or in part, a petition for a waiver submitted by a school district

(3) A waiver that is granted, in whole or in part, shall be valid for the duration that the waivers are valid for the open-enrollment charter school.

Our "end" goal in requesting a waiver is not to get a waiver(s).

Our ultimate goal is to expand learning opportunities for the students we serve.

Being granted the waivers is merely another tool in our toolbox of strategies. So is being granted a Conversion Charter.

Grading Scale

The district is also in the process of seeking a Conversion Charter for its high school. This conversion is necessitated by the district's research into the college graduation rate of its recent graduates. In short, the district has determined it needs to expand its Career, Trades, and Vocational offerings. This expansion may require the addition of non-graded, in the sense of the traditional grading scale, student performance evaluative strategies.

Length of Instructional Day

A student possessing the ability to complete required coursework in less than six hours a day could have the option to enroll in a specialized educational program outside the school district or seek employment to assist in future educational expenses. Conversely, students unable to achieve mastery within a six hour day could benefit from an extended educational day. Additionally, the present state and national emphasis on utilizing technology for instruction might create scenarios where a student might benefit from blended instruction at atypical school hours.

Teacher Licensure

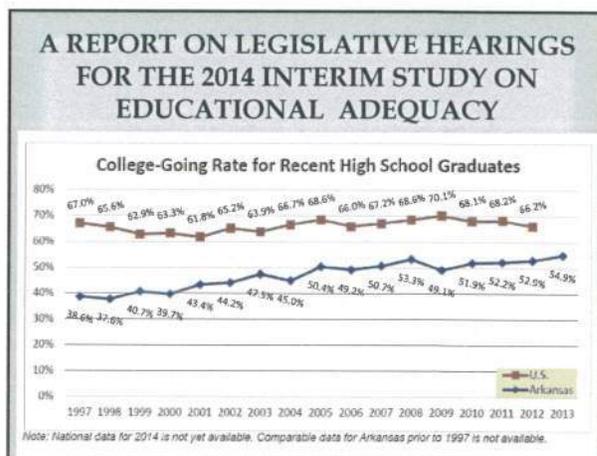
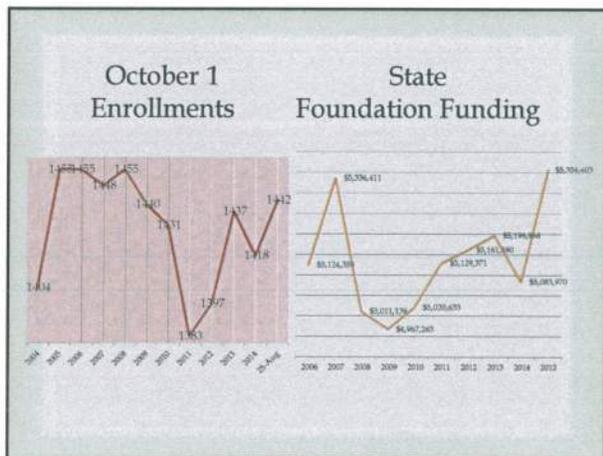
In an effort to prepare students to be both college and career ready, the district requests the ability to employ instructors, with specialized skills and abilities, to teach non-core classes. This request is driven by the difficulty of obtaining licensed employees in certain trade and vocational career offerings.

Teacher Fair Dismissal Act

The district's purpose in applying for a waiver of 6-17-1501 et seq., the Teacher Fair Dismissal Act, is only to request certain provisions of 6-17-1510 be waived, namely (d)(1) which specifies, "(d) (1) The exclusive remedy for any nonprobationary teacher aggrieved by the decision made by the board of directors shall be an appeal therefrom to the circuit court of the county in which the school district is located, within seventy-five (75) days of the date of written notice of the action of the board of directors." The district requests only that nonprobationary teachers have the same conditions as probationary teachers as referenced earlier in the statute found in (a)(2), "The board of directors' decision with regard to nonrenewal of a probationary teacher shall be final." The district seeks this relief in light of the diminishing pool of qualified teaching applicants requiring that districts seek early to fill vacant positions. Having this waiver granted would afford all employees the same status of having final determination of their termination or nonrenewal decisions rest with the same body that offered the original contract of employment.

Two Major considerations precipitating Gentry's Request for the Above Waivers

- Our Conversion Charter Initiative
- District Fiduciary "Due Diligence"



College Bound

	Gentry HS Graduates	Enrolled in AR College/University	%
2011	102	39	38.24%
2012	72	32	44.44%
2013	98	35	35.71%
2014	89	39	43.82%
2015	97		

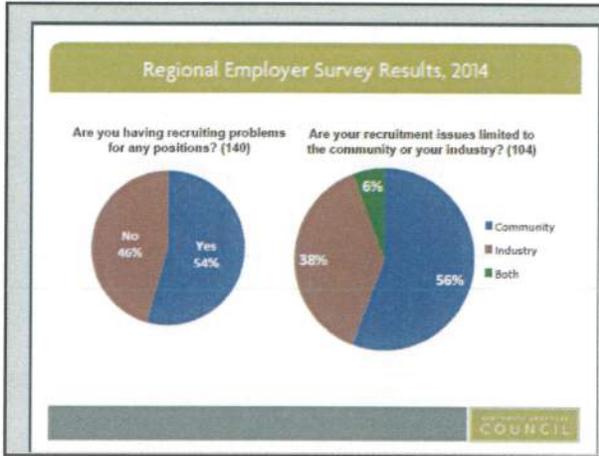
How many Arkansans Have a Bachelor's Degree or higher?

State Profile Report [Edit State Profile Report](#)

Arkansas State Profile Download as: MS Excel [Download](#)

Year: 2012 [Share this report](#)

Measure	Rank	State Value	U.S. Avg.	Lowest Value	Highest Value	Year	Source
Educational Attainment: Education Levels of the Population							
ACS Educational Attainment by Degree-Level and Age-Group (American Community Survey) - Percent of Adults 25 to 64 with a Bachelors Degree or Higher		45	22.64871636	10.71840692	19.86458252	42.55708412	2012 U.S. Census Bureau, 2012 American Community Survey One-Year Public Use Microdata Sample.



Business Sector	2014 Jobs	2013 Jobs	2014-2013 Change	2014 2013 Change	Annual Growth	2014 Avg. Annual Growth
Management Occupations	8,889	9,128	-239	-3%	765	22.12
Business and Financial Operations Occupations	7,822	8,193	-371	-5%	856	22.01
Computer and Mathematical Occupations	4,356	4,909	-553	-11%	360	22.47
Architecture and Engineering Occupations	1,188	1,282	-94	-7%	42	22.12
Education, Training and Library Occupations	1,742	6,127	-4,385	-71%	322	22.27
Healthcare Practitioners and Technical Occupations	1,840	4,411	-2,571	-58%	289	22.13
Healthcare Support Occupations	1,892	2,198	-306	-14%	167	22.22
Food Preparation and Serving Related Occupations	1,988	1,174	814	69%	82	22.27
Food Preparation and Serving Related Occupations	8,466	9,942	-1,476	-15%	187	22.09
Production Occupations	1,529	1,711	-182	-11%	148	22.03
Building and Construction Occupations	1,728	1,858	-130	-7%	147	22.01
Maintenance Occupations	17,080	11,717	5,363	46%	801	22.01
Office and Administrative Support Occupations	17,182	18,349	-1,167	-6%	763	22.22
Construction and Extraction Occupations	4,212	3,913	299	8%	88	22.28
Installation, Maintenance, and Repair Occupations	4,217	4,843	-626	-13%	181	22.09
Production Occupations	7,271	8,011	-740	-9%	172	22.18
Transportation and Material Moving Occupations	10,271	10,614	-343	-3%	138	22.28
Unemployed	11,892	11,112	780	7%	1,042	22.17

Copied from Gravette Public School District Conversion Charter Presentation of August 27, 2015.

Gentry High School

Current Courses and Programs

- ### Concurrent College Classes offered at GHS 2014-15
- ☞ English Composition I
 - ☞ English Composition II
 - ☞ History of the American People to 1877
 - ☞ History of the American People Since 1877
 - ☞ College Algebra
 - ☞ Finite Math
 - ☞ Public Speech
 - ☞ General Psychology

Additional Concurrent College Classes offerings at GHS
On-line delivery from NWACC
2015-16

<p>Fall 2015</p> <ul style="list-style-type: none"> ☞ Art Appreciation ☞ Intro to Computer Information Systems ☞ Intro to Hospitality ☞ Medical Terminology ☞ Personal Health and Safety ☞ Certified Nursing Assistant 	<p>Spring 2016</p> <ul style="list-style-type: none"> ☞ American Government ☞ Intro to Computer Information Systems ☞ Hospitality Marketing ☞ Medical Terminology ☞ Personal Health and Safety ☞ Intro to Occupational Safety & Health Administration ☞ Personal Care Assistant
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GHS Digital Course Offerings through Virtual Arkansas

<p>2014-15</p> <ul style="list-style-type: none"> ☞ ACT PREP ☞ Career Readiness ☞ Personal Finance ☞ Intro to Hospitality ☞ Travel Destinations ☞ Sports & Entertainment Marketing ☞ International Travel ☞ Intro to Travel and Tourism ☞ Fashion Merchandising 	<p>NEW 2015-16</p> <ul style="list-style-type: none"> ☞ Essentials of Computer Programming (ACT 187 "New coding law") ☞ Marketing ☞ Programming I ☞ Programming II ☞ Web Page Design I
---	--

GHS Vocational Course Offerings 2014-15

<ul style="list-style-type: none"> ☞ Survey of Agricultural Systems ☞ Agricultural Mechanics ☞ Intro to Horticulture ☞ Greenhouse Management ☞ Agricultural Metals ☞ Animal Science I/II ☞ Agricultural Structures 	<ul style="list-style-type: none"> ☞ Clothing Management/Housing ☞ Family & Consumer Science ☞ Parenting/Child Development ☞ Food & Nutrition/Wellness ☞ Computer Business Applications ☞ Accounting ☞ Advertising ☞ Business Law ☞ Digital Communications I/II/III/IV
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GHS Vocational Course Offerings NEW 2015-16

<p style="text-align: center;">Business</p> <ul style="list-style-type: none"> ☞ Entrepreneurship I/II ☞ Banking & Finance Principles ☞ Banking & Finance Teller Operations <p style="text-align: center;">Family & Consumer Science</p> <ul style="list-style-type: none"> ☞ Orientation to Teaching I 	<p style="text-align: center;">Health Sciences</p> <ul style="list-style-type: none"> ☞ Intro to Medical Professions ☞ Medical Terminology ☞ Pathology (available 2016-17) ☞ Medical Math (available 2016-17)
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EAST initiative

Environmental and Spatial Technology, Inc.

- ☞ Began in 1996 and has expanded to over 200 schools in 5 states
Arkansas, Iowa, Louisiana, Oklahoma, Pennsylvania
- ☞ Provides year-round training for students: face-to-face and digital
- ☞ Provides annual PD for facilitators to guide students as they identify community problems and seek solutions
- ☞ Project Based Service-learning oriented program
- ☞ High end technology - in excess of \$100,000.00
- ☞ Allows students to gain insight into their own abilities
 - Acquire and use information
 - Solve problems
 - Develop valuable experiences



Gentry High School Conversion Charter

A Look Into the Future

Intent behind Charter Schools

- ☞ Improve student learning
- ☞ Increase learning opportunities for **all** students
- ☞ Encourage the use of different and innovative teaching methods
- ☞ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- ☞ Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- ☞ Hold the schools accountable for meeting measurable student achievement standards

Opportunities through District Conversion Charter

- ☞ Build partnerships with Business & Industry
- ☞ Students to have internships with Business & Industry
- ☞ Expand course offerings outside traditional high school courses
- ☞ Students to graduate with industry certificates
- ☞ Possible area of interest:
 - ☞ Healthcare
 - ☞ Transportation
 - ☞ Diesel Mechanics
 - ☞ Logistics
 - ☞ Information Technology
 - ☞ Sales and Marketing

Health Sciences

GHS Career & Technical Courses

- ☞ Intro to Medical Professions
- ☞ Medical Terminology

Northwest Arkansas Community College

- ☞ Certified Nursing Assistant
- ☞ Personal Care Assistant
- ☞ Pathology (available 2016-17)
- ☞ Medical Math (available 2016-17)





Transportation Industry

Diesel Mechanic Program

Potential course offerings if approved:

- Business Communications
- Technical Math
- Preventative Maintenance
- Electrical Systems
- Tractor/Trailer Brakes
- Diesel Engines
- Truck/Trailer Hydraulics
- Welding





Logistics

Associate of Applied Science Degree
Logistics Option

- General Education Concurrent Courses from NWACC here on GHS campus

Technical Certificate
Logistics Management

- Possible Courses:
 - Supply Chain Management
 - Transportation Management
 - Inventory Management
 - International Logistics
 - Entrepreneurship



Information Technology IT

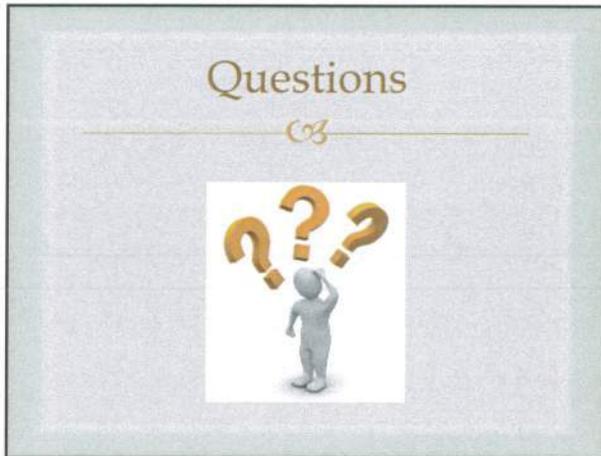
General Education Courses to be applied to college degrees in:

- Networking
- Programming
- Information Management

Leading to career opportunities in

- IT consultant
- Cloud architect
- Health IT specialist
- Mobile application developer
- Web designer or developer
- Games developer
- Information security specialist
- IT sales professional
- Multimedia specialist





Gentry Public Schools



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201 South Giles Avenue
Gentry, Arkansas 72734

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September 1, 2015

Town Hall Meeting Concerning Conversion Charter Application and Act 1240 Waiver Application.

Dr. Barrett welcomed a group of approximately 56 people to the second scheduled “Town Hall” meeting on September 1, 2015. He asked anyone who was not a district employee to please stand. He thanked them for coming, noting that they were “honored guests” and thanked them for their attendance, their interest, and their support.

Dr. Barrett explained that the purpose of the meeting was to discuss and update the community and staff regarding the Conversion Charter application process for Gentry High School and to discuss the district’s applying for educational waivers, should the school board approve. Approval by the ADE to grant these waivers could open doors for new and improved course offerings as well as free up some funding for new and exciting ideas.

Dr. Barrett explained that the district’s pursuit of a Conversion Charter for the high school should be no surprise to anyone as this has been a topic of discussion at board meetings for several months, as well as the first “Town Hall” gathering in April. He noted that articles had been written in the local paper, and social media had also been used to share the district’s vision with the community. Dr. Barrett noted that several of the surrounding area administrators had joined the meeting this evening in support of the vision as they were leading their districts in similar pursuits. He also noted that over and above each superintendent’s dream for expanded vocational offerings and choices for non-college bound students in his own district, the group had a collective long-term vision for a future vocational center to serve regional students. He thanked the group who included, but may not have been strictly limited to, Dr. Richard Paige, Superintendent of Gravette Public Schools, Mr. Mike Poore, Superintendent of Bentonville Public Schools, and Mr. Jeff Gravette, Superintendent of Decatur Public Schools. Ms. Cheryl Pickering, CTE Director at NWAESC, was also present and recognized.

Dr. Barrett explained that what might not be well known was the district’s plan to request waivers for certain ADE regulations as allowed by the newly adopted Act 1240 Waiver Information. He explained that the law allowed a district who had at least one student enrolled in an Open Enrollment Charter School to apply for the same waivers that Charter School had been granted. Dr. Barrett explained that the district had a student enrolled in the Arkansas Virtual Academy (ARVA). The district would, with the board’s approval, request waivers for 18 regulations comparable to the 23 ARVA receives.

Dr. Barrett assured the group that the district was not applying for these waivers just for the sake of applying to “see what would happen”. He stated “We have a vision. These efforts are all about the vision we have for our students.” He explained that the 18 waiver requests fell into four categorical groupings as listed below:

Grading Scale (blended grading)

These waivers would allow the district to provide a more appropriate assessment and grading of certain skills.

Length of Instructional Day (specialized educational program)

These waivers would provide for more specialized educational programs based on student need.

Teacher Licensure (specialized skills and abilities)

These waivers would allow the district to hire non-ADE licensed instructors for certain courses where the instructors were industry certified for specialty areas such as Diesel Mechanics, or HVAC repair.

Teacher Fair Dismissal Act

These waivers would provide for the local school board to be the “final word” in dismissals of employees instead of a court of law. Dr. Barrett assured the group, some of which were certified staff members, this was not about stripping fair dismissal rights and jeopardizing certified staff jobs. He noted that the local board was a body made up of honest individuals who could be trusted to make wise and fair judgements.

Dr. Barrett explained the factors which helped drive the conversion charter plans and ultimately increased his interest in requesting the Act 1240 waivers. They were as follows:

College Rate

College Graduation Rate

High School Graduation Rate

High School to Work Rate

Mr. Harper discussed the high school’s current college preparation course offerings and concurrent credit opportunities. He also discussed vocational course offerings available this current school year as compared to a year ago.

He spoke briefly about the EAST Initiative and their plans and hopes for the District Conversion Charter both short-term and long-range.

Ms. Winslett gave a brief PowerPoint presentation (see attached) and the floor was opened to questions, comments and concerns from the audience.

Community/Staff Questions and Comments

Mr. Al Lemke - Thanked the regional administrators for coming. Mr. Lemke expressed that he liked the idea of a cooperative career center/technical school and hoped to see this come to fruition. He further noted that in the meantime he liked the idea of the regional schools sharing their program slots for CNA, HVAC, and any other opportunities.

Ms. Martha Hawkins – noted that one of the waiver requests concerned increased class sizes. Dr. Barrett explained it is not about increasing class sizes and cutting teaching staff. He explained how currently one student over in a grade level could precipitate the need to hire another classroom teacher when a waiver could make it possible for a teacher to agree to take on the extra student and receive extra compensation. Dr. Barrett stated that even with waivers he would never recommend anything that was not a sound educational practice or that would be detrimental to the quality of education students would receive. He said “Even if I was so foolish, the school board would never allow it.” He said the waiver was not about “stacking classes for an increased bottom line figure”.

Coach Daniel Ramsey - asked “If you are doing away with certified teachers for increased class size and to allow non-certified teachers to fill positions where is the quality in education?” Dr. Barrett explained that they were not talking about cutting positions or course offerings and programs. The waivers and the Conversion Charter status was about increasing offerings for non-college bound students. He noted that the college bound students would not be losing any of their opportunities and the district would still encourage post-secondary education. The changes were to also give an equal opportunity for life-long success to non-college bound, school to work, and undecided students.

Dr. Page and Mr. Poore agreed with Dr. Barrett and explained that the vocational instructors who would be brought in would be certified but that there were two types of certifications; ADE certified subject area teachers and CTE or industry/state certified instructors. The Arkansas Career Education (ACE) certified instructors do not cross over into the ADE certified areas. Dr. Page stated “This will not be robbing current teachers of positions. These jobs never existed in traditional education. This plan doesn't take away anything; it adds to your district and increases opportunities for all students and your community.” Dr. Barrett agreed noting that local businesses are excited about the prospect of students who will be applying for jobs with them after high school coming better prepared and partially trained for careers. He said, “It is not only Gentry but a regional push to help prepare all students for success after graduation as evidenced by the administrators from Gravette, Decatur and Bentonville who are here tonight.”

Ms. Darla Wilson – asked about funding, space and sustainability of these programs. Judy Winslett explained she had been talking with business, community and educational leaders about funding and personnel support and there were some federal funding sources available. She said that she was greatly encouraged and excited by the excitement and support from the local business community. Local businesses need educated applicants and prospects and the community thrives when there are increased job opportunities for local graduates.

With no more questions from the audience, Dr. Barrett assured them this was not “the end of the conversation” and said “new endeavors take time. “There is time to ask questions you may think of later. Call me, stop by or feel free to e-mail me.” Dr. Barrett explained there really is no negative side to the Conversion Charter Application; it is only a “leveling of the playing field” for non-college bound students. He noted that it was also not intended to be a return of the 1960's "tracking" system where students were “pigeon holed” as either college bound or technical. He said that

students would be able to take advantage of all the opportunities. He said “It is giving kids options, and information and letting them experience and decide what interests them.”



Gentry Public Schools



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Gentry, Arkansas 72734

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The following pages are excerpts from Gentry Public Schools board meeting minutes where the conversion charter initiative was discussed.

corrections. Mr. Bollinger noted that his last name spelled incorrectly throughout the minutes. Coye Cripps moved to accept the minutes with the corrections and Gary Dunlap seconded. The vote carried 7-0.

Consideration of Financial Reports

Randall Bolinger, moved to accept the financial report as presented. Clarence Kreger seconded and the vote carried 7-0.

Consider Various tuition/Purchased Service Agreements

None

Student Transfer Requests

None

Arkansas School Recognition Program

Mr. Cozens reported that his school had achieved the top 20% in the state again. He noted that he and his staff had set a goal for the top 10% but with Common Core and other major changes that success had not been achieved. He noted that he felt confident that his staff was highly motivated to reach a new level of achievement and would strive to that end this year.

Charter School Overview - Future Considerations

Ms. Judy Winslett presented information concerning future considerations for a Charter School within the district's boundaries.

She noted that originally they had been considering a Pre-K program but decided it was not really the best consideration for the district at this time. She noted that the town limits already possess a Head Start Program and ABC Preschool.

Ms. Winslett noted that upon further study a Conversion Charter High School (a charter school under the umbrella of the district) with an iSchool Component and a "Technical" (Manufacturing and Business) component would better serve the district's students and community needs. She noted that such a Conversion Charter would provide the 4 core subjects via computer (iSchool)

and the technical component would provide hands instruction, preparing students to move directly into employment with a future local industry.

Ms. Winslett explained how the a similar Conversion Charter is working at Pea Ridge and expressed excitement at what she saw in progress. She noted that this type of educational community a sort of "Shoulder Tap Society" can be cultivated with local business leaders to give excelling students a chance to be "recruited" for good jobs following graduation.

Ms. Winslett explained how class embedding - (oral communications included with English) combines credits and opens minutes for the technical studies. She said "I think a dream plan would be a vocational center on the Hwy 59 strip eventually."

Clarence Kreger asked "what would we do for facilities?" To which Ms. Winslett stated "facilities would only be one hurdle. We would have to have the right director, facilities. start-up grant funding/community business donations and support. She said the old Agri building at the GHS could be useable converted space for such a project but after the initial grant funding the district has to be able to support and maintain the program. She explained how such a program would employ both certified teachers and certificated instructors. Core subjects would still taught by certified teachers.

Ms. Winslett noted that she felt there was more out there than what the district was currently doing to assist and support the segment of students not bound for college. She asked if the board was interested in continuing the research. Jim Barnes stated "we would be doing our students a disservice if we do not research and pursue this opportunity"

Coye Cripps moved that the board grant approval for further research and application for a Conversion Charter with Technical emphasis. Clarence Kreger seconded and the vote carried 7-0.

Dani Cypert noted that she would like to tour the Pea Ridge Charter School. Ms. Winslett assured her this would be no problem as an invitation had already been extended by the Pea Ridge School District. Randall Bolinger noted that Siloam Springs Public Schools had received approval for a Charter School and recommended the Gentry Board follow the Siloam Springs example where board members from Siloam traveled to the State Board Meeting when their school's Charter Application was presented for consideration. He noted that they were not called on to comment but merely were there for moral support. All agreed

AdvacEd Summary Report -

Dr. Barrett said there was still no official report and the item will be held over for January.

Transition Thoughts - Consumer and Technical Education - Judy Winslett

Regarding further exploration of a Conversion Charter, Ms. Winslett shared a flow chart she developed as a place to start and a direction to follow.

Addressing the Board, Ms. Winslett noted "after considering the business and industries in the Gentry area and other opportunities for employment in the Northwest Arkansas region, the following list of possible offerings of vocational programs was compiled: Industrial, Health Care, Maintenance, Sales, Logistics, and IT."

Ms. Winslett noted that the application process for a Conversion Charter, even if approved, would not have a program in place by FY 16 but she was excited about the possibilities for future students as well as eager to begin providing for the current students in the meantime. She noted that she had asked herself "what can we do immediately?"

Current Programs of Study offered at GHS include: Agriculture, Business, Family and Community Services. Ms. Winslett noted that she felt they could incorporate "Banking" by simply adding an additional course; "Consumer Lending". She noted that they could add an additional Program of Study under Family and Community Services; "Orientation to Teaching". This course is designed to provide students with the knowledge that will help prepare them as future teachers.

Ms. Winslett also explained that under a new pathway, "Therapeutic Services", a Health Informatics Program of Study can be implemented with the addition of the following courses: Medical Office Management, Medical Terminology, and Introduction to Health Informatics. These courses could be implemented by making some minor adjustments to the master schedule. She explained that the District would have to be able to offer the courses in August with no funding guaranteed. She said that that they might be forced to "beg and borrow" from the campuses and be "creative" until funding is received. Application for start-up grants to the Arkansas Department of Career Education cannot be submitted until October 1, 2015. As additional information Ms. Winslett noted that she had also been reviewing ADE information regarding School Based Health Centers. Parents provide approval for students to go to a campus based clinic. A designated school employee will take the child to the clinic to see the Physician or Physician's Assistant and parents can pick up prescribed medication after school. Parents do not lose time from their jobs and students receive quality health care they might not get otherwise. Insurance and Private Pay options are offered and the service would be available to staff and their families as well as students.

Dr. Barrett explained that if the District applied for and received a School Based Health Grant it would provide for five years. After that the program would be expected to be self-supportive and District the District would rent the space to the clinic.

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Dr. Barrett said, "we want to 'maximize' space in order to be considered for Partnership Funding." Ms. Waters was asked what her Principal's Advisory Committee thought about the restructuring plan. She noted they had not seen this option involving a 4th grade building and were concerned with the original thought of 4th grade being moved into the middle school where the grades would span from 4th to 8th grade. She said she thought they would be fine with this solution.

Town Hall Meeting Discussion - Judy Winslett

Ms. Winslett began with "as we move deeper into the Conversion Charter research and discussion we will need input from the community. She noted that a Town Hall Meeting would afford the district the chance to discuss the AdvancED visit and recommendations, share building project scenarios and discuss the ideas for a Conversion Charter and interim vocational opportunities. One meeting could be used to cover several topics. She said, "If the board agrees, April 6, 2015 or April 13, 2015, both on Monday night, are viable options according to the district calendar. After looking at personal calendars the group agreed either date was fine. Ms. Winslett will contact City Hall and see if either date will allow for the use of the court room. Jason Barrett noted that the council meets on first Monday of the month which would take April 6, 2015 off the table. Ms. Winslett will see if there is anything on the schedule for the court room for April 13, 2015.

Conversion Charter School Initiative - Judy Winslett

Ms. Winslett reported that she and Dr. Barrett had met with McKee Foods Inc., representatives on Tuesday, February 10, 2015. She felt it was a "good and insightful first meeting." She said that she approached them with the question "what are you looking for in an employee?" which spurred a lot of discussion.

She further reported that she and Mr. Brae Harper met with NWACC concerning support and partnership for a CNA program.

On Friday, February 20, 2015, Cheryl Pickering, from NWAESC will speak to students regarding the current job market and NWACC will provide someone to speak to students concerning their vocational programs. The first session is set to address Seniors only and Decatur is going to send their seniors as well to participate. After that from 9:00 am to 11:00 a.m. a little different presentation is planned for the underclassmen. After that McKee will bring in a mechanic to discuss diesel mechanics as a career with interested students. Decatur and Gravette may coop with us in that. Ms. Winslett reported that she was ready to push out an electronic survey after those presentations and was eager for student and parent feedback.

Consider Future Building Construction – Scenario 4 Expanded

Dr. Barrett presented a preliminary cost analysis noting it was feasible. He reported that he had visited with Michael Spaeth who is now managing his own firm and provided the drawings free gratis. The project would consist of four classrooms and a PE room. Dr. Barrett would seek government funds to “spec” the PE room for a safe room but he noted this plan was not included in this cost analysis. The project would also provide 12 classrooms at GMS, leaving room for growth. \$5.6 million estimate. Dr. Barrett noted that no matter what scenario the board chooses something is going to have to be done to alleviate the traffic situation on Pioneer Lane. There was some discussion as to what the city is doing with street expansion on Swepeco Road, how long that project will last and what the district might be able to do to allow for “rear exit” traffic flow.

Dr. Barrett noted he would like to seek guidance from the board and recommended taking these plans to share at the Town Hall Meeting next month. He noted that it would be a chance to “get a feel” from the community. A great majority would like to have a new high school in a not so distant future but we all agree need there is a need to do something with GIS in the short-term. The Superintendent’s Advisory Council has endorsed Scenario 4 as a good plan.

Jim Barnes asked about the next debt refunding opportunity. Dr. Barrett explained there is a bond pay-off in 2018 but refunding is probably maxed for a while. Mr. Barnes supported talking to the community at the Town Hall meeting concerning the building scenarios. The other board members agreed.

Dr. Barrett noted that Scenario 4 ties in with the plans for a Conversion Charter. If Conversion Charter application is approved, rather than a new high school the future plan might keep the existing GHS for core classes and build a Vocational Building.

Consider Various Tuition/Purchased Service Agreements

None

Board “Homework”- Sample Evidence for Supt’s Evaluation System

The group discussed “homework” they were doing in preparation for a training session. Dr. Barrett explained that the new evaluation system would be similar in some area as to what the board has currently been doing but there would also be some major changes to how the board evaluates Dr. Barrett’s performance. He noted that their expectations and his evidences will tie directly to specific standards.

them to take any immediate action but hoped they would read and consider his complaint.

Review of April 13, 2015, "Town Hall" Meeting

Dr. Barrett said "I would like to echo what Mr. Lemke said earlier. I believe it was an excellent meeting. 42 people attended. It seemed to be an equal blend of staff and patrons. The next part of the plan is to construct a survey for more information gathering. I hope the board will be able to make some decision at the May meeting as to how to proceed with GIS. There were at least a few who wanted to build a high school but felt the cost would be too high at this time. The minutes captured most of the comments and questions. There seemed to be strong evidence of support for the charter school application plans. I did not hear any real suggestions for changes or rewording of the mission statement. The next such meeting may be moved to the auditorium and we will make a stronger push for more community participation. The venue was adequate but if we could encourage more to attend we would need more space."

The A-F State Report Card - Judy

Ms. Winslett directed the board to the drop box for the documents she was referencing in her discussion. She explained the State Report Card information recently published. She gave detailed information concerning testing results as well as addressing the list below:

- Path of understanding, (memory lane)
- Sample calculation of school or district performance AMOS(growth rate) to begin in FY 12 (math and literacy)
- Review of the form used to discern the school's letter grade.
- Designations -Exemplary, Achieving, Needs Improvement, Needs Improvement Focus, Needs Improvement Priority.
- Assessments, rewards, facilities, technology, programs, scholarship Money Awarded.
- OEP - information "The Small 10" Demographics and characteristics
- Overall Percentage Proficient on State Assessments 2013-14
Graduation Rate (92%)
- At Risk Student Performance

Ms. Winslett told the board "we stack up pretty well."

Dr. Barrett said that he wanted to remind everyone that test scores is only one assessment of many that determines the overall performance of a district. He stated, "I like to think overall we are a notch above average. Parents will equate this letter grade to the ones their students receive



September 9, 2015

Ms. Judy Winslett
Assistant Superintendent
Gentry Public Schools
201 S. Giles Ave.
Gentry, AR 72734

Ms. Winslett,

Please accept this letter as support for the Gentry High School Conversion School Charter.

In my position as mayor of the City of Gentry, I receive feedback and comments from local and regional business owners and managers expressing their concern for the ever changing economic landscape and the demands it places on our youth as they prepare to enter the workforce. As you are aware, not all students go on to a higher level of education beyond high school and are tasked with "finding their place in society" and contributing to their communities. Whether it is after receiving their high school diploma, higher education or vocational training, the ultimate goal is for the student to enter this demanding workforce and become successful and happy in life.

As the demand for skilled and qualified workers increases, many positions will either remain unfilled or will not be created until the applicant pool increases. I believe the proposal for the Gentry High School Conversion Charter to create new learning programs for its students, such as nursing, diesel mechanics and soft skills, to name a few, will better prepare our youth to not only enter this demanding workforce, "find their place in society", contribute to their community, but to also become successful and happy in life.

You have my complete and unwavering support for your efforts. If I can be of any further assistance, please do not hesitate to contact me anytime.

Respectfully,

Kevin D. Johnston
Mayor
City of Gentry



McKee Foods Corporation
and Affiliates

555 McKee Drive
Gentry, AR 72734
Phone 479-736-2601

September 8, 2015

Gentry High School Conversion Charter
ATTN: Judy Winslett, Assistant Superintendent
Gentry Public Schools
201 South Giles
Gentry, AR 72734

Dear Ms. Winslett,

It is my pleasure to write a letter in support of the Gentry High School Conversion Charter.

As a large food manufacturer in the area, McKee Foods Corporation recognizes the importance of a program that will strengthen the skills of our future workforce. This program will help students develop skills, technical knowledge and real-world experience for high-skill and high-demand jobs and careers.

McKee Foods is committed to partnering with the Conversion Charter and potentially hiring apprentices to offer real-world education and hands-on training. We also realize the value of developing our existing workforce and supporting their continuing education for career advancement.

McKee Foods fully supports the efforts of Gentry High School as they seek funding for their Conversion Charter. Any program that will prepare students with industry-recognized credentials and skills will lead to family-sustaining jobs and careers ultimately benefitting the communities in Northwest Arkansas.

Sincerely,

A handwritten signature in blue ink that reads "Melissa Smith". The signature is fluid and cursive, with the first name "Melissa" written in a larger, more prominent script than the last name "Smith".

Melissa Smith
Human Resources Manager
Gentry, Arkansas Operations



Gentry Public School District

2016-17 School Calendar



Important Dates And Information

First Semester Dates

July 4 - Independence Day
August 1-10 Professional Staff Development
August 15 First Student Day
September 5 Labor Day Holiday- (No School)
September 13- Parent Teacher Conferences 2:00 p.m. to 6:00 p.m. (Early Out Student Day)
September 14- Parent Teacher Conferences 2:00 p.m. to 4:00 p.m. (Early Out Student Day)
October 10- Columbus Day-Fall Break (No School)
October 14- End First Attendance Quarter 43 Days
November 23-25 Thanksgiving Holiday
December 20th End of Second Attendance Quarter- 44 days
December 21, 2016 through January 3, 2017 Christmas/ New Year's Holiday

Second Semester Dates

January 4, 2017 First Day of Second Semester/Third Quarter
February 7 Parent-Teacher Conferences 2:00 p.m. to 6:00 P.M. (Early Out Student Day)
February 8 Parent-Teacher Conferences 2:00 p.m. to 4:00 P.M. (Early Out Student Day)
February 20- President's Day (No School)
Friday, March 10th End of Third Attendance Quarter 47 Days
March 29-31, 2017 Spring Break
April 14, 2017 Good Friday
May 19th End of Fourth Attendance Quarter 44 days
May 29, 2017 Memorial Day
May 31 Above Ending Date + 7 Additional Days

Information

Note 1: Seven "Snow Days" are "added to the end of the calendar".

Note 2: Make up days for inclement weather will be taken in this order: February 20th, the seven days added to end, Memorial Day, Spring Break. Any additional days missed will be added to end of calendar.

Note 3: Ending Quarter attendance dates may be adjusted to comply with ADE regulations.

Note 4: Dates for other school events will be announced on the school website on the monthly events calendar.

Note 5: Opportunities may exist for staff to earn PD days during approved summer or after-school PD sessions. After school sessions will be in a minimum of 30 minute blocks of time. Such approved sessions may be substituted for selected PD days scheduled for August 1-August 10, 2016.

Note 6: The Professional Development Cycle for Fiscal Year 17 begins after the last 190 day teacher contract day for FY 16, but no earlier than June 1.

JULY						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER						
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18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER						
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30	31					

NOVEMBER						
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DECEMBER						
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JANUARY						
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29	30	31				

FEBRUARY						
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25	26	27	28	29	30	31

MARCH						
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APRIL						
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23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
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21	22	23	24	25	26	27
28	29	30	31			

JUNE						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	★

The mission of the Gentry School District is to work with the community in providing safe and successful experiences for each student.

The Gentry Board of Education meets the third Monday of each month. Citizens of the district are invited to attend these public meetings.

Draft



Morning Bell

7:49

1st hour

7:54 – 8:41

Breakfast

8:41 – 8:48

2nd hour

8:49 – 9:36

3rd hour

9:39 - 10:26

4th hour

10:29 - 11:16

5th hour

11:19 - 12:06

LUNCH

12:06 - 12:37

6th hour

12:42 - 1:29

7th hour

1:32 - 2:19

8th hour

2:22 - 3:09

**2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion 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 district conversion 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 any other qualified employee of the school district is covered.
7. The district conversion 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.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. 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.

Randy C. Barrett

Signature of Superintendent of School District

Randy C. Barrett

Printed Name

9-8-15

Date

2014 ESEA DATA

District: GENTRY SCHOOL DISTRICT
LEA: 0403000
Address: 201 S. GILES AVE.
Address: GENTRY, AR 72734
Phone: 479-736-2253

Superintendent: RANDY BARRETT
Enrollment: 1437
Attendance: 96.85
Poverty Rate: 63.81

Report created on: 10/29/2014

% Prof/Adv.
2014 Math + Literacy 79.1
2013 Math + Literacy 82.0
2012 Math + Literacy 85.0

OVERALL DISTRICT STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	766	768	99.74	933	935	99.79
Targeted Achievement Gap Group	529	530	99.81	620	622	99.68
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	92	93	98.92	104	105	99.05
White	520	521	99.81	648	649	99.85
Economically Disadvantaged	495	496	99.80	585	587	99.66
English Language Learners	74	75	98.67	83	84	98.81
Students with Disabilities	92	92	100.00	97	97	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	PERFORMANCE -LITERACY					GROWTH -LITERACY				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	578	730	79.18	85.65	91.00	419	508	82.48	88.93	93.00
Targeted Achievement Gap Group	372	505	73.66	81.44	91.00	271	353	76.77	86.15	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1800	2187	82.30	85.65	91.00	1328	1543	86.07	88.93	93.00
Targeted Achievement Gap Group	1141	1481	77.04	81.44	91.00	860	1056	81.44	86.15	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	# Achieved	# Tested	Percentage	2014 AMO		
African American	n < 10	n < 10	n < 10	100.00	n < 10	n < 10	n < 10	100.00		
Hispanic	68	90	75.56	76.65	46	59	77.97	86.19		
White	395	492	80.28	87.06	291	351	82.91	89.22		
Economically Disadvantaged	365	474	77.00	83.51	265	332	79.82	87.46		
English Language Learners	43	72	59.72	73.80	32	51	62.75	86.25		
Students with Disabilities	23	88	26.14	49.47	18	60	30.00	59.52		

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	706	893	79.06	83.64	92.00	343	520	65.96	74.95	81.00
Targeted Achievement Gap Group	433	595	72.77	78.46	92.00	215	364	59.07	69.75	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	2050	2509	81.71	83.64	92.00	1065	1556	68.44	74.95	81.00
Targeted Achievement Gap Group	1275	1679	75.94	78.46	92.00	660	1068	61.80	69.75	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	# Achieved	# Tested	Percentage	2014 AMO		
African American	n < 10	n < 10	n < 10	62.50	n < 10	n < 10	n < 10	100.00		
Hispanic	68	102	66.67	74.18	33	61	54.10	69.41		
White	507	620	81.77	86.39	245	357	68.63	76.29		
Economically Disadvantaged	416	563	73.89	79.39	208	342	60.82	70.89		
English Language Learners	42	81	51.85	68.82	21	51	41.18	67.50		
Students with Disabilities	37	93	39.78	49.47	13	63	20.63	44.05		

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
	All Students	95	103	92.23	87.60
Targeted Achievement Gap Group	46	50	92.00	87.50	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	262	298	87.92	87.60	94.00
Targeted Achievement Gap Group	138	164	84.15	87.50	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	12	12	100.00	79.55	
White	64	70	91.43	88.47	
Economically Disadvantaged	46	50	92.00	86.48	
English Language Learners	n < 10	n < 10	n < 10	90.63	
Students with Disabilities	n < 10	n < 10	n < 10	91.67	

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Gentry High School Conversion Charter Application

Gentry High School Conversion Charter application for a district conversion charter

Motion

To approve the application

Barnes-2	Lester	Rogers
Gotcher	Liwo	Saunders-M
Jones	Pfeffer	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			This is an excellent opportunity to open doors for innovation to merge with the current educational activities in this area and to allow students to have real world work experiences contributing to community growth.
Gotcher	X			The applicant has presented a plan for a quality conversion charter that serves the individual needs of the student and the community. I am encouraged by their plan.
Jones	X			The charter applicants are commended for their collaboration with the higher education and the business community. They have developed career pathways that are of high need and high pay and provide additional options for students.
Lester	X			The applicant has the resources, programs, and partnerships currently in place to meet the goals as outlined in the application.
Liwo	X			The charter will open the door for internships, vocational programs, and customized educational plans. There is industry interest. This provides options for students who may not intend to attend college. There is potential

				savings on post-secondary education. There is a limitation on the licensure waiver requests to vocational courses and a limitation of Standards for Accreditation waiver to non-core classes.
Pfeffer	X			This charter will create opportunities for students and for the community.
Rogers	X			The conversion charter will allow the students to explore more educational and job opportunities within the local community.
Saunders	X			This is an opportunity to provide the needed personalized education for the students.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: November 20, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

November 19, 2015

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Mike Hernandez, Superintendent
Hot Springs School District
400 Linwood Ave.
Hot Springs, Arkansas 71913

**RE: Notice of State Board of Education Hearing
Hot Springs World Class High School**

Dear Dr. Hernandez:

On November 19, 2015, the Charter Authorizing Panel met and approved the district conversion charter application for Hot Springs World Class High School. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. **Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 25, 2015, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, December 10, 2015.** Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on December 10th, and, at that time, the Board will determine whether or not to review the Panel's decision. If the Board decides to review the Panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Charter Schools, Program Coordinator

CC: Dr. Stephanie Nehus, Director of Special Projects

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

HOT SPRINGS WORLD CLASS HIGH SCHOOL

SUMMARY

Hot Springs World Class High School

School District: Hot Springs School District

Grade Levels: 9-12

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	9-12	1,000
2017-2018	9-12	1,050
2018-2019	9-12	1,100
2019-2020	9-12	1,150
2020-2021	9-12	1,200

Confirm the enrollment CAP will be 925 as stated in the letter of intent.

Applicant Response: The letter of intent enrollment provided was based on our expected enrollment not a cap enrollment. The cap enrollment would be 1200 students within five years.

Address of Proposed School: 701 Emory St., Hot Springs, AR 71913

Mission Statement:

The mission to "provide a positive climate in which all students have the opportunity to acquire a quality education, develop marketable skills, and enhance personal development," drives Hot Springs High to continuously strive to also achieve its motto to be a school where all students graduate college and career ready. At the heart of every decision is what is best for HSHS students based on the core beliefs that school should be a safe, supportive and nurturing environment where the bar is raised and high expectations for all students are set, and all students are taught to become critical thinkers, problem solvers, and life-long learners prepared with 21st century skills, promoting Trojan pride. Students are continuously encouraged to follow the behavioral expectations for the school: be respectful, be responsible, and be safe.

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

Hot Springs School District

78.67% free and reduced-price lunch (2015-2016)

Needs Improvement District (ESEA 2014) – Literacy, Mathematics, and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support Included with Response Document

Jim Fram	Greater Hot Springs Chamber of Commerce
H. Randall Hill, M.D.	CGU St. Vincent Medical Group
Lisa Collier	Parent
Ann Hill	Parent
Jason J. Hundell	National Park College Technology Center

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

C12: STUDENT SERVICES

It remains unclear that gifted and talented students will receive services to meet their emotional and social needs from a licensed gifted and talented instructor.

C16: STAFFING PLAN

It remains unclear that the applicant understands that AP and IB trained instructors are not licensed gifted and talented instructors.

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Hot Springs World Class High School

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Fully Responsive

Concerns and Additional Questions

- Provide a copy of the notice of public hearing from the newspaper that shows the notice and date of publication as printed in the newspaper.

Applicant Response: A copy of the notice of the public hearing with the newspaper printed date of publication is included immediately following these responses.

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Clarify how the International Baccalaureate Initiative will be supported by conversion to charter status and how the blending of the IB program with a charter will meet the needs of all students.

Applicant Response: Three different International Baccalaureate Programmes are present at Hot Springs High School and all three will be supported by conversion to charter status. The IB Diploma Programme, the IB Career-related Programme, and the Middle Years Programme will continue to meet the needs of all students within this new configuration. The three programs emphasize global contexts and provide an international focus to learning, which is critical in most career pathways in our increasingly inter-connected world economy.

The Middle Years Programme (MYP) operates across both the 9th and 10th grade classes and will continue to do so under the charter conversion. As a project-based and inquiry learning curriculum, the MYP requires that all students take English (mother tongue), a

foreign language, mathematics, science, and social studies for both years and that students be enrolled in technology, fine arts, and physical education for at least one of the two years. The technology requirement of the MYP is a natural forerunner to the various career paths. Also, all students in the MYP in grade 10 are required to complete a personal project in which they research an area of personal interest, find a service application related to that area of interest, present the project in an approved format, and demonstrate academic integrity in the process. This project provides students with the critical thinking skills and many of the other skills required in any workplace. Finally, the MYP emphasizes collaborative work, which is a critical component in all endeavors.

The IB Diploma Programme (IBDP), considered by most universities to be the most academically rigorous program of study offered in any public school in the United States, will continue as it is. However, the embedding of oral communications into civics will enable these students to complete more graduation requirements and electives in grades 9-10, which will open up more opportunities for these students to take electives in grades 11-12. The IBDP requires that all 11th grade students take 7 IB Diploma courses and 6 or more IB Diploma courses in grade 12. Under the present system, unless a student completes Algebra I and Spanish I for credit in grade 8, the IB Diploma candidate rarely has more than one elective in grade 11 or 12. This embedding will provide more options for these students.

This is Hot Springs High School's first year to include the IB Career-related Programme (IBCP); all career pathways in this program will be directly linked to one of the Academies in the Charter proposal. The IBCP is a two- year program that links the IB Diploma Programme's rigor to a Career-related pathway, also requiring that students become a "completer" in one CT course of study by taking a two year career pathway course of study in grades 11 and 12. What makes this program distinctive from the standard academy career pathway are several additional requirements. Students in the IBCP are required to take and test in two IB Diploma level courses of their choosing; one must be a two-year sequence and the other can be a one or two year IBDP course. These help prepare these students to succeed in college level work. In addition, these students must take a two- year course of study called the IBCP Core. This course requires that students maintain and progress in the second language that they studied in grades 9-10 or take up a third language through on-line studies over two years totaling 100 hours of coursework and practice. Another requirement of the IBCP is taking a course call the Approaches to Learning, in which students focus on transferable life skills; a third component is service learning, which relates directly to their career-pathway and requires that students spend a minimum of 50 hours in documented service learning. Finally, the culmination of the IBCP is a reflective project in which students identify, analyze, and critically discuss an ethical issue arising from their career-related studies.

The IBDP will be part of the Liberal Studies Academy and the IBCP will operate in whichever academy that fits their career-related course of study. The MYP will provide an excellent spring-board to all of the academies. We anticipate excellent growth in both the IBDP and the IBCP under the new Charter.

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

C5: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Confirm that the process for approval to embed courses, as outlined by the ADE Curriculum and Instruction Unit, will be followed.**

Applicant Response: Hot Springs High School will follow the process for approval to embed Civics and Oral Communications. In fact, a Citizenship Seminar course approval is being created to embed these courses within.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associate with the curriculum

Fully Responsive

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Confirm that the process for approval to embed courses, as outlined by the ADE Curriculum and Instruction Unit, will be followed.**

Applicant Response: Hot Springs High School will follow the process for approval to embed Civics and Oral Communications. In fact, a Citizenship Seminar course approval is being created to embed these courses within.

C8: CHARTER MODEL

Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

Fully Responsive

C9: AUTONOMY

Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

Fully Responsive

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

Fully Responsive

C11: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

C12: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions

- Confirm that the guidance program as described will continue in the charter.
- Confirm that the full least restrictive environment continuum of special education services will be offered.
- Confirm ongoing compliance with state and federal laws and guidelines as they pertain to special education services.
- Explain if students at the charter school will be sent to Summit School.
- Explain if students attending the on campus alternative school and/or Summit School will be able to continue with the IB and other programs offered at the charter school.
- Confirm that students receiving gifted and talented services will also receive support for their social and emotional needs.

Applicant Response: *Hot Springs High School will continue with the described guidance program throughout the charter.

***The full least restrictive environment continuum of special education services will be available to meet the needs of individual students.**

***As always, Hot Springs High School will comply with all state and federal laws and guidelines pertaining to special education services.**

***Hot Springs School District's current Alternative Learning Environment is being restructured for the 2016-2017 school year. It is the intent to relocate the program to home buildings to provide full access for all alternative students. Grades 9-12 will be relocated to the Hot Springs High School campus. Students attending the charter school could be reassigned to the Alternative Learning Environment located on the same campus.**

***With the Alternative Learning Environment residing on the same campus, alternative students will have an opportunity to continue with the IB and career pathways offered at the charter school.**

***All students, including identified gifted and talented students, have access to all services offered at Hot Springs High School. These services include health services and school-based mental health services to meet social and emotional needs of all students.**

Remaining Issues: It remains unclear that gifted and talented students will receive services to meet their emotional and social needs from a licensed gifted and talented instructor.

C13: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

C14: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C16: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

Fully Responsive

Concerns and Additional Questions

- **Confirm that all core teachers will be highly qualified.**

- Confirm that all personnel who provide special education instruction to students will be certified in special education.
- Add gifted and talented to the faculty list.

Applicant Response: *Hot Springs High School has 100% highly qualified certified staff. It is our intent to ensure that all core teachers continue to be highly qualified.

***All personnel who provide special education instruction to students will be certified in special education or will be working on an Alternative Licensure Plan to become certified in special education. Those on ALP's will be provided additional supports to ensure they are meeting the needs of individual students.**

***Gifted and Talented Faculty: Teachers providing instruction in PreAP, AP, and IB courses must have completed specialized training to meet the needs of gifted and talented students. Rigor and relevance, along with higher-order thinking and problem solving activities, are the expectation of the gifted and talented teachers. AP and IB provide excellent training and curriculum to implement in the classrooms.**

Remaining Issues: It remains unclear that the applicant understands that AP and IB trained instructors are not licensed gifted and talented instructors.

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public

- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

Fully Responsive

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Confirm that the programs mentioned will continue in the charter or revise appropriately.**

Applicant Response: All programs included in our original application will continue in the charter school.

C21: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C22: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

C23: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

OTHER:

- Complete the following table with the grade levels and maximum enrollment to be served by year:

School Year	Grade Levels	Maximum Enrollment
2016-2017	9-12	1,000
2017-2018	9-12	1,050
2018-2019	9-12	1,100
2019-2020	9-12	1,150
2020-2021	9-12	1,200

Applicant Response: As stated at the beginning of our responses, the 925 provided in our letter of intent was the expected number of students for the 2015-2016 school year. We did not intend for that number to be the maximum enrollment of our charter. We have continued to see growth at Hot Springs High School over the past three years averaging about 50 students increase per year. The table is completed as if that trend were to continue.

Houses Unfurnished 349

SPECIAL!
 *LEASE/PURCHASE \$139,900. \$1100 per mo. 1/2 rent goes toward purchase for up to 24 mos. Credit & dep req'd. For details call 501-463-1080, 501-282-1535

SERRETA PROPERTIES
Homes & Apartments For Rent
All School Districts
 www.serretaproperties.com
501-760-3324
501-622-0080

1BR, SMALL, on Lake Hamilton, \$525/mo. lease + dep., no pets, water pd. 501-620-9642.
 2 & 3BR city homes, fenced yards, kitchen appliances. \$640 mo. Dep., lease & ref's. 501-622-0649

2/1 CH/A, w/d connections, LHSD, \$600/mo. + utilities, South Park Realty 282-2056

On The Waterfront

2/1 COVERED dock, remod. & new appl., LHSD, \$750/mo., \$35 app fee. Hot Springs Properties 501-538-6556

2/1.5 - LHSD, 206 Elysian Hills, \$650/month + \$400 deposit, 501-844-0504

24 HOURS rent line: 525-RENT Hot Springs Property Management.

LOCATION! LOCATION! LOCATION!

2BR/2BA, close to LSSD, newly remodeled, one year lease, \$795/mo., references req'd. 501-538-8120 or 262-4505

2BR/1BA ATTACHED utility room, ch/a, stove, refrig., \$600 + dep 501-276-6236

2BR/1BA NO pets, \$380/mo + \$300 deposit. 501-262-5272

2BR/1BA, FENCED yd, W/D connects, stove, fridge & garage \$650+\$650 Dep. 282-3333

2BR/3BA MAGNET Cove, LSSD, \$1200/mo negotiable depending on references: \$1000 dep. 501-844-5127 or 617-1748

3 BR 2 BA, \$850 + dep., 2-story, spac. LR w/carpet & hwdw flr in entry, wood stained ceil. Lg BRs w/tall ceilings & wood trim. HSSD. 520-1468

3/1 AVAIL. now. 1 yr. lease, refrig., w/d, gas water heater. \$800/mo. + util. 238 Glade, HUD approved. 501-655-3152

3/1, CH/A, large rooms HUD approved. 402 Cedar, \$575. 262-2193 or 815-2390

3/2 BRICK, fresh wd flrs, CHA, frig., stove, WD nego. We do yd. \$650 + dep. 701-0600

3/2, ALL appl., 1 car gar, storage. No pets, \$700 + dep. Option to buy. 501-760-4608

3/2, CARPORT, no pets, near hospital & racetrack, \$750 + deposit. 276-4705

3BR 1BA 214 Pearl \$565 & \$250 dep. no pets. no HUD. \$50 off

Houses Unfurnished 349

3BR/1BA GOOD condition, no-pets. HSSD, 793 Omega St., \$650/mo \$350 dep 655-1696

3BR/1BA, clean, new kitchen, fenced back yard, 118 Ramble. \$650+\$650 dep 520-7847

3BR/1BA, GARAGE, \$700/mo w/\$400 dep. 115 Ross St. 627-3240

3BR/2BA 135 Phillips \$750, 2BR/1BA on lake \$600, studio cottage 124 Madill \$350. 622-8825 or 912-9626

4BR/3BA LAKESHORE Drive. 2 car garage, no pets, \$1250/mo. 617-1838

BEASLEY PROPERTIES
• HOUSES
• APARTMENTS
• MINI STORAGE
760-7333

HOUSE FOR lease/purchase option. Beautiful 3 br/2ba, hwdw floors, fpl, Forest Lakes garden home. 501-525-6719

HOUSE FOR Rent, 124 Robin 3BR/2BA, ch/a \$685/mo. Section 8 OK HSSD 310-908-7211

LHSD: 3/2, 2 car carport, fenced, \$850, 235 Joy Drive. 501-627-6375

NEAR CHI hosp. Remodeled 3/2. No pets. \$850/mo + \$600 Dep. 545-8767, 525-5703

NICE 3/2, 2 car gar, w/d, LSSD, 155 Leatherwood. \$900 + dep. 282-8666

SMALL 1BR cabin. Clean, fenced yard, \$380 + \$400 dep. 501-781-8900, 538-6207

UNIQUE LAYOUT 3br 2ba fenced back yard, LSSD, storage building, \$725/mo + \$725 dep. 501-627-2883

Vacation Places 355

VAC. RENTAL: Great loc/view, Lk Ham., 3br, w/dock & dock house, pets ok 501-282-1523

VACATION on Lake Hamilton! Spend a wk/nd or a wk @ Fantasy Island. See us @homeaway.com, I.D. #295539. Party Barge rental \$300/day. 501-767-2822

Manufactured Homes 356

*2 & 3 BR. LHSD, MPSD, CMSD. Clean, covered decks, \$475 & up. 609-6943, 767-9304

★ MUST SEE! ★

16X80, 3br/2ba, on 1 acre, newly remodeled, FLSD \$600 + \$600 dep. 622-0106

2BR 2BA, ch/a, mobile home on 1.5 ac., nice covered deck, Goslee Realty, 501-321-1213

2BR/1BA \$500/MO + 500 dep. no pets. 802-2724

2BR/1BA GOOD condition. LSSD no pets. Tenant pays utilities. 1342 Shady Grove \$500/mo + \$250 dep. 655-1696

2BR/1BA QUIET Country setting, FLSD. No pets. \$400 month \$300 deposit. 623-8779

3/2, 16X80 all elec, good cond., no pets. Tenant pays util. \$600/mo., \$300 dep. HSSD

Mar Rural Real Estate 383

SUPER DEAL!!!
 \$155k. 2,400 sf, 3-2-2, ch/a, propane gas, lg. shop w/air & concrete slab 5 acres, beautiful. Gun sales stay & Toro w/28 hp Kawasaki, 5' wide cut negot w/ property. Call 501-865-6243

LEGAL NOTICES

Legal Notices 410

NOTICE OF COMMISSIONER'S SALE

NO. CV-2015-182-III IN THE CIRCUIT COURT OF GARLAND COUNTY, ARKANSAS CIVIL DIVISION. GARY DOWLING AND TRELLEYA MERRIOTT as Trustee of the Merriott Family Trust, PLAINTIFFS VS JACQUELINE DOWLING, DEFENDANT
 Notice is hereby given, that pursuant to the authority and directions contained in the order of the Circuit Court of Garland County, Arkansas, entered on June 9, 2015, in cause No. CV-2015-182-III between Gary Dowling and Trelleya Merriott as Trustee of the Merriott Family Trust, Plaintiffs and Jacqueline Dowling, Defendant, the undersigned, as Commissioner of such Court, will offer for public sale to the highest bidder at the North door or entrance of the Garland County Courthouse within the hours prescribed by law for judicial sales: on August 12, 2015 at 11:00 a.m., the following described real estate situated in Garland County, Arkansas:
 Tract 1: Lot 24 of Cain's Subdivision of Block 52 of the Hot Springs Reservation.
 Tract 2: All of Lot 23 and part of Lot 22 of Cain's Subdivision of Block 52 of the U. S. Hot Springs Reservation, described as follows: Beginning at the Northwest corner of said Lot 23; thence easterly and along the Northerly side of said Lots 22 and 23 and the Southerly side of Jefferson Street for a distance of 71 feet; thence Southerly through said Lot 22 for a distance of 151 feet to a point on the Northerly side of an alley which is 75 feet Easterly from the Southwest corner of said Lot 23; thence Westerly and along said alley for a distance of 75 feet to the Southwest corner of said Lot 23; thence Northerly and along the Westerly side of said Lot 23 for a distance of 148 feet to the place of beginning.
 Tract 3: Lot 14 of Cain's Subdivision of Block 52 of the Hot Springs Reservation, as surveyed, mapped, and platted by the United States Hot Springs Commissioners.
 Tract 4: Lot 15 of Cain's Subdivision of Lots 1,2,3,4,5,6,7, and 8 of Block 52 of the Hot Springs Reservation, as surveyed, mapped and platted by the United States Hot Springs Commissioners.
 TERMS OF SALE: On a credit of three months, the purchaser being required to execute a bond as required by law and the order of the Court, with approved security, bearing interest at the rate of ten percent (10%) per annum from date of sale until paid, and a lien being retained on the premises sold to secure the payment of the purchaser money.
 Given under my hand this 7th day of July, 2015.
 Jeannie Pike,

Legal Notices 410

PRELIMINARY ADVERTISEMENT

SALE OF NATIONAL FOREST TIMBER
 The Forest Service intends to advertise timber designated for cutting in the following proposed timber sale area on the Ouachita National Forest prior to August 31, 2015. The Potato Hill Sale is located within T4N, R24W, Section 6; T4N R25W, Sections 1, 2, and 4; T5N, R24W, Sections 29-32; and T5N, R25W, Sections 25-29 and 32-36. The sale contains a preliminary estimated volume of 24,837 CCF of timber designated for cutting. The preliminary construction cost estimate for specified roads is \$779,408 which includes an estimated 2.29 miles of construction and 10.41 miles of reconstruction. This advance notice is to afford interested parties time to begin examination of the sale and preliminary sale data and specified road plans prior to the final advertisement. Interested parties may obtain information about the sale area and maps from the District Ranger's Office, Jessieville, Arkansas or Forest Supervisor's Office, Hot Springs, AR. Preliminary sale information is also posted on the following website under Quick Links, Timber Bid Information: www.fs.usda.gov/ouachita. The final advertisement will contain final minimum stumpage rates, bidding provisions, and other sale conditions.

WARNING ORDER

CASE NO. DR-2015-383-II IN THE CIRCUIT COURT OF GARLAND COUNTY, ARKANSAS DOMESTIC RELATIONS DIVISION, ASHLEY LOVEN HENDERSON, PLAINTIFF VS. JASON KENNETH COX, DEFENDANT.
 TO: JASON KENNETH COX
 You are hereby notified that ASHLEY LOVEN HENDERSON, Plaintiff, whose attorney is Josh O. Hurst, 518 Ouachita Avenue, Hot Springs, Arkansas 71901, has filed a Complaint for Divorce herein, a copy of which Summons and Complaint for Divorce shall be delivered to you or to your attorney upon request. You are also notified that you must appear and defend by filing your answer or other responsive pleading within thirty (30) days of the date of the first publication of this warning order; and in the event of your failure to do so, judgment by default will be entered against you for the relief demanded in the complaint as circumscribed by the laws of this State.
 IN WITNESS WHEREOF, I have hereunto set my hand and seal as Clerk of the Court on this 10th day of July, 2015.
 Jeannie Pike
 Circuit Clerk

BY: Robin White
 Deputy Clerk

LEGAL NOTICE

Hot Springs School District will host a Public Hearing regarding the Arkansas Department of Education's District Conversion Charter School Process and the application for Hot Springs High School for approval as such.
 The Hearing is scheduled for August 6, 2015 in the Hot Springs High School's Mackey Theatre at 6:00 PM. All interested persons are invited to attend. For additional information, please contact Dr. Stephanie Nehus, Director of Secondary Education (624-3372), or Lloyd Jackson, Hot Springs High School Princi-

Legal Notices 410

LEGAL NOTICE

Pursuant to the provisions of Probate Code, Sec. 152, notice is given that accounts of the administration of the estate listed below have been filed, on the dates shown, by the named personal representatives.
 All interested persons are called on to file objections to such accounts on or before the sixtieth day following the filing of the respective accounts, failing which they will be barred forever from respecting to the account.
 PR-14-28-III
 Filed 6/22/15
 LENA B. ADAMS
 Tammy Brown, Guardian,
 Annual Accounting
 JAMES BIRDWELL
 David Howell, Public Guardian for Adults,
 Annual Accounting
 JUNE COOPER
 Estate Support Solutions, Inc., Guardian of the Estate, December 16, 2013 - May 31, 2015
 ABIGAIL FENDLEY
 Mike and Alison Fendley, Personal Representatives,
 Annual Accounting
 DOROTHY LONGINOTTI
 David Howell, Public Guardian for Adults,
 Annual Accounting
 JAMES W. PAFFORD, SR.
 James W. Pafford, Jr., Guardian of the Estate,
 Annual Accounting
 FAYE REED
 Harold Reed and Melva Reed, Guardians of the Person and Estate, First Accounting
 EDYTH KATHERINE SMALL
 April Sanders, Guardian,
 Annual Accounting
 DAKOTA SMITH
 David Howell, Public Guardian for Adults,
 Annual Accounting
 JAMES VANDERVOORT
 David Howell, Public Guardian for Adults,
 Annual Accounting
 LINDA EVELYN WHITE
 Casey White, Guardian of the Estate,
 Annual Accounting
 Dated this 2nd day of July, 2015.

Dorothy Guthrie, Chief Deputy Clerk
 Garland County, Arkansas

Legal Notices 410

NOTICE OF PUBLIC HEARING

The Garland County Sheriff's Office will hold a public hearing regarding the proposed use of Federal grant funding requested under the 2015 Justice Assistance Grant (JAG) administered by the Bureau of Justice Assistance. The hearing will be held at 525 Ouachita Avenue, Hot Springs, AR at 2:00 p.m. on Thursday, July 16, 2015. Written comments may be addressed to the Garland County Sheriff's Office Grant Administrator, 525 Ouachita Avenue, Hot Springs, AR 71901.

NOTICE OF PUBLIC SALE

In accordance with Act 576 of 1987 of the acts of Arkansas, and pursuant to the security agreement between AA Storage World and tenant occupying:
 Unit 015 - Becca Hartness
 The collateral securing the above named tenants obligation to AA Storage World, will be sold at Public Sale to be held on July 25, 2015 at 9:00 AM, at AA Storage World, 415 Golf Links Rd., Hot Springs, AR, 501-609-0002

LEGAL NOTICE DEADLINE

3 Business Days prior to publication date.
 *Early deadlines for Holidays

NOTICE

The following vehicle(s) will be sold at Crazy Dan's Towing 105 East Grand Hot Springs, AR 501-623-3267 if not claimed on or before 45 days of tow date. The following will be sold 8/19/15: 2006 Chev Cobalt VIN#

PUBLISHER'S NOTICE

All real estate advertising in this newspaper is subject to the Federal Fair Housing Act which makes it illegal to advertise any preference, limitation or discrimination based on race, color, religion, sex, handicap, familial status or national origin, or an intention to make any such preference, limitation or discrimination. Familial status includes children under the age of 18 living with parents or legal custodians; pregnant women and people securing custody of children under 18. This newspaper will not knowingly accept any advertising for real estate which is in violation of the law. Our readers are hereby informed that all dwellings advertised in this newspaper are available on an equal opportunity basis. To complain of discrimination call HUD toll-free 1-800-669-9777. The toll-free telephone number for the hearing impaired is 1-800-927-9275.



Unemployed?
 Get ahead of the crowd! Our "Help Wanted" section in the classifieds are updated daily!
 Giving our readers the advantage!

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

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

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Hot Springs World Class High School Waivers Requested in Original Application 2015 District Conversion Application

1. Oral Communications

Section 9.03.4.1 of the Standards for Accreditation (1 Unit of Oral Communication)

It is our intention to embed oral communications throughout the core classes in the Freshman Academy where students are expected to create presentations and present to their classmates and fellow team members. HSHS will ensure that students in the courses in which Oral Communications will be embedded will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. The Oral Communications standards will be divided between the following freshman level courses: English, Algebra I and Geometry, and Physical Science

Legal Comments: Waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

Applicant Response: *Hot Springs High School is seeking course approval for a Citizenship Seminar course that will embed Civics and Oral Communications.*

Remaining Issues: Applicant needs to confirm it will seek course approval for its embedded courses.

2. Civics

Sections 9.03.4.7 of the Standards for Accreditation (1/2 Unit of Civics)

It is our intention to embed civics throughout the core classes in the Freshmen Academy and through seminars where students will participate in the civics/government process. HSHS will ensure that students in the courses in which Civics will be embedded will receive instruction concerning the required material in the Civics class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. The Freshman Academy is already divided into two teams, so the concept of civics and political institutions, participation and deliberation, and processes, rules, and laws will be embedded into English, Algebra I and Geometry, and Physical Science. Partnering with the City of Hot Springs, seminars about government will be incorporated each semester.

Legal Comments: Waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

Applicant Response: *Hot Springs High School is seeking course approval for a Citizenship Seminar course that will embed Civics and Oral Communications.*

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

Remaining Issues: Applicant needs to confirm it will seek course approval for its embedded courses.

3. Class Size

Sections 10.02 of the Standards for Accreditation

In the event a specific career pathway has a large number of interested students, the internship portion could still take place regardless of the class size. This waiver would only be used on an as needed basis when an internship presented a large number of students in one area, not to exceed 40 students in any single class or 180 maximum students served by a single teacher.

Legal Comments: None

Remaining Issues: None

4. Seat Time

Section 14.03 of the ADE Rules Governing Standards for Accreditation

Utilizing digital learning, students have the opportunity to complete courses in fewer clock hours. This opportunity would allow our students more flexibility in scheduling, providing for career related experiences. HSHS is only asking for a waiver of the 120 clock hour requirement, and not to waive any graduation requirements. The granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses, and HSHS will adhere to full curriculum alignment with the Arkansas frameworks.

Legal Comments: Rationale should be provided as to how this waiver will help the applicant meet its goals. Explanation should be provided as to how this waiver would be implemented, what classes it would apply to, and how the applicant will ensure all frameworks will be taught.

***Applicant Response:** Hot Springs High School is fully aware that individual students learn in various ways. We want to step away from the cookie cutter approach to learning. Many motivated students, working at their own pace, could complete courses in a smaller time frame than 120 clock hours. Our goal is to improve our graduation rate and for students to graduate with a value added diploma. In order to accomplish this goal, students must have the ability to complete internships, concurrent credit courses, industry certifications, etc. In the charter school, students would be able to select courses to take digitally through Virtual Arkansas to complete graduation requirements or go beyond in an area of interest for the student. These courses could be completed outside of the regular school day (at home or through evening opportunities at the school). Completing digital courses will provide more schedule*

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

flexibility and time for internships and concurrent credit courses. This waiver could potentially apply to any course, depending on individual student circumstances and needs, but would primarily apply to elective requirements. Virtual Arkansas assures that all frameworks are taught in each course.

Remaining Issues: None

5. Licensure

Arkansas Code Ann. § 6-15-1004

Arkansas Code Ann. § 6-17-302

Arkansas Code Ann. § 6-17-309

Arkansas Code Ann. § 6-17-401

Arkansas Code Ann. § 6-17-902

Arkansas Code Ann. § 6-17-919

Standards for Accreditation 15.02 and 15.03

ADE Rules for Governing Educator Licensure

In career related areas, we would like the flexibility to allow professionals within the related fields to be able to teach students their trade. It is anticipated that licensure waivers will be limited in nature, and will only apply to non-core classes. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks.

Legal Comments: None

Remaining Issues: None

6. Full-Day Attendance

Ark. Code Ann. 6-18-211

ADE Rules Governing Mandatory Attendance for Students in Grades 9-12

Students who have completed core graduation requirements would be allowed to leave campus to participate in internships or work related tasks. HSHS anticipates this waiver applying primarily to seniors, but possibly some juniors as well. Motivated seniors could

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

attend school for half a day and participate in work related experiences for the remainder of the day.

Legal Comments: None

Remaining Issues: None

**ADE LEGAL
DESEGREGATION
ANALYSIS**



MEMO

DATE: November 6, 2015

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Five public school districts submitted applications for district conversion charter schools:

- Cave City School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Fayetteville School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 500 students;
- Gentry School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 500 students;
- Hot Springs School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Springdale School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 2,000 students.

II. Statutory Requirements

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

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

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. Each applicant's desegregation analysis is attached to this memo.

IV. ANALYSIS FROM THE DEPARTMENT

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

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs World Class High School, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.

20. 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:

An active Parent-Teacher Organization provides monthly parent nights as well as support through finances and volunteers for the PBIS (Positive Behavior Intervention and Supports) program, which trains, encourages, and rewards positive student behaviors. A "Three for Me" initiative encourages parents to volunteer at the school at least 3 hours per year, and the "Read 20 Minutes a Day" program encourages parents to be sure that students are reading at least 20 minutes each day. An Athletic Booster Club and a Band Booster Club actively provide supports to these extra-curricular programs. A Senior Parent Committee works each year to assist in making every senior's final year memorable. Each year parents are surveyed to determine ways to improve education for their students, and two Parent-Teacher Conferences plus an August Open House are held for parents to meet with faculty and staff at the school. To aid in a smooth transition for students entering the 9th grade, Camp Troy is held, offering incoming Freshmen and their parents the opportunity to tour the school and meet in mini-sessions to learn about high school expectations and procedures. This event concludes with a dance for all to enjoy. Communication with parents and the community is maintained through a Facebook, Twitter, and Instagram account as well as a website, accessible through the district website. In addition, an advisory committee for each academy will be put in place to provide direction and support for the academies.

Community members are involved through the Senior Exhibition and Interview program, which allows all seniors to interview with and make a presentation to a community member. Other community members provide programs such as financial training, character education training, and act as guest speakers for classes and groups. The Chamber of Commerce and the local community college work closely with the school to offer opportunities for technical training and college classes. The local military recruiters work with students interested in a military career, and a College and Career night for students and parents is held with representatives from around the state available to answer questions about options after high school.

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

Applicant Response:

The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs High School to a charter high school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses.

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Wednesday, September 9, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Hot Springs World Class High School _____

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Hot Springs World Class High School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: N/A

Name of School District: Hot Springs School District

Name of Contact Person: Dr. Stephanie Nehus

Address: 400 Linwood Ave City: Hot Springs

ZIP: 71913 Daytime Phone Number: (501) 624-3372 FAX: (501) 620-7829

Email: nehuss@hssd.net

Charter Site Address: 701 Emory St

City: Hot Springs

ZIP: 71913 Date of Proposed Opening: August 2016

Name of Superintendent: Dr. Mike Hernandez

Address: 400 Linwood Ave City: Hot Springs

ZIP: 71913 Daytime Phone Number: (501) 624-3372

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission to "provide a positive climate in which all students have the opportunity to acquire a quality education, develop marketable skills, and enhance personal development," drives Hot Springs High to continuously strive to also achieve its motto to be a school where all students graduate college and career ready. At the heart of every decision is what is best for HSHS students based on the core beliefs that school should be a safe, supportive and nurturing environment where the bar is raised and high expectations for all students are set, and all students are taught to become critical thinkers, problem solvers, and life-long learners prepared with 21st century skills, promoting Trojan pride. Students are continuously encouraged to follow the behavioral expectations for the school: be respectful, be responsible, and be safe.

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

Applicant Response:

Hot Springs High School has been in preparation for a number of years to implement a comprehensive approach to career/technical and college readiness based on long standing interventions including the International Baccalaureate Programme and the Freshmen Academy. Through four career academies in grades 10-12, students will now have the ability to gain a high school diploma, associate degree, and industry certification upon graduation. All academies will be based on the needs of the career fields leading to high growth/high wage jobs. Students will have the ability to have flexible, alternate schedules that blend on-line learning, embed courses, and provide for career internships leading to real-world experiences.

To successfully fulfill the mission and vision of HSHS, the IB program is a key component with rigorous course work and an emphasis on developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. Foreign language and technology requirements for all students as well as the Diploma Programme through IB create an atmosphere for academic achievement that attracts students from other school districts in the county. Advanced Placement courses, on-line courses, and career/technical courses provide more educational opportunities for HSHS Trojans. Through a partnership with National Park Community College, HSHS students can receive two years of training in areas such as the medical field or law enforcement, and graduate with marketable skills, job-ready. The development of an advisor program where staff work with a small group of students during their years at HSHS, the incorporation of a Positive Behavior Intervention System (PBIS), and the school day opportunities to recover credits through the online learning work together to help ensure that HSHS fulfills its mission and motto as well as reinforces its behavior expectations. The Freshman Academy concept is another major component to help achieve the goal of all students graduating college and career ready. Consistently the staff at HSHS are examining data and collaborating to find new ways to be sure that the mission of HSHS is realized in the life of each student that becomes a Trojan.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

The public hearing was held on Thursday, August 6, 2015, in the Mackey Theatre at Hot Springs High School beginning at 6:00 pm. There were 45 recorded attendees, including thirteen Steering Committee Members and three School Board Members .

Mr. Jackson, HSHS Principal, presented a Google Presentation to the audience stating the need for educational opportunities for the 67% of our students not going directly to college upon high school graduation and for a prepared workforce for our community. The fact that our high school already has a 9th Grade Academy is a big positive. He ensured those attending that HSHS would still be a public school, this process simply allows some creativity in meeting the requirements set forth by legislation and the Arkansas Department of Education. The use of an Academy model was presented with data from other Arkansas schools which have used this model.

Questions were taken from the audience concerning areas such as funding, online opportunities, transportation availability, waivers, career counseling, and career pathways, which were answered by Mr. Jackson and Dr. Hernandez, HSSD Superintendent. [A written transcript of the Public Hearing is included in Appendix A.] The Public Hearing was concluded by giving contact information for anyone who may have further questions that arise. Stakeholders can contact Mr. Jackson or Dr. Nehus by email or phone.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located *at least three weeks prior to the date of the meeting.***

- Give the mission statement for the proposed charter school.

Applicant Response:

The mission to "provide a positive climate in which all students have the opportunity to acquire a quality education, develop marketable skills, and enhance personal development," drives Hot Springs High to continuously strive to also achieve its motto to be a school where all students graduate college and career ready. At the heart of every decision is what is best for HSHS students based on the core beliefs that school should be a safe, supportive and nurturing environment where the bar is raised and high expectations for all students are set, and all students are taught to become critical thinkers, problem solvers, and life-long learners prepared with 21st century skills, promoting Trojan pride. Students are continuously encouraged to follow the behavioral expectations for the school: be respectful, be responsible, and be safe.

- Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Hot Springs School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	73.11%	69.85%	66.4%
Targeted Achievement Gap Group	69.23%	65.86%	66.7%
African American	64.44%	55.51%	66.4%
Hispanic	72.33%	71.68%	75.0%
White/Caucasian	81.71%	82.04%	61.5%
Economically Disadvantaged	69.81%	66.37%	66.4%
English Language Learners/ Limited English Proficient	66.87%	71.66%	66.7%
Students with Disabilities	23.75%	34.62%	71.0%

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Hot Springs School District		
Campus Name	Hot Springs High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	64.63%	57.23%	77.0%
Targeted Achievement Gap Group	57.52%	53.24%	79.5%
African American	61.11%	44.44%	78.0%
Hispanic	47.62%	52.17%	72.2%
White/Caucasian	76.47%	73.17%	74.6%
Economically Disadvantaged	57.94%	53.51%	80.0%
English Language Learners/ Limited English Proficient	29.41%	50.00%	66.7%
Students with Disabilities	3.70%	46.67%	75.9%

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Lakeside School District		
Campus Name	Lakeside High School		
Grade Levels	8-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	83.07%	86.36%	89.1%
Targeted Achievement Gap Group	69.50%	79.13%	79.2%
African American	59.18%	69.74%	88.9%
Hispanic	84.62%	86.96%	80.0%
White/Caucasian	85.67%	88.34%	89.5%
Economically Disadvantaged	73.08%	80.94%	75.0%
English Language Learners/ Limited English Proficient	n<10	70.59%	100.0%
Students with Disabilities	18.92%	51.22%	100.0%

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Hot Springs School District		
Campus Name	Hot Springs Middle School		
Grade Levels	7-8		
Campus Status	Needs Improvement Focus		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	66.44%	60.53%	N/A
Targeted Achievement Gap Group	61.99%	54.59%	N/A
African American	59.15%	45.70%	N/A
Hispanic	60.53%	63.75%	N/A
White/Caucasian	79.19%	75.44%	N/A
Economically Disadvantaged	62.21%	54.74%	N/A
English Language Learners/ Limited English Proficient	54.55%	60.87%	N/A
Students with Disabilities	16.42%	20.59%	N/A

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

As noted in the data above, Hot Springs High School is not meeting the level of academic performance needed for all students to be achieving at the proficiency level. The focus in recent years is to prepare all students for college, with little emphasis on the career aspect. However, all paths after high school are career paths whether college, technical training, or on the job training is required. The proposed charter will allow HSHS to focus on the ultimate career goal for every child while providing them educational experiences to prepare them for their future.

In 2013-2014, 77% of Hot Springs High School students graduated on time. Of those 77%, 32.9% went directly to college. This data shows us that 67% of our students do not leave us and immediately enroll in college. These statistics show that the Hot Springs business community needs our students prepared to enter the workforce upon graduation.

As an increasing number of schools and districts adopt a college/career pathways model, research on the impact of this strategy is becoming more available. Results to date have been significant, with positive impacts on graduation rates, academic outcomes, student behavior, and post-high school outcomes (National Center for College and Career Pathways Report). According to a survey of high school dropouts, "Eighty-one percent of survey respondents said that if schools provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved the students' chances of graduating from high school." (The Silent Epidemic, Gates Foundation; 2006)

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:

Garland County is unique in that it houses seven school districts. The opportunities provided our students and families is wonderful, while there are challenges including the school choice limitations in our county due to a standing desegregation order. Comparing the ADE Report Card data shows clearly that HSHS falls short of the majority of the other six districts in all areas including academic performance and graduation rate. Our outstanding faculty and staff give 110% to provide the best education possible for our students and families. Now is the time to be more innovative to meet the individual needs of our diverse student population.

We realize in our current structure we are not exposing our students to various other career paths due to our heavy emphasis on college. We would like to have a structured process in educating students about the importance of being a completer in addition to offering a larger variety of pathways in which to be a completer. Research has shown the importance of increasing workforce experience before graduating from high school helps students find higher wage earning jobs. We feel that through an academy model that more emphasis will be placed on the importance of mapping out a career path and finding out through experience what career a student wishes to pursue (and even the experience to find out what career they do not want to pursue). The internship component in addition to the focused curriculum will direct students towards a better understanding of their chosen career path.

According to a survey conducted by the Hot Springs Chamber of Commerce and the Hot Springs Metro Partnership, Garland County has the following types of industry: Manufacturing (32%), Business/Professional Services (26%), Retail (15%), Communications (9%), and Other (15%). The survey showed the greatest general skills needed by these industries to be computer skills (82%), mathematics, reading, and customer service (73%) followed by quality processes and safety (44%). The technical skills needed were assemblers and fabricators, manufacturing, and blueprint reading (34%) followed by drafting, hydraulics, and maintenance (25%).

According to Megan Greeson, Chamber of Commerce liaison with HSSD, 65% of the businesses were willing to meet with the school district to determine how to partner together to assist the district in preparing students for careers in local industry. Of those willing to work with the school district, 68% were willing to provide guest speakers for classes, 57% would provide facility tours, 42% were willing to serve on an advisory board, 39% would allow job shadowing, and 32% were willing to serve as mentors to students and faculty in order to help prepare HSHS students to enter the local workforce with the needed competencies.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

There are many innovations that will distinguish Hot Springs World Class High School from other traditional schools. First, providing Academies that are founded on the career clusters will be beneficial in meeting the needs of all individual students. Second, Hot Springs School District is the only K-12 International Baccalaureate district in the state of Arkansas and the first district in the state to implement the IB Career-related Programme. Third, each Academy will include career pathways and internships, providing students with real-world experiences that would not be available in a traditional setting.

ACADEMIES: Hot Springs High School implemented a Freshman Academy in 2014-2015. The success realized in the first year has laid the foundation for an expanded academy approach in grades 10-12. Our proposed academies are founded on the nationally recognized career clusters: Business & Technology, Education & Healthcare, Industrial Technologies, and Liberal Studies. These academies were selected based on the needs of our community and statistics on current high need/high wage jobs.

INTERNATIONAL BACCALAUREATE: We are proud to be the only K-12 IB district in the state of Arkansas. We feel this program sets us apart from other districts in our county and state through it's rigorous curriculum and use of best instructional strategies that incorporate project-based learning. The academies will be fully aligned with the IB program, including both the Diploma Programme and the Career-Related Programme. The District Conversion Charter School will allow our IB program to expand due to more opportunities through the career pathways. [A brochure of the IBCP is attached in Appendix F.]

CAREER PATHWAYS: Internships provide students an opportunity to build professional contacts for future possibilities in their preferred career field. This will, also, give students an opportunity to determine if this career path is truly a direction they want to pursue through invaluable work experience opportunities.

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

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
#1 - Increase the graduation rate	ADE Report Card	Baseline - 77%* Increase the graduation rate by 2% each year to reach the state rate of 86.9% in 5 years	Annual review upon publishing of the ADE Report Card
#2 - Increase College Going Rate	ADE Report Card	Baseline will be set in 2015-2016* Goal to be determined based on data	Annual review upon publishing of the ADE Report Card
#3 - Increase Pathway Completers	ACE Performance and Local Targets Report	Baseline - 34.4% from 2013-2014 Increase by 6% in 5 years	Annual review upon publishing of the ACE Report
#4 - Increase Math scores	ACT Aspire	Meet or exceed the state average in Math	Annual review beginning in June 2017
#5 - Increase Literacy scores	ACT Aspire Reading, Language, and Writing	Meet or exceed the state average in Literacy	Annual review beginning in June 2017
#6 - IB Certificates	IB Career-related Certificate recipients	Increase the IB Career-related recipients by 8% in 5 years Baseline set in 2016-2017	Annual review upon receipt of IB scores
#7 - Increase ACT scores	ACT	Baseline - 17.9 composite* Meet or exceed the state composite	Annual review upon receipt of ACT data

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:

**Goal 1- The HSHS' Graduation Rate was selected instead of the HSSD rate. HSSD includes the ALE, Job Corps, and the Juvenile Detention Center/Youth Services Program - all of which serve students from all seven county schools.*

**Goal 2- A College & Career Counselor will be implemented in the 2015-2016 school year.*

**Goal 7- HSSD has given the Universal ACT to all students at both HSHS and ALE in the past.*

As an integral part of the Garland County community, HSHS realizes that increasing the graduation rate will fulfill our vision of graduating all students college and/or career ready and provide the community with skilled laborers and professionals. The other data points will give us a broader picture of the future success of our students. It will be critical for us to chart the post-secondary activities of our graduates to measure the success of the career pathways model. The goal would be for our students to reach their career goal. Monitoring of this goal will be done through data collected three years and five years after graduation from high school.

5. 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.

Applicant Response:

In grades 9-10, all students will be exposed to the IB Middle Years Programme (MYP) through English, math, science, social studies, foreign language, technology, fine arts, and physical education courses. Beginning in 10th grade, students will choose an academy that aligns with a career interest. The following are current career pathway options for students: Digital Communications, Dance Technique, Family and Consumer Sciences, Photography, Theatre Performance, JROTC, Advertising Design, Automotive Service Technology, Criminal Justice, Machine Tool Technology, Medical Professions Education, Wood Technology, and Introduction to Engineering. Further pathways will be available based on student interest and business community needs. [Attached in Appendix G are pathways explaining the courses needed to successfully complete the pathway and graduate. The HSHS Course Catalogue listing all required and elective courses can be found in Appendix H.]

The International Baccalaureate Career-Related Programme (IBCP) will be implemented in 2015-2016. This program provides a rigorous course of study for 11th and 12th grade students who wish to focus on a career goal. IBCP students must take one two-year Diploma Programme course and one one-year DP course plus complete a two-year CTE course. In addition, IBCP students will take the IBCP Core course, a two-year course that encompasses language development, research, and service learning. [See Appendix F.]

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The HSHS curriculum at grades 9 and 10 will continue to follow the IB MYP course/curriculum requirements. The curriculum for these classes is based upon unit planners, which incorporate key and related concepts, global context, statements of inquiry, inquiry questions, summative assessments, the IB approaches to learning, correlation to CCSS and MYP standards, learning processes, resources, and reflections.

At grades 11 and 12 the HSHS curriculum will be aligned to the CCSS with additional real-world emphasis placed on careers related to the particular academies. This career interest piece of the curriculum will involve guest speakers, projects, community service, and assignments that relate to the academy focus, and assessments that include presentations, writing, and skill demonstrations associated with careers.

Through a partnership with National Park College and National Park Technical Center, students have the opportunity to complete concurrent credit coursework and vocational offerings that will be assimilated into the career pathways. [Concurrent credit information can be found in Appendix I.] IB Diploma Programme classes are also available to all students with rigorous standards in specified content areas and external assessments through the International Baccalaureate Organization. AP classes are available, as well, beginning at grade 11 offering rigorous standards and the opportunity to earn college credit through external assessments.

New curriculum offerings in specific career skill areas will be developed based on student interest and current high demand/high wage job needs. These courses will bring in professionals as the instructor to provide students with real-world training experiences.

Programs that support core classes in the academy approach are listed below:

- ** the EAST Core Initiative which applies career needs to math and science academic subject areas through project-based learning
- ** coordination between CTE classes and core subject area classes to allow for cross-curricular projects/ assignments that focus on specific academy career areas
- ** small group mentoring that helps to build character and soft skills needed both in the classroom and career/industry sites
- ** the IBCP which will function seamlessly in the academies and offer a core course for research, service learning, and continued language development
- ** co-taught English and math courses to provide differentiation and extra supports for all students

Various instructional methods will be utilized to meet the needs of every individual student with an emphasis on real-world applications. Some instructional methods will include, but not be limited to, technical writing, oral presentations, cooperative learning, project-based learning, cross-curricular projects, community service, lecture, interactive technology opportunities, higher-order questioning, providing purpose, and authentic assessments. All teachers will receive systematic training to improve instructional current strategies and to introduce new methods of teaching. Specific instructional strategies will be targeted annually based on career pathway needs with embedded professional development throughout the year. Teachers will, also, receive intensive training on the selected career academies with an emphasis on how to incorporate real-world needs of each academy career pathway into content specific courses during the summer of 2016.

The district has supported these initiatives in the past and will continue to utilize the same financial resources in the future. The school board is committed to providing the best educational experience for every Trojan. The district will continue to pursue grants to provide additional resources and opportunities.

7. Describe the educational program to be offered by the charter school

Applicant Response:

Academy learning will take place. Core classes, along with electives will be focused on career cluster pathways leading to high demand/high wage jobs. The Freshman Academy will be the foundation where students will be introduced and explore areas of interest. In addition, Civics and Oral Communications will be embedded during the freshman year to provide students more flexibility in grades 10-12 to focus in on their selected career pathway. Freshmen will create six year plans with an adult mentor who will support them throughout high school and encourage them to reach their goals.

Sophomores will continue to take the MYP required curriculum which incorporates English, math, science, social studies, foreign language, technology, fine arts, and physical education courses. Entering this school year, students will have selected a career pathway and their classes will incorporate a focus on the chosen areas. Students' elective courses will be selected based on their chosen career pathway. The sophomore school day will look very similar to the freshman day and a typical school day. Continued career counseling and mentoring will be provided and any adjustments to their six year plans will be made accordingly. Both freshman and sophomore students will be exposed to classroom seminars provided through business partners.

Juniors and seniors could realistically experience a very atypical school day. It is our goal to create business partnerships that will provide 11th and 12th grade students with internships and job shadowing opportunities. Students will have the opportunity to complete required credits prior to these years, leaving them with time in their schedules to leave the school campus for work related experiences. To accommodate our business partner schedules, juniors and seniors will have the flexibility to take classes online or at alternate times/locations.

Initially, these academies will be limited in career paths as we develop our charter school program. Eventually, we see expanded opportunities for students to have greater choices in their fields of interest. Students will be able to change pathways as their interests change. The goal of Hot Springs School District is to provide all graduates with a value-added diploma. This may take the form of industry certifications, concurrent college credit, an associate degree, and/or documented work experience based on student's level of motivation and interest.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Now is the time to be innovative to meet the needs of individual students. A traditional school is bound by regulations that provide a cookie cutter approach to educating all students in the same way. This charter school will allow us flexibility to allow students to prepare for their career pathway as they finish high school. Students will leave HSHS with a value-added diploma through an associate degree or industry certification.

Currently our seniors complete a senior interview and exhibition. This process allows them to explore a career area of interest, along with building resume and interview skills. Community volunteers from local businesses participate as the interviewers and judges for the exhibitions. The academies will expand this current practice to provide students more of a focused career exploration with a portfolio that will make them more employable upon graduation.

Community service will be expanded to lower grades for more participation by all students, rather than just the IB diploma candidates and those that take advantage of the current opportunity for credit. Each academy will develop a group project.

In order to allow the time for students to participate in internships and job shadowing, it will be imperative to embed courses to provide additional time in each student's schedule and allow for opportunities to complete courses outside of traditional school day hours/course credit requirements. With the current traditional school day and IB MYP requirements, students do not have enough time to effectively pursue career interests. It will, also, be necessary for professionals to be able to teach specific career courses without attaining an ADE teacher's license. Courses taught by industry experts and professionals will provide our community with very real-world educational experiences for the future workforce. One additional need is flexibility in class size to accommodate a large number of students interested in a specific career pathway, which would require more students in a class than traditionally allowed.

Hot Springs High School looks forward to the accountability mechanisms expected through a District Conversion Charter School. We feel this process allows us a fresh perspective on educating our students and meeting the needs of our local community and industries.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

The Hot Springs Conversion Charter will have more autonomy than traditional schools through increased flexibility to meet the needs of the students. The charter with granted waivers will be able to employ personnel based upon their content knowledge without regard to whether they hold licensure as a teacher. This process will allow the school to work with business partners and local college faculty to donate or employ adjunct personnel to teach particular skills and content. We will also use their expertise to help develop curriculum that is meaningful to the business community.

The Hot Springs School District follows an on-site budgeting policy so the administrative members of Hot Springs High School are already adept at being able to make budgetary decisions in tandem with the district office. This collaboration will be a valuable asset in working with a charter school budget by purchasing and distributing resources where they are most needed.

The Hot Springs Conversion Charter has an established administration to manage the day-to-day school operations. The principal will oversee the financial and personnel resources available to the school in addition to the physical facilities. This office will also oversee evaluating the faculty. The 9-10th Grade principal will oversee the Freshmen Academy and personnel. The assistant principal will oversee the operation of the career academies and their maintenance. A dean of students will be responsible for maintaining a safe culture and environment by overseeing school discipline. We will also have a career counselor that will aid in pathway development and oversee the students in their 6 year plans.

One area in which the Hot Springs Conversion Charter might not exhibit as much autonomy would be in the area of the school calendar. Because the academy would rely upon district transportation resources, the need to follow the same academic calendar would be crucial. However, one area of autonomy and flexibility could be within the school day itself. With our proposed late start waiver day we would be able to provide transportation to students while also providing opportunities for enrichment and remediation. We might also investigate the possibility of running a daily schedule that contains a Zero Hour (7:00 am class) or maybe even a modified schedule from 9:00-4:00. These modifications would not exist in the beginning year of the academies but might evolve over time. We would also have opportunities for students that have on demand coursework that may take place at any time of the day. This will allow students to take advantage of meaning internships within the community.

Another area in which a charter school format would allow our school to exercise more autonomy would be in the area of course offerings for our students. Based upon research from student interest data, community business input, and labor market statistical data we could vary the course offerings that our school offers from year-to-year or over time. This flexibility would be unique to a charter school which could use career instructional volunteers or hire professional certified personnel that taught on a temporary basis as adjuncts. We would like to be able to allow established professionals from the community college to be able to teach courses on our campus or at the college without the restrictions of teacher licensure.

10. Describe the school improvement plan by addressing the following:

- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Under the direction of the Conversion Charter Steering Committee, which includes community partners, parents, students, and staff, the Hot Springs High School ACSIP Committees will meet once a quarter during the 2015-2016 year to plan and prepare for the transition to an academy model. These committees consist of parents, students, and staff and will work to develop an implementation plan, performance criteria, and an evaluation process for the effectiveness of the improvement plan. The ACSIP committees will determine the performance goals and criteria that will indicate the effectiveness of the school improvement plan. Performance data will be drawn from the ACT Aspire scores, which will include a career interest inventory, NWEA scores, CTE completion rates and CTE End of Course assessments, graduation rates, dropout rates, and student retention data.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Through the academy program, the nearly 70% of HSHS students who do not go directly to college upon high school graduation will have more options to gain marketable skills in specific career paths. Adding partnerships with business and industry and local colleges will create opportunities for internships, vocational training, job shadowing, and college credit classes for students. These expanded options are designed to increase the HSHS graduation rate. Throughout this process, supports such as mentoring, enrichment classes, additional counselors and instructional facilitators, and expanded CTE pathways to completion will be offered.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

Hot Springs World Class High School will use the Arkansas Curriculum Frameworks and the Common Core State Standards to fulfill all curriculum requirements. As an International Baccalaureate school, the curriculum review and revision process is very regular. Annually all teachers must reflect on their written curriculum documents from the school year and make revisions as necessary. As frameworks are revised at the state level, teachers are provided ongoing professional development to support full implementation.

Our students will take mandated state assessments and those results will help us to evaluate the effectiveness of our curriculum as we plan teaching to ensure student achievement across all curricular areas.

12. 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:

Hot Springs High School has three full-time school counselors with students in grades 9-11 divided between two of the counselors. The third counselor works specifically with seniors and college and career initiatives. In addition, teachers will receive focused training to aid students in developing six-year educational plans through small group settings.

B) Health services;

Applicant Response:

Hot Springs High School will provide one full-time nurse, school-based mental health services through two community agencies, a full-time human services worker, and an active Coordinated School Health Committee, which meets twice a month to review the academic, social, and health needs of students.

C) Media center;

Applicant Response:

Hot Springs High School will work to expand the media center to provide opportunities for students, community members, and graduates to investigate careers, job opportunities, and post-secondary options as well as perform the traditional services of a media center.

D) Special education;

Applicant Response:

Students identified with a disability and having an IEP will be served according to their programming needs. The high school will offer specialized instruction, co-teaching in math and literacy, as well as indirect monitoring. Supportive services such as speech, occupational therapy, physical therapy, and specialized transportation will be offered. Students also have the opportunity to work with the Abilities Unlimited program where they function in a real-world work situation during part of the school day. All academies and the various career pathways will be inclusive of HSHS students with special needs.

E) Transportation;

Applicant Response:

Hot Springs High School will provide transportation to National Park College, National Park Technical Center, and Abilities Unlimited. With the addition of internships and other opportunities, transportation provision will be expanded. After school transportation is provided to allow students to attend additional tutoring, credit recovery, and extra-curricular activities.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Any 9th-12th grade students at Hot Springs High School may attend Summit School, which provides smaller classes, credit recovery opportunities, and individualized programs for students at-risk. An intermediate step prior to transferring to Summit provided by HSHS is the on-campus Alternative Learning Center (ALC) where students can recover credits working through Virtual Arkansas in a smaller class environment. A waiver to utilize qualified teachers who may not meet the state certification requirements will be requested.

G) English Language Learner (ELL) instruction

Applicant Response:

Hot Springs High School will comply with all federal, state, and local regulations pertaining to English Language Learners (ELL). Students that are identified as ELL will be given opportunities for equitable academic and language growth. Hot Springs High School will designate an endorsed ESL teacher to work collaboratively with parents and classroom teachers to provide intervention services to the students and teachers both in and out of the classroom. ELLs that require more intensive intervention will participate in enrichment classes to advance their vocabulary and language acquisition. In these enrichment classes ELLs will work in small group settings or one-on-one with the ESL teacher to adequately meet their specific individual need.

H) Gifted and Talented Program.

Applicant Response:

The needs of GT students at HSHS have always been met through our role as an authorized International Baccalaureate school. We plan to continue this policy as outlined below.

Students in grades 9-10 who qualify for GT services may be placed in pre-AP classrooms at their/ their parents' request: pre-AP Civics; pre-AP World history; pre-AP English 9 & 10 (students are required to complete summer reading and writing assignments in both classes); pre-AP Geometry; Pre-AP Algebra II; pre-AP Biology; pre-AP Physical science; pre-AP Oral communications; pre-AP Spanish II; and pre-AP French I/II. Students in GT have the opportunity to earn Algebra I and Spanish I credits in grade 8 in our Middle School.

Students in grades 11-12 are enrolled in the following IB/AP classes according to their requests and graduation needs: IB English 11 and AP/IB English 12; IB Math Studies and AP Statistics or Calculus; IB Physics I and II; IB Biology I and AP/IB Biology II; IB US History and IB Contemporary American history; IB Spanish III-IV; IB French III-IV; IB Business Management I/II; IB Information Technology; IB TOK; IBCP Core; AP Art. Other courses are added as needed and requested. A new IB Programme, the IB Career-related Programme will go into place in 2015-2016, which will combine the IB with a career and technical education that provides students with an IBCP Certificate as well as a completer status in a CTE course of study. Students in some of these classes also have the opportunity to earn concurrent credit if they wish.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

In accordance with Arkansas Code Annotated §6-23-202, Hot Springs Conversion Charter will plan to provide an annual report to the parents, community, business partners, and the state governing board to discuss the progress made by the charter school. We will advertise and promote an open Town Hall meeting by sending invitations to parents, community members, business partners, the school board, and representatives of the state education board. We will also provide a written report that will be posted on the district website, sent to business partners and also the state education board.

This report will include the school's progress in meeting academic objectives such as performance on state mandated evaluations such as ACT/ACT Aspire, national standardized test scores such as the ACT, PSAT, and AP exams and the school's graduation rate. These measurements will help determine our progress in meeting our goals and objectives. We will also use the measurements to make adjustments where needed to make improvements to policies, instruction, and personnel placement. The Hot Springs Conversion Charter will also time for questions, feedback, and suggestions during the Town Hall meeting.

We will also report local success stories and celebrate individual student achievement and accomplishments.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

The Hot Springs World Class High School will be a District Conversion Charter School, which is a public school. All students who are eligible to enroll in the Hot Springs School District and are in the high school grade levels will be welcome to enroll and attend. There will be no enrollment criteria for admission. All students are invited. Garland County residency and school choice guidelines will be followed.

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

15. Name any district personnel, 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 district personnel who have any prior involvement in the operation of other charter schools.

16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Administration will consist of a building principal, a 9th-10th grade principal, and an assistant principal. These positions will be supported by a Dean of Students, one full-time and one part-time instructional specialist, a special education designee, and 3 full-time counselors.

Job Description and Qualifications:

Principals: manage, supervise, and evaluate faculty, staff, and finances effectively, act as the instructional leader and provide professional development, be responsible for student welfare, discipline, and management of extra-curricular activities, and execute the policies of the school/district. Must have a Master's Degree in Educational Leadership.

Dean: monitor student attendance, administer general student discipline, work with law enforcement. Must have a Bachelor's Degree.

Instructional Facilitators: plan and provide professional development, support and coach teachers, align curriculum, analyze assessment results, research and provide resources. Must have a master's degree.

SPED Designee: maintain SPED records, develop SPED student schedules, assign duties to SPED paraprofessionals, assist with SPED testing, and disseminate SPED information. Must have a Bachelor's Degree.

Counselor: teach guidance curriculum; provide academic, career, social counseling to students; work with staff, parents, and agencies to provide special programs; and maintain accurate records. Must have a Master's Degree.

Teachers: prepare and deliver effective instruction in a safe and productive environment that allows for student achievement. Must have a Bachelor's Degree. Teachers in specialized classes in certain career academies may not meet Arkansas teacher licensure requirements.

Qualifications of All Staff: commitment to quality education, strong organizational, oral and written communication skills, computer skills, ability to maintain effective working relationships, knowledge of district/school policies; basic math skills and ability to solve practical problems and deal with situations appropriately.

Positions: ADMIN-principals, instructional facilitators, dean of students, special ed designee, counselors. FACULTY - English, math, science, social studies, CTE, ROTC, PE, foreign language, fine arts, and SPED teachers. SUPPORT: DHS liaison, resource officer, technology coordinator, media specialist, ESL coordinator, part-time psychological examiner, registrar, nurse, office staff and instructional paraprofessionals.

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 and its use for the past three years.

Applicant Response:

The current facilities at Hot Springs High School will continue to be the facilities used for Hot Springs World Class High School.

Hot Springs High School was constructed in 1968. It is approximately 194,900 square feet and the annual utility cost averages are as follows; Municipal Utilities: \$56,580, Electricity Cost: \$221,755, and Gas Cost: \$7,890.

Hot Springs High School has 58 classrooms, 7 computer labs, 5 science labs, 1 photography lab, 1 family and consumer science kitchen lab, 1 family and consumer science formal dining lab, 1 theater, 1 main gymnasium, 1 physical education/practice gymnasium, 1 band/music room, and 1 nurses station.

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:

Not applicable.

19. 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 Hot Springs High School Conversion Charter will continue to participate in the National School Lunch program just as it has under the title of Hot Springs High School. The current facility contains a Commons area and we have two lunch periods. These meals will be under the oversight of the Food Service Coordinator employed by the Hot Springs School District and managed by our Food Service Management Company. Currently this is Chartwells to ensure that the Hot Springs High School Conversion Charter follow all state and federal regulations.

20. 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:

An active Parent-Teacher Organization provides monthly parent nights as well as support through finances and volunteers for the PBIS (Positive Behavior Intervention and Supports) program, which trains, encourages, and rewards positive student behaviors. A "Three for Me" initiative encourages parents to volunteer at the school at least 3 hours per year, and the "Read 20 Minutes a Day" program encourages parents to be sure that students are reading at least 20 minutes each day. An Athletic Booster Club and a Band Booster Club actively provide supports to these extra-curricular programs. A Senior Parent Committee works each year to assist in making every senior's final year memorable. Each year parents are surveyed to determine ways to improve education for their students, and two Parent-Teacher Conferences plus an August Open House are held for parents to meet with faculty and staff at the school. To aid in a smooth transition for students entering the 9th grade, Camp Troy is held, offering incoming Freshmen and their parents the opportunity to tour the school and meet in mini-sessions to learn about high school expectations and procedures. This event concludes with a dance for all to enjoy. Communication with parents and the community is maintained through a Facebook, Twitter, and Instagram account as well as a website, accessible through the district website. In addition, an advisory committee for each academy will be put in place to provide direction and support for the academies.

Community members are involved through the Senior Exhibition and Interview program, which allows all seniors to interview with and make a presentation to a community member. Other community members provide programs such as financial training, character education training, and act as guest speakers for classes and groups. The Chamber of Commerce and the local community college work closely with the school to offer opportunities for technical training and college classes. The local military recruiters work with students interested in a military career, and a College and Career night for students and parents is held with representatives from around the state available to answer questions about options after high school.

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

Applicant Response:

The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs High School to a charter high school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses.

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:

The Hot Springs Administrative Team and School Board has been planning to change the way students are educated for the past two years. The District desires to prepare every student for success after high school which can be measured by the graduation rate and college going rate. In order to accomplish that goal the district saw the need to begin this change at the high school focusing on career pathways that are easily understood by both parents and students. These plans will be based on market needs and student interest. The market needs will be determined through business partnerships with the regional business and industry as well as the local chamber of commerce. We will then be shifting our sites on the middle school in order to build the student understanding of various careers prior to entering high school. The School Board is committed to provide the resources for this change. The district understands the need to make this change as our students are finishing high school without the skills and experience needed for success in the world of work. We as a district understand that this change process is a long-term commitment that will be directed by the needs of our students and the workforce.

23. 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.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Oral Communications	Standards for Accreditation 9.03.4.1 (1 unit Oral Communication)	It is our intention to embed oral communications throughout the core classes in the Freshmen Academy where students are expected to create presentations and present to their classmates and fellow team members. HSHS will ensure that students in the courses in which Oral Communications will be embedded will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. The Oral Communications standards will be divided between the following freshman level courses: English, Algebra I and Geometry, and Physical Science.	Senior Exhibition and Interview evaluations	85% of seniors successfully completing the Senior Exhibition and Interview process with proficient scores

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Civics	Standards for Accreditation 9.03.4.7 (1/2 unit Civics)	<p>It is our intention to embed civics throughout the core classes in the Freshmen Academy and through seminars where students will participate in the civics/government process. HSHS will ensure that students in the courses in which Civics will be embedded will receive instruction concerning the required material in the Civics class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. The Freshman Academy is already divided into two teams, so the concept of civics and political institutions, participation and deliberation, and processes, rules, and laws will be embedded into English, Algebra I and Geometry, and Physical Science. Partnering with the City of Hot Springs, seminars about government will be incorporated each semester.</p>	Graduation Rate	Improved graduation rate (90% or higher)
Class Size	Standards for Accreditation 10.02	<p>In the event a specific career pathway has a large number of interested students, the internship portion could still take place regardless of the class size. This waiver would only be used on an as needed basis when an internship presented a large number of students in one area, not to exceed 40 students in any single class or 180 maximum students served by a single teacher.</p>	Internship Completers	Increased number of career certificates earned through internships

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Seat Time	Standards for Accreditation 14.03	Utilizing digital learning, students have the opportunity to complete courses in fewer clock hours. This opportunity would allow our students more flexibility in scheduling, providing for career related experiences. HSHS is only asking for a waiver of the 120 clock hour requirement, and not to waive any graduation requirements. The granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses, and HSHS will adhere to full curriculum alignment with the Arkansas frameworks.	Graduation Rate	Improved graduation rate (90% or higher)
Licensure	Ark. Code Ann. 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, & 6-17-919; Standards for Accreditation 15.02 & 15.03; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure)	In career related areas, we would like the flexibility to allow professionals within the related fields to be able to teach students their trade. It is anticipated that licensure waivers will be limited in nature, and will only apply to non-core classes. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks.	Pathway Completions	90% of students completing pathways that involve professionals teaching
Full Day Attendance	Ark. Code Ann. 6-18-211 and the ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve	Students who have completed core graduation requirements would be allowed to leave campus to participate in internships or work related tasks. HSHS anticipates this waiver applying primarily to seniors, but possibly some juniors as well. Motivated seniors could attend school for half a day and participate in work related experiences for the remainder of the day.	Graduation Rate	Improved graduation rate (90% or higher)

**Hot Springs High School
District Conversion Charter School**

APPENDICES

- Appendix A – Public Hearing Documentation**
- Appendix B – Parental and Community Support Letters**
- Appendix C – Proposed 2016-2017 School Calendar**
- Appendix D – Proposed 2016-2017 Daily Bell Schedule**
- Appendix E – Statement of Assurances**
- Appendix F – International Baccalaureate Career-related Programme Brochure**
- Appendix G – Career Pathway Documents**
- Appendix H – HSHS Course Catalogue**
- Appendix I – Concurrent Credit Information**

APPENDIX A

Manufactured Homes 356

#2BA 5719 Cental Ave. Lot small pet only, background check required. \$600/mo \$600 dep. 501-802-2724

#2BA all elec, ch&s, covered deck, LHSD. No smoking/no pets. \$550/mo + \$550 dep. 125 uronimo St. 501-276-8832



#2BA DW, all electric, Berlin School Dist., \$685/mo + \$00 dep. References included. No pets. 627-8546

IN 2/1, \$450 + \$400 dep. If time maint. incl. & yard w/ced. Off Amity. 620-3819

3BR/2BA single-wide \$600. \$300 deposit. No pets. 617-1010

1, 3BR/2BA 16x80, all elec, 65 mo. Includes water & sh. \$400 dep. Rol's req. pets. 627-8546

1, 3BR/2BA doublewide, all elec, \$685 mo. Includes water & trash. \$400 dep. Ref's req. No pets. 627-8546

LOOK ME! PAY rent when you can buy land and mobile homes. 1 lin. Some rentals avail 304, 609-6943, 609-6944

REAL ESTATE FOR SALE

less - Commercial

AIRPORT Rd, 2BR 1BA, acres, 90' frontage, barn, SD. \$265,000. Call 1-276-6041

SUPER LOCATION! AURANT FOR sale. Est. 11, family owned near Lake Jreay. Please respond to: jp@calc.net

& Land 387

ESH NEW development, marck, 3 or 6 acres, some w/ woods & meadows, breathtaking view, pond or all lake. Many say "most beautiful land they've ever n". Close to cities & s. Owner finance \$500 w/starting at \$189 month. -835-8813

AUTIFUL min acre, near town, owner financing \$5000 per acre. 282-4617

ACRES willir well, septic, ., also county water. at al. FLSO Bordered on 2 is by paved roads, Hillvale l & JMC Ln. just past Hwy on Hwy 5. Price \$34,000. 617-0805 for information.

TRACTS avail beautiful unfin property within 5 is of downtown, majestic vs, level homesite lots. 00 per acre 501-282-4617

FDR Sale in Diamondhead i Acres \$25,000, 4.5 Acres 00. Offer Parcels avail, at Elaine @ Diamondhead 501-627-8383

3.5 acres, nice building, paved area, city water, er-financed or will build to Goslee Realty 321-1213

Farms & Land 367

OWNER FINANCE 15 acres on Lost Creek Road, 3100,000. 501-545-1155

TIMBERLAND BID Seie 7-16-2015, 400 acres, Hot Spring County, Arkansas, near DeGray Lake, 0.2% acres 17-year & 14-year planted Loblolly Pine. Reynolds Forestry Consulting & Real Estate, Colleen 870-289-0978, reynoldsfrestry.com

Lake Homes 368

FSBO ARROWHEAD DR., 177 ft, lakafront on 3 lots, 3br/2.5ba, updated kitchen w/granite, 2-car garage, 2 stall boat dock w/lift & sep. fishing dock. \$349K 501-767-2929

HOME in Diamondhead, MCSD, for student w/option 3br/2.5ba 2 story 1900 sq ft living space, located on cul de sac overlooking Lk Catherine. Make offer, must sell or rent! 501-690-6195

LAKE VIEW 3/2 split ll plan, open & airy, dbl carport, LHSD, 205 Kleinschro Rd. \$147,900. Appointment only 501-520-8891

RARE OPPORTUNITY To own a 4 bdrm, 4 bh, 3,300 sq ft Lake Hamilton Home with a 1 bdrm, 1 bh, 1 car detached gar. apartment. Located on a gently sloping lot with 142 ft of lake frontage, boat ramp, boat dock, swim dock, view of 7 S Main Channel end in Tanglewood Sndivision, FSBO. Call for your appointment to view this home, \$550,000 903-824-7918

City / Suburban Homes 369

OWNER FINANCING 2BR/1BA CLOSE to everything Oaklawn area. \$15,500 obo. Owner finance 479-234-2539

SUPER LOCATION! 2BR/2BA, 1800 sq ft in The Heights \$160,000. 501-625-6581

PRICED REDUCED 3/2 HOME w/2/2 income producing garage apartment \$134,900. Robert Pfautz @ Hot Springs Realty. 501-282-7522

LAKE ACCESS 3/2, LHSD, 1.95 ac., garb, disp, d/w, mw over stove, new ref., both baths renovated, lake access, country living. Call & come see! 501-767-5883

3000+ SF home, 1300+sq gar/ shop, stor. bldg, 19x30 pool, 3BR 2.5BA, 3+ gar., newly updated, new appl., open concept, low maint. landsc. Fennely or vec. home near Hill Wheatley Pk, boat & RV parking, DGRP to 26971 for more. 501-545-9852 to see. \$200,000 unfin., turn. nego.

3BR/1BA HDUSE for sale at 407 Cook St. Star City, AR 71667. \$45,000. Call 501-282-9071

BUY BEFORE LSSD alerts. Choice 3br/2ba brick or 4br/2.5ba brick. 501-282-9030

City / Suburban Homes 369

FDR SALE by owner: Lk Pie Cove 2BR/2.5BA, 2-story, HSSD, facing L. Ham. \$110K. 662-544-3775

FSBO LHSD 3/2, 1600 sq ft, 304 Stonehurd. 501-538-4385

LSSD, BRICK 3/2.5, 1700 sq ft, low hrs, wlp, lg fenced yard. \$125,000. 501-467-2055

0 DOWN, 4/2 on 1 ec., LHSD, big porch, \$210,000. Progressive Realtors, 501-276-1425

Lake Condominiums 370

2BR 2BA lake condo, walk-in level, finly furn., newly decorated, boat slip w/how lift, beautiful view of main channel, \$200,000, move in ready, 870-540-6394

FULLY FURNISHED nightly rentals, \$175,500, 7S, Progressive Realtors 501-276-1425

LAKE CONDO for sale. Call/text 501-282-7277.

City / Suburban Condos 371

FSBO 2/2 condo, 3 blocks to Oaklawn, All appliances, remodeled in & out. \$78,000, 501-762-7524

Lots 372

2 ADJACENT deep lots \$3500 each. Oaklawn area. 479-234-9108

3 LOTS, water & sewer incl. corner of Beach Haven & McFee St off Thornton Ferry. Best offer. 501-209-1294

QUAIL RIDGE Estates in LSSD, 0.5 ac corner lot across from pond - 1900sf min. \$42,000 Nikki Young 501-522-8860 Hot Springs 1st Choice Realty

Lake Lots 373

LAKE LOT w/2 covered boat slips, existing slab w/house plans to build. 119 Brookmoor Tr, HS \$115k, owner financing 501-545-1155

OWNER FINANCE, no restrictions, 7S, \$75,000. Progressive Realtors 501-276-1425

Manufactured Homes 375

16 X 60 to be moved! Some fire damage in ceiling. 3BR/2BA, oh/a. Great buy at \$3,500! Call for more info. 520-9379

1980 BUDDY 14x64, 2br/1ba, appliances including washer & dryer, cov'd parking same length as trailer, deck & side perch incld. \$9500. 844-0540

CHECK THIS OUT! AFFORDABLE LAND & mobile homes owner financing. 767-9304, 609-6943, 609-6944

LENDERS OFFERING Govt programs. Manufactured/Modular homes. 501-653-3204

Rural Real Estate 383

SUPER DEAL!!! \$155k, 2,400 sq ft, 3-2-2, ch&s, propane gas, lg. shop w/in & concrete slab 5 acres, beautiful. Ginn safes stay & Toro w/28 hp Kawasaki, 5' wide cul negol w/ property. Call 501-865-6243



Legal Notices 41D

NOTICE OF COMMISSIONER'S SALE NO. CV-2015-182-III IN THE CIRCUIT COURT OF GARLAND COUNTY, ARKANSAS CIVIL DIVISION. GARY DOWLING AND TRELIEYA MERRIOTT es Trustees of the Merriott Family Trust, PLAINTIFFS VS JACQUELINE DOWLING, DEFENDANT

Notice is hereby given, that pursuant to the authority and directions contained in the order of the Circuit Court of Garland County, Arkansas, entered on June 9, 2015, in cause No. CV-2015-182-III between Gary Dowling and Trelieya Merritt as Trustee of the Merriott Family Trust, Plaintiff and Jacqueline Dowling, Defendant, the undersigned, as Commissioner of such Court, will offer for public sale to the highest bidder at the North door or entrance of the Garland County Courthouse within the hours prescribed by law for judicial sales, on August 12, 2015 at 11:00 a.m., the following described real estate situated in Garland County, Arkansas: Tract 1: Lot 24 of Cain's Subdivision of Block 52 of the Hot Springs Reservation. Tract 2: All of Lot 23 end part of Lot 22 of Cain's Subdivision of Block 52 of the U. S. Hot Springs Reservation, described as follows: Beginning at the Northwest corner of said Lot 23; thence easterly and along the Northerly side of said Lots 22 and 23 and the Southerly side of Jefferson Street for a distance of 71 feet; thence Southerly through said Lot 22 for a distance of 151 feet to a point on the Northerly side of an alley which is 75 feet easterly from the Southwest corner of said Lot 23; thence Westerly and along said alley for a distance of 75 feet to the Southwest corner of said Lot 23; thence Northerly and along the Westerly side of said Lot 23 for a distance of 148 feet to the place of beginning.

IN WITNESS WHEREOF, I have hereunto set my hand and seal as Clerk of the Court on this 10th day of July, 2015.

Jeannie Pike Circuit Clerk

BY: Robin White Deputy Clerk

LEGAL NOTICE Hot Springs School District will host a Public Hearing regarding the Arkansas Department of Education's District Conversion Charter School Process and the application for Hot Springs High School for approval as such.

The Hearing is scheduled for August 6, 2015 in the Hot Springs High School's Mackay Theatre at 6:00 PM. All interested persons are invited to attend. For additional information, please contact Dr. Stephanie Nehus, Director of Secondary Education (624-3372), or Lloyd Jackson, Hot Springs High School Principal (624-5286).

TERMS OF SALE: On a credit of three months, the purchaser being required to execute a bond as required by law and the order of the Court, with approved security, bearing interest at the rate of ten percent (10%) per annum from date of sale until paid, and a lien being retained on the premises sold to secure the payment of the purchaser money.

Given under my hand this 7th day of July, 2015.

Jeannie Pike, Commissioner

Legal Notices 410

PRELIMINARY ADVERTISEMENT SALE OF NATIONAL FOREST TIMBER The Forest Service intends to advertise timber designated for cutting in the following proposed timber sale area on the Ouachita National Forest prior to August 31, 2015. The Potato Hill Sale is located within 14N, R24W, Section 6; 14N, R25W, Sections 1, 2, and 4; 15N, R24W, Sections 29-32; and 15N, R25W, Sections 25-29 and 32-36. The sale contains a preliminary estimated volume of 24,837 CCF of timber designated for cutting. The preliminary construction cost estimate for specified roads is \$779,408 which includes an estimated 2.29 miles of construction and 10.41 miles of reconstruction. This advance notice is to afford interested parties time to begin examination of the sale and preliminary sale data and specified road plans prior to the final advertisement. Interested parties may obtain information about the sale area and maps from the District Ranger's Office, Jesselville, Arkansas or Forest Supervisor's Office, Hot Springs, AR. Preliminary sale information is also posted on the following website under Quick Links, Timber Bid Information: www.fs.usda.gov/ouachita. The final advertisement will contain final minimum stumpage rates, bidding provisions, and other sale conditions.

WARNING ORDER CASE NO. DR-2015-383-III IN THE CIRCUIT COURT OF GARLAND COUNTY, ARKANSAS DOMESTIC RELATIONS DIVISION, ASHLEY LOVEN HENDERSON, PLAINTIFF VS. JASON KENNETH COX, DEFENDANT. TO: JASON KENNETH COX

You area hereby notified the ASHLEY LOVEN HENDERSON, Plaintiff, whose attorney is Josh O. Hurst, 518 Ouachita Avenue, Hot Springs, Arkansas 71901, has filed a Complaint for Divorce herein, a copy of which Simmons and Complaint for Divorce shall be delivered to you or to your attorney upon request. You are also notified that you must appear and defend by filing your answer or other responsive pleading within thirty (30) days of the date of the first publication of this warning order; and in the event of your failure to do so, judgment by default will be entered against you for the relief demanded in the complaint as circumscribed by the laws of this State.

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Legal Notices 410

Pursuant to the provisions of Probate Code, Sec. 152, notice is given that accounts of the administration of the estate listed below have been filed, on the dates shown, by the named personal representatives. All interested persons are called on to file objections to such accounts on or before the sixtieth day following the filing of the respective accounts, failing which they will be barred forever from excepting to the account. PR-14-26-III Filed 6/22/15 LENA B. ADAMS Tammy Brown, Guardian, Annual Accounting JAMES BIRDWELL David Howell, Public Guardian for Adults, Annual Accounting JUNE COOPER Estate Support Solutions, Inc., Guardian of the Estate, December 16, 2013 - May 31, 2015 ABIGAIL FENDLEY Mike and Alison Fendley, Personal Representatives, Annual Accounting DOROTHY LONGINOTTI David Howell, Public Guardian for Adults, Annual Accounting JAMES W. PAFFORD, SR. James W. Pafford, Jr., Guardian of the Estate, Annual Accounting FAYE REED Harold Reed and Melva Reed, Guardians of the Person and Estate, First Accounting EDYTH KATHERINE SMALL April Sanders, Guardian, Annual Accounting DAKOTA SMITH David Howell, Public Guardian for Adults, Annual Accounting JAMES VANDERVOORT David Howell, Public Guardian for Adults, Annual Accounting LINDA EVELYN WHITE Casey White, Guardian of the Estate, Annual Accounting Dated this 2nd day of July, 2015.

LEGAL NOTICE 410 NOTICE OF PUBLIC HEARING The Garland County Sheriff's Office will hold a public hearing regarding the proposed use of Federal grant funding requested under the 2015 Justice Assistance Grant (JAG) administered by the Bureau of Justice Assistance. The hearing will be held at 525 Ouachita Avenue, Hot Springs, AR at 2:00 p.m. on Thursday, July 16, 2015. Written comments may be addressed to the Garland County Sheriff's Office Grant Administrator, 525 Ouachita Avenue, Hot Springs, AR 71901.

NOTICE OF PUBLIC SALE In accordance with Act 576 of 1987 of the acts of Arkansas, and pursuant to the security agreement between AA Storage World and tenant occupying: Unit 015 - Becca Hartness The collateral securing the above named tenants obligation to AA Storage World, will be sold at Public Sale to be held on July 25, 2015 at 9:00 AM, at AA Storage World, 415 Golf Links Rd, Hot Springs, AR, 501-609-0002

LEGAL NOTICE DEADLINE 3 Business Days prior to publication date. *Early deadlines for Holidays

LEGAL NOTICE The following vehicle(s) will be sold at Grezy Dan's Towing 165 East Grand Hot Springs, AR 501-623-3267 if not claimed on or before 45 days of low date. The following will be sold 8/19/15: 2006 Chev Cobalt VIN# 1G1AK55F267828875.

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PUBLISHER'S NOTICE All real estate advertising in this newspaper is subject to the Federal Fair Housing Act which makes it illegal to advertise any preference, limitation or discrimination based on race, color, religion, sex, handicap, familial status or national origin, or an intention to make any such preference, limitation or discrimination. Familial status includes children under the age of 18 living with parents or legal custodians, pregnant women and people securing custody of children under 18. This newspaper will not knowingly accept any advertisement for real estate which is in violation of the law. Our readers are hereby informed that all dwellings advertised in this newspaper are available on an equal opportunity basis. To complain of discrimination call HUD toll-free 1-800-669-9777. The toll-free telephone number for the hearing impaired is 1-800-927-9275.

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BY: Robin White Deputy Clerk

Unemployed? Get ahead of the crowd! Our "Help Wanted" section in the classifieds are updated daily! Givigg our readers the advantage!

From:  Bryce Walker Monday, August 03, 2015 8:08:48 AM 

Subject: Public Hearing on the HSHS District Conversion Charter School

To:  HSSD Employees

We invite all faculty, staff, students, and parents to attend a Public Hearing on the HSHS District Conversion Charter School Application process. This Public Hearing will be held Thursday, August 6, at 6:00 p.m. in the HSHS Mackey Theatre. We encourage you to attend and share any feedback you have concerning this process and the innovative future of HSHS.

Mike Hernandez, Ed.D.
Superintendent
Hot Springs School District
400 Linwood Avenue
Hot Springs, AR 71913
(501) 624-3372



Hot Springs School District shared a link.

August 3 at 2:51pm · 🌐



Public Hearing HSHS Charter Application

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HSSD.NET

Hot Springs School District Facebook post reminding the community and school stakeholders of the Public Hearing.



HOT SPRINGS HIGH SCHOOL

SIGN-IN SHEET

DISTRICT CONVERSION CHARTER SCHOOL PUBLIC HEARING

August 6, 2015 – 6:00 p.m. – HSHS Mackey Theatre

NAME	RELATIONSHIP TO HSHS
Nancy Scott	myp Coordinator
Prong G. Spudis	College & Career Senior Counselor
William Stavis	CTE Coordinator HSHS
Laura Bremer	Instructional Facilitator HSHS
Jasa Hudvell	NPTC
W. Horn	Math Teacher
Stephanie Robus	HSSD Director of Secondary Education
Sheld Hally	9 th & 10 th Principal
Joey Craft	Staff
Minnie Lebo	Grandparent - Community
Heather Morrison	Principal
Madeline Bull	Community
	Parents / Science Teacher



HOT SPRINGS HIGH SCHOOL

SIGN-IN SHEET

DISTRICT CONVERSION CHARTER SCHOOL PUBLIC HEARING

August 6, 2015 – 6:00 p.m. – HSHS Mackey Theatre

NAME	RELATIONSHIP TO HSHS
Doug Upshaw	HSSD Director of Human Resources
Debbie Upshaw	HSSD School Board
Karen Reese	HSSD School Board
Joyce Wood	Interested Party
Patricia Ellis	Teacher HSHS
Anne N. Gentry	Dir. Fed. Programs
Jamaiah White	Teacher HSHS
Jim Gentry	ASST. Supt.
Bj C. P.	Park/HSIS Teacher
Cheryl	HSHS - ESL - DC
Milton Brockhout	PARENT
Karen White	Community



HOT SPRINGS HIGH SCHOOL

SIGN-IN SHEET

DISTRICT CONVERSION CHARTER SCHOOL PUBLIC HEARING

August 6, 2015 – 6:00 p.m. – HSHS Mackey Theatre

NAME	RELATIONSHIP TO HSHS
Paula Redding	teacher
Lily Henderson	teacher
Kelley Deardorff	ALE Director
Kerry Deardorff	Dist Employee
Bryan Sligh & Jan Sligh	Parent & Employee
Donetta Grimes	Dist Employee
Rod Calich	HSHS - Hear
Bobbe Moulton	HSSD - C.O.
Chuck White	HSSD - CO
Joseph Dolbow	ALE Teacher
Katrina Robertson	Parent



HOT SPRINGS HIGH SCHOOL

SIGN-IN SHEET

DISTRICT CONVERSION CHARTER SCHOOL PUBLIC HEARING

August 6, 2015 – 6:00 p.m. – HSHS Mackey Theatre

NAME	RELATIONSHIP TO HSHS
Pat Traus	Teacher
Richard Branghton	Parent
Damián Díaz	Parent

Transcript of audience questions at Public Hearing held on Thursday, August 6, 2015

Listed below are the questions from the public, followed by the responses provided.

*Want to hear more about the on-line component to this process? Could they do some outside of the school day? -- Dr. Hernandez responded with the law about seat time, the afforded flexibility to waive that requirement to allow students to complete courses outside of the regular school day using on-line resources. Could allow for internships, apprenticeships, technical certificates, etc.

*Paper quoted a statement that we could see a drop in graduation rates? Is that a misquote?

-- Dr. Hernandez: Yes, that is a misquote. We expect increased graduation rates and an increased college going rate due to a curriculum that allows more avenues to graduation to prepare for specific career fields.

*You alluded to the fact that it will change as we go through this process? Will we have to go back to ADE for any measurable changes?

-- Dr. Hernandez: We can ask for an amendment at any time. There are multiple opportunities to modify through the process.

*Any time there is a change, there is an increased need for more money? Who funds this?

-- Dr. Hernandez: Difference with the DCCS is a possibility for grants to help with the transition. We are not anticipating needing increased funds, but we are taking small steps in hopes to get big results. We are not isolated in this process and need an open dialogue with parents, community, business.

*How will students get from the school to the college and the other opportunities?

-- Dr. Hernandez: Transportation will be provided, and there is the possibility of bringing NPC teachers to our campus, using our faculty to teach college classes, using on-line resources, etc.

*Has the committee decided on waivers already?

-- Dr. Hernandez: No, we have not. The committee has been talking about typical ones - internships would require teacher licensure waiver for specific skilled workers to teach specific skilled classes such as welding, etc., a waiver so that 9-12 may not have to have a full day of on-campus seat time. We are not going for a waiver of the teacher fair dismissal act.

*Are our students locked into a career path? If they change, how would that affect their credits?

-- Mr. Jackson: Credits will be toward graduation and any certifications, but they will not be pigeon-holed into any path. If a student changes career paths, he/she will graduate on time but may not earn the career certificates. Dr. Hernandez: Smart Core still applies. Students will be completing graduation requirements. It is the electives that will be more flexible with more opportunities.

*Are the counselors the ones in charge of handling these conversations with students about their career path choices?

-- Mr. Jackson: We do have counselors who will be working with our students, but our goal is to create environments where our teachers will mentor students & become experts in their academies to help students determine career paths.

Dr. Hernandez shared his dream that teachers will start incorporating the academies into their subject areas and curriculum to make learning relevant and connected for kids.

*Are any of the current academy conversion schools IB?

-- Dr. Hernandez: No. We feel it (IB) is very positive for our district and we will make it better through this process.

HSHS District Conversion Charter School Public Hearing

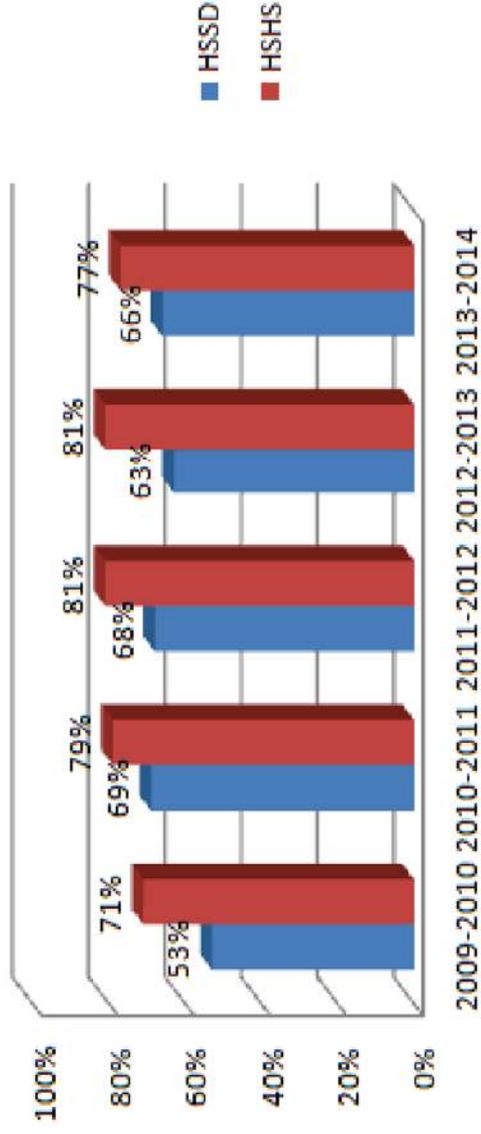
Thursday, August 6, 2015

Student and Community Needs

- ❖ 67% of our students do not leave HSHS and immediately enroll in college classes.
- ❖ The Hot Springs business community needs our students prepared to enter the workforce upon graduation.

100% CAREER READINESS

Graduation Rate 5 Year Trend



College Going Rate
32.9%

Conversion Charter Process

Potential applicants submit letters of intent to apply for charters to staff at the Arkansas Department of Education (ADE)
ADE staff conducts a technical assistance conference
Applicants submit their applications

Applications are reviewed and evaluated, based on a rubric published as part of the application packet, by staff from various divisions at the ADE
Applicants receive evaluations with comments from ADE staff
Applicants respond to the comments and submit the responses
ADE staff who reviewed and evaluated the original applications review responses and reevaluate

The Charter Authorizing Panel interviews applicants and takes action on the applications in a public meeting

Steering Committee Members

Dr. Mike Hernandez, HSSD Superintendent

Joyce Craft, HSSD Transitional Superintendent

Dr. Stephanie Nehus, HSSD Director of Secondary Education

Lloyd Jackson, HSHS Principal

Janis Bremer, HSHS Instructional Facilitator

Gerald Hatley, HSHS 9th and 10th Principal/Assistant Principal

Eileen Ellars, HSHS Assistant Principal

Lisa Collier, Parent

Gina Elliott, HSHS Science Teacher

Megan Greeson, Community

William Harris, HSHS CIC Facilitator

Ann Hill, HSSD School Board/Parent/Community

Deborah Horn, HSHS Math Teacher

Jason Hudnell, Higher Education

Eric Johnson, Student

Minnie Lenox, Community

Connie Poteet, Higher Education

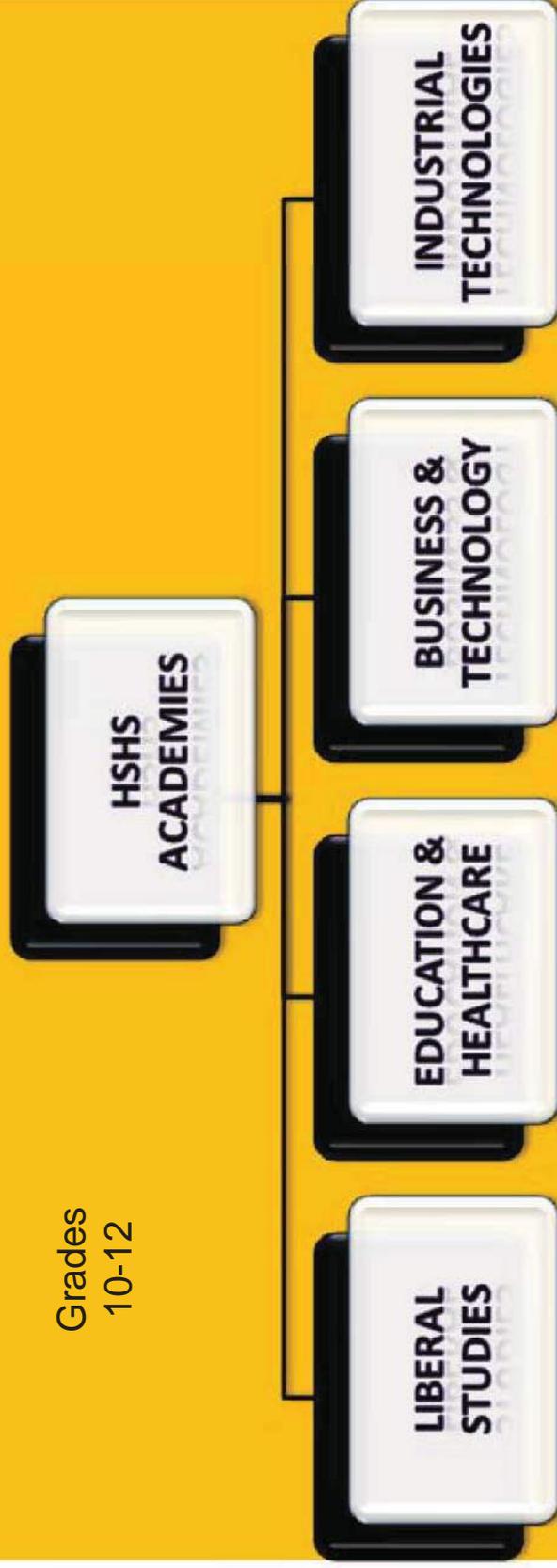
Nancy Scott, HSMS MYP Coordinator

HSHS' Timeline of Events

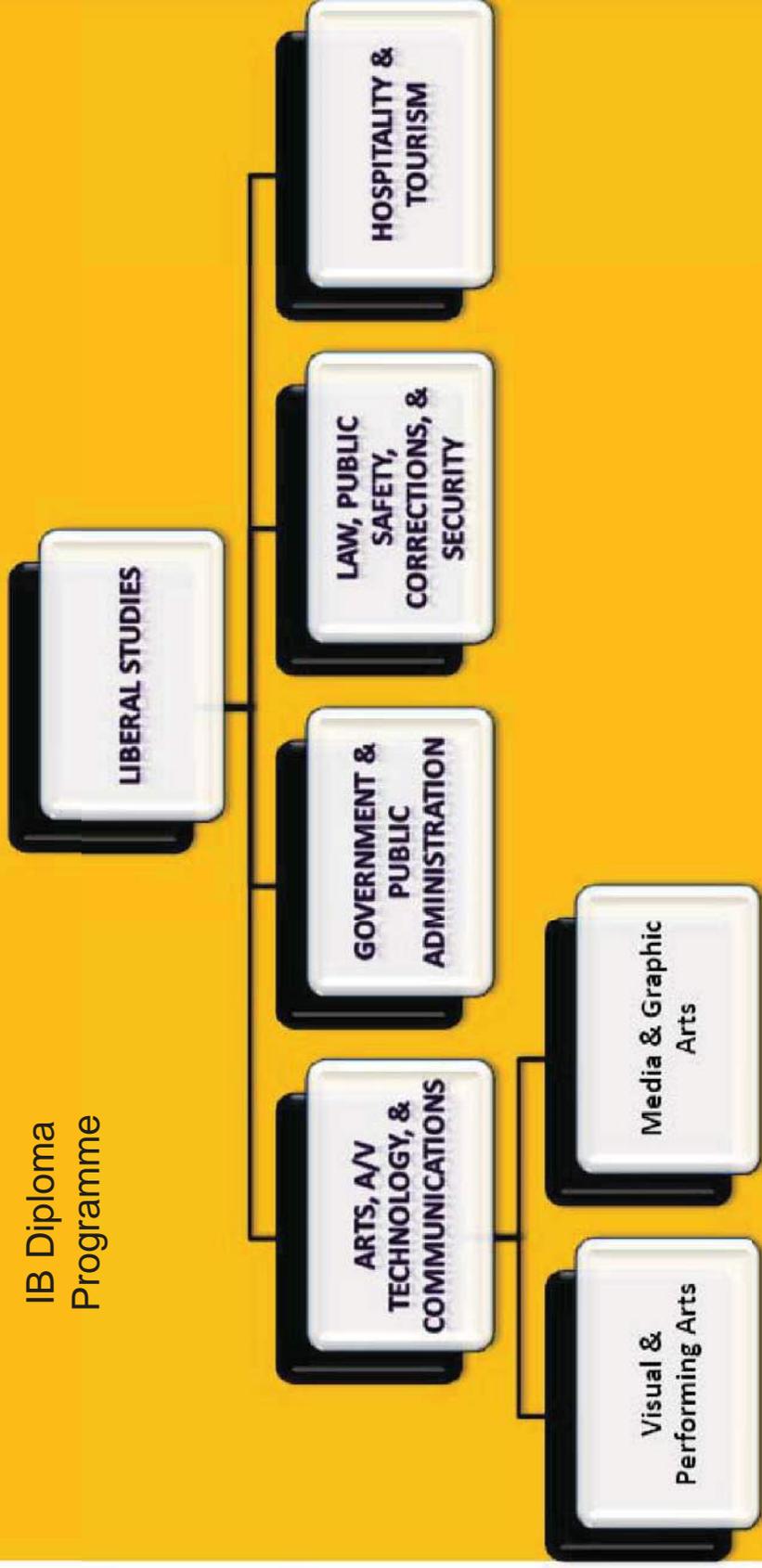
Date	Activity
June 2	Submitted Letter of Intent
June 11	ADE Charter Conference Call
July 9	Initial Steering Committee Meeting
July 22	Steering Committee Meeting
August 6	Steering Committee Meeting and Public Hearing
August 20	Steering Committee Meeting
September 3	Steering Committee Meeting
September 4	HSHS Deadline to submit application
September 9	Charter Application Due to ADE
November 2015	Charter Panel holds hearings
December 2015	State Board of Education decides on Charter approvals

Grade 9
Freshman Academy

Grades
10-12



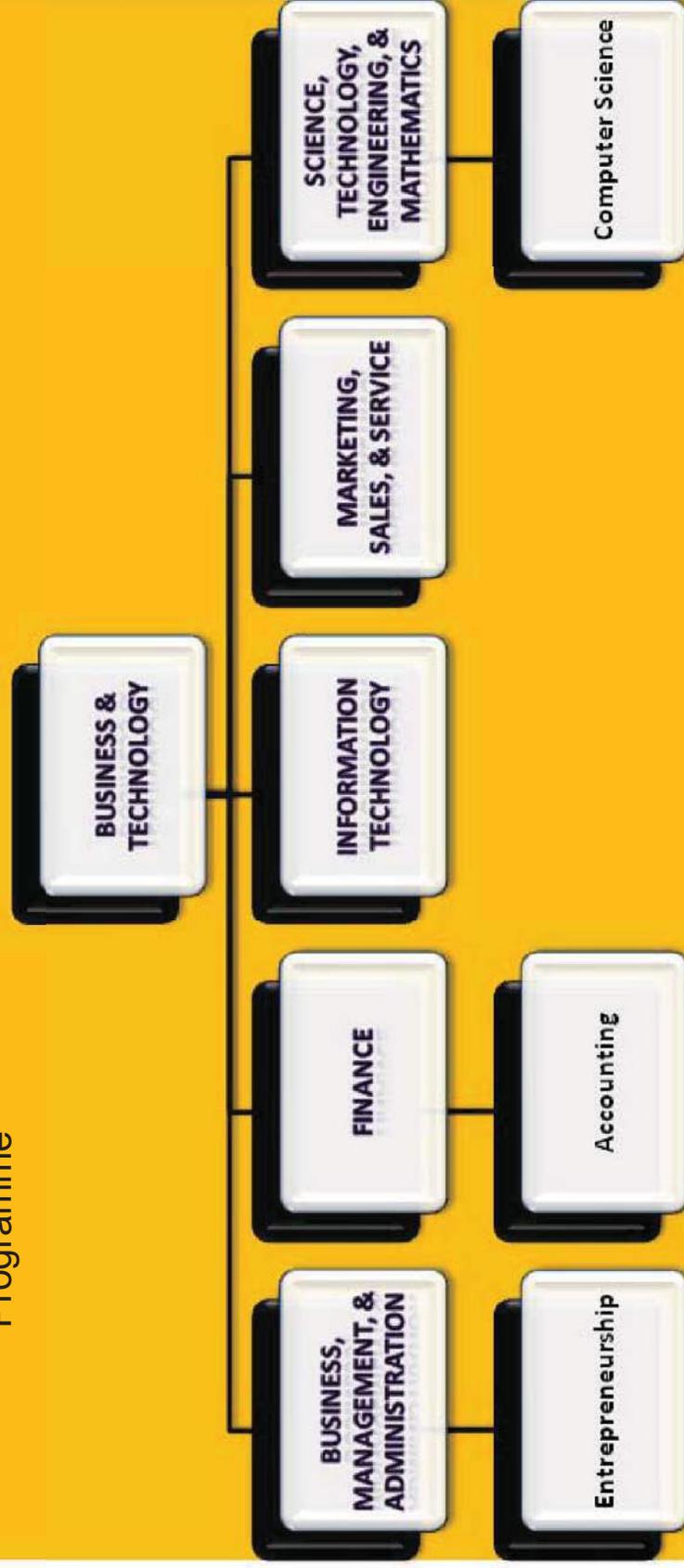
IB Diploma Programme



IB Career-related Programme



IB Career-related Programme



IB Career-related Programme

INDUSTRIAL TECHNOLOGIES

ARCHITECTURE & CONSTRUCTION

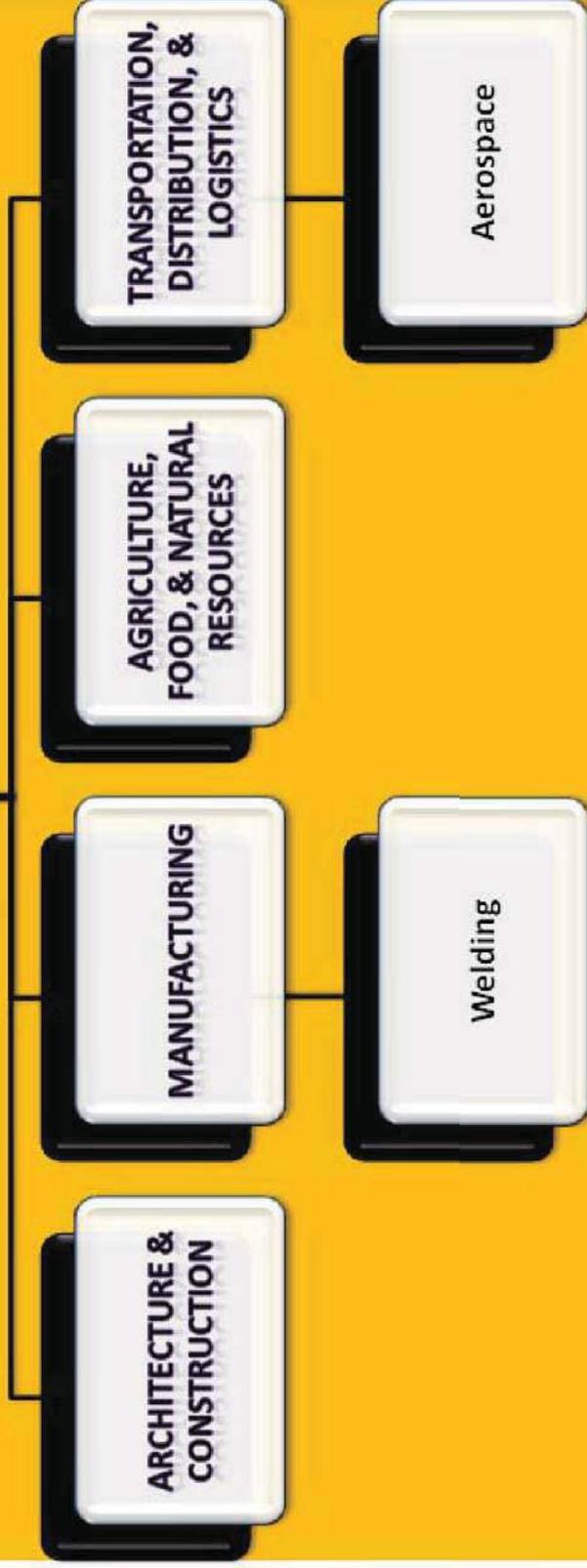
MANUFACTURING

Welding

AGRICULTURE, FOOD, & NATURAL RESOURCES

TRANSPORTATION, DISTRIBUTION, & LOGISTICS

Aerospace



Pathway Example

Current District Conversion Charter Schools in Arkansas

**Academies of West Memphis 10-12 (Open 2014)
Badger Academy - Beebe 7-12 (Open 2007)
Bauxite Miner Academy 6-12 (Open 2013)
Blytheville High School - A New Tech School 9-12 (Open 2013)
Brunson New Vision Charter - Warren 4-5 (Open 2013)
Cabot Academic Center of Excellence 7-12 (Open 2004)
Cross County Elementary Technology Academy K-6 (Open 2012)
Cross County High School - A New Tech School 7-12 (Open 2011)
Eastside New Vision Charter - Warren K-3 (Open 2012)
**Farmington Career Academies 10-12 (Open 2015)
**Fountain Lake Charter High School 9-12 (Open 2015)
Fountain Lake Middle School Cobra Digital Prep Academy 5-8 (Open 2014)

Current District Conversion Charter Schools in Arkansas

Lincoln High School New Tech 8-12 (Open 2012)

**Mountain Home High School Career Academy 9-12 (Open 2003)

Osceola STEM Academy 5-8 (Open 2012)

Pea Ridge Manufacturing and Business Academy 11-12 (Open 2014)

Rogers New Technology High School 9-11 (Open 2013)

Siloam Springs High School 9-12 (Open 2015)

Southside Charter High School 9-12 (Open 2015)

**The Academies at Jonesboro High School 10-12 (Open 2013)

Warren High School 9-12 (Open 2015)

Warren Middle School 6-8 (Open 2014)

Washington Academy - Texarkana 9-12 (Open 2013)

National Center for College and Career Pathways Report

As an increasing number of schools and districts adopt a college/career pathways model, research on the impact of this strategy is becoming more available. Results to date have been significant, with positive impacts on graduation rates, academic outcomes, student behavior, and post-high school outcomes.

Boosting Graduation Rates

According to a survey of high school dropouts, “Eighty-one percent of survey respondents said that if schools provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved the students’ chances of graduating from high school.” (The Silent Epidemic, Gates Foundation; 2006)

National Center for College and Career Pathways Arkansas Highlight

Mountain Home High School, Mountain Home, Arkansas
This rural, small town high school implemented wall-to-wall academies in 2003. Results include:

- Student attendance at Mountain Home High School Career Academies (MHSCA) averages 94 percent
- Graduation rate reached 85.5 percent in 2011-2012
- Eighty three percent of students score Proficient or Advanced in literacy, a 20 percent improvement since forming the academies

Source: Education Nation.

HOT SPRING HIGH SCHOOL

HOME OF THE TROJANS

APPENDIX B



To Whom It Concerns,

The Greater Hot Springs Chamber Of Commerce and the Hot Springs Metro Partnership fully support the implementation of a District Conversion Charter School at Hot Springs High School. Work readiness upon graduating high school is highly important and we stand behind any efforts to provide improved curriculum for students in Garland County.

Whenever possible, we will help facilitate opportunities for job shadowing, internships, field trips, and apprenticeships with local industry. By providing a more hands-on, skills-based curriculum for today's students, we ensure a more qualified workforce for tomorrow's economy.

Sincerely,

Jim Fram
President/CEO
Greater Hot Springs Chamber of Commerce



Imagine better health.™

CHI St. Vincent Clinic Medical Group

September 4, 2015

To Whom It May Concern:

Health care measures and guidelines require documentation in patient's electronic health record to be placed by a credentialed individual. There is a lot of competition for health care co-workers in the state not to mention the individuals, who live in Hot Springs and travel out of state to work. It is very important for our communittee to actively promote our youth to steer towards the healthcare field. I appreciate your consideration of this matter.

Sincerely,

A handwritten signature in blue ink that reads "H. Randall Hill".

H. Randall Hill, M.D.

(Physician CHI St. Vincent Medical Group)

September 4, 2016

To Whom It May Concern,

I was invited to sit on the Charter Steering committee for the Hot Springs High School Charter Conversion application process as a parent in the school district. It was an eye opening experience to hear firsthand the rigorous demands and requirements involved in this huge undertaking. I am so impressed with the knowledge and understanding that was evident from the first meeting back in July.

Hot Springs High School with the district's administration, in my opinion, is prepared for taking on this new exciting chapter. There are so many pieces already in place including; Freshman Academy, strong community and business ties, an affiliation with National Park Community College, and a staff that is certainly qualified and enthusiastic.

Hot Springs High School as a charter school will not only be extremely beneficial to all the students but an outstanding contribution to the community as well.

Thanks for your time, Lisa Collier

Ann Hill



August 30, 2015

To Whom It May Concern:

I am writing in support of the application for the Hot Springs High School charter application. My son, Seth Hill, is a student at Hot Springs High.

The school currently offers opportunities for students to learn about possible career paths and various professions. These opportunities are limited, however, due to the structure of the school day, and the lack of access to professionals who serve in our local industries, among other things. Many of these obstacles would be lessened or removed if the high school is granted the status of conversion charter and is given some additional means of exposing our students to careers. The chance for our students to see and learn from community members on the job would be a tremendous benefit.

Hearing and reading about the careers available in our community does not provide nearly the motivation and insight for our students that actually seeing the jobs firsthand would offer. Also, hearing the insights offered by members of our community, who could serve as mentors and advisors to our students, would be invaluable.

Hot Springs High School provides a wonderful view and guidance into the possible futures of its students, and the dedicated staff is constantly looking for ways to broaden the students' horizons. By allowing the high school to become a charter school, the school can facilitate even more wonderful connections and chances to grow into contributing members of our community.

Thank you for your consideration.

Ann Hill



National Park College/National Park Technology Center

101 College Drive: Hot Springs AR, 71913: Phone: (501) 760-4374: Fax: (501) 760-4398

September 3, 2015

The Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B

Dear Madam/Sir:

I wish to offer the full support of both National Park College and National Park Technology Center to the Hot Springs School District's effort to implement an innovative charter school. Please consider this letter as our highest endorsement. We are confident that this effort will result in better preparing students for lifelong learning, professional success, and academic attainment.

I am personally very encouraged by the advocacy for students in which this effort will result and I know student success lies at the center of this endeavor. National Park enjoys a robust partnership with the leadership at Hot Springs School District, and we intend to leverage our relationship in order to develop appropriate educational and workforce pathways for the students of Garland County.

This approach is innovative, cutting edge, designed for student success, and will result in more students ultimately achieving their workforce and human potential. Moreover, this will build a foundation for future synergy and growth of our local educational enterprise.

If we can offer further support, please let me know.

A handwritten signature in blue ink, appearing to read 'Jason J. Hudnell', written in a cursive style.

Jason J. Hudnell
NPTC, Director

APPENDIX C

**Hot Springs School District
SCHOOL CALENDAR
2016-2017**

Summer	4 days Professional Development		
August 9, 10, 11	Teacher Professional Dev.		
August 15	Students First Day of School		
August 15	1st Quarter Begins		
September 5	Labor Day	NO SCHOOL	
September 20	Parent/Teacher Conference	3:30 – 6:30	<i>Interim Reports</i>
September 22	Parent/Teacher Conference	3:30 – 6:30	<i>Interim Reports</i>
October 13	End 1st Quarter		43 Days
October 14	2nd Quarter Begins		
October 21	<i>Report Cards to Parents</i>		
November 17	<i>Interim Reports to Parents</i>		
November 21- 25	Thanksgiving Vacation		
December 16	2 nd Qtr Ends		41 Days
	End of First Semester		84 Days
December 19 – Dec. 30	Christmas/Winter Break		
January 2	Professional Development	NO SCHOOL	
January 3	Students Return		
January 3	3 rd Qtr Begins		
January 6	<i>Report Cards to Parents</i>		
January 16	Martin Luther King Jr. Day	NO SCHOOL	
February 14	Parent/Teacher Conference	3:30-6:30	<i>Interim Reports</i>
February 16	Parent/Teacher Conference	3:30-6:30	<i>Interim Reports</i>
February 20	Presidents' Day	NO SCHOOL	
March 9	3 rd Qtr Ends		47 Days
March 10	4 th Qtr Begins		
March 16	<i>Report Cards to Parents</i>		
March 17	Professional Development	NO SCHOOL	Optional (Make up Day)
March 20-24	Spring Break		
April 20	<i>Interim Reports</i>		
May 23	<i>Students Last Day/Report Cards to Parents</i>		
	End of 4 th Qtr.		47 Days
	End of 2nd Semester		94 days
	End of School Year		178 Days
May 24	Professional Development/Teachers Last Day		190 Days
Extended Make up Days	May 25, 26, 30, 31 June 1		

APPENDIX D

Hot Springs High School

Bell Schedule

2016-2017

7:00 – 7:48	Zero Hour
7:50	First Bell
7:55 - 8:43	First Period
8:48 - 9:36	Second Period
9:41 - 10:29	Third Period
10:34 - 11:22	Fourth Period
11:22 - 11:52	Lunch A
11:27 - 12:15	Fifth Period A
11:57 - 12:45	Fifth Period B
12:15 - 12:45	Lunch B
12:50 - 1:38	Sixth Period
1:43 - 2:31	Seventh Period
2:36 - 3:24	Eighth Period
3:29 – 4:17	Extended Hour

APPENDIX E

**2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion 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 district conversion 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 any other qualified employee of the school district is covered.
7. The district conversion 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.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. 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.



Signature of Superintendent of School District

9/3/15

Date

Mike Hernandez

Printed Name

APPENDIX F



The IB Career-related Programme

The IB Career-related Programme (CP): preparing students to follow their chosen pathways in life

What is an IB education?

The IB continuum of international education for 3 to 19 year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. Informed by the values described in the learner profile, an IB education:

- focuses on learners - the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to teaching and learning - IB programmes help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts - IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- explores significant content - IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

What is the IB Career-related Programme (CP)?

The CP incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning.

The CP's flexible educational framework allows schools to meet the needs, backgrounds and contexts of students. Each school creates its own distinctive version of the CP.

The CP enables students to prepare for effective participation in an ever-changing world of work as they:

- consider new perspectives and other points of view
- engage in learning that makes a positive difference
- develop a combination of traditional academic skills and practical skills
- think critically and creatively in rapidly-changing and global workplaces
- communicate clearly and effectively
- work independently and in collaboration with others
- become self confident people who are resilient and flexible.

The CP framework

The CP framework allows students to specialize in, and focus on, a career-related pathway. The programme's three-part framework comprises the study of at least two Diploma Programme courses alongside career-related studies and the distinctive CP core which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies.

For CP students, Diploma Programme courses provide the theoretical underpinning and academic rigour of the programme; career-related studies further support the programme's academic strength and provide practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

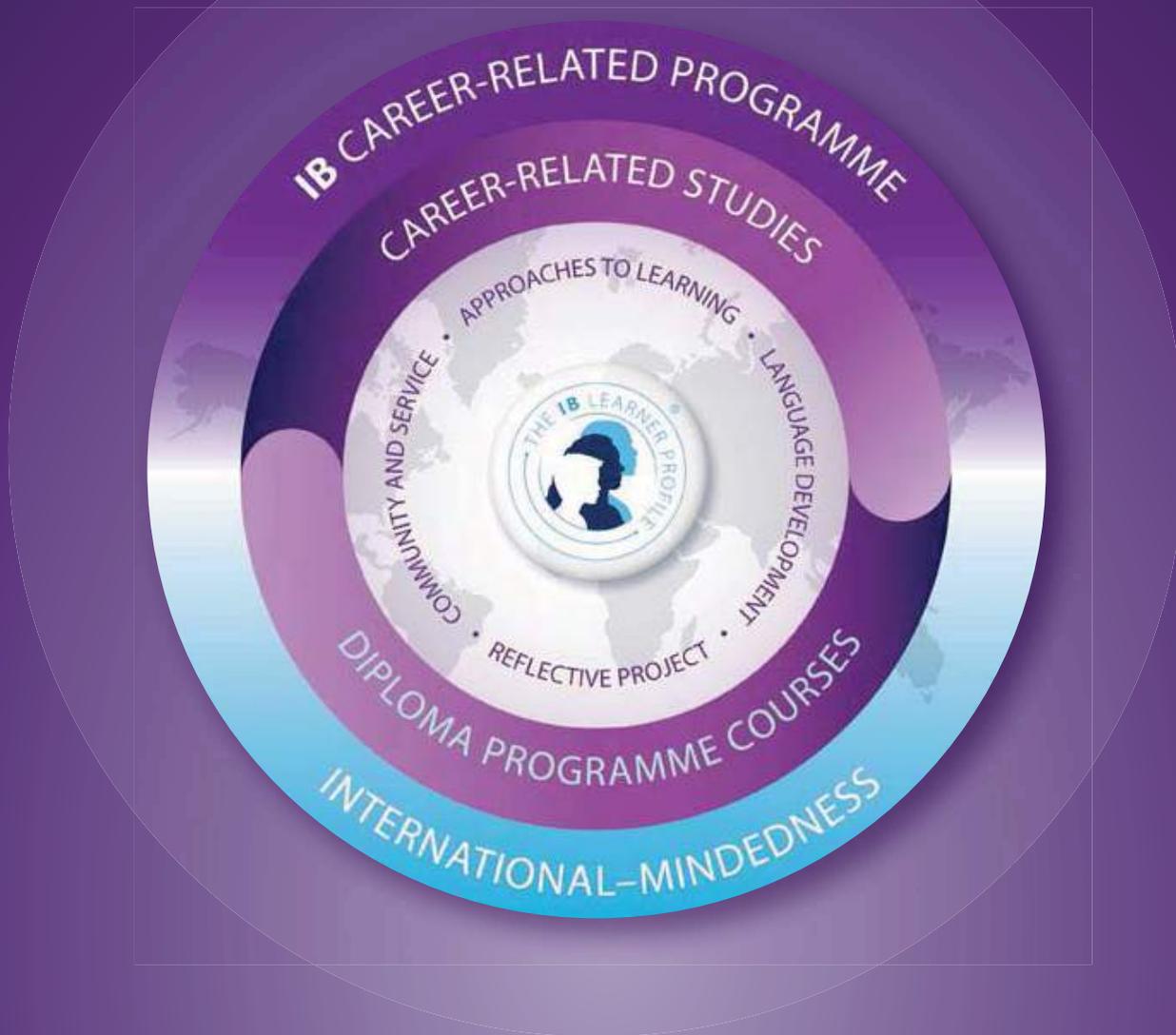
Diploma Programme courses

IB World Schools select a number of IB Diploma Programme courses as part of the CP framework. These courses can come from any of the subject groups in the IB Diploma Programme and may be studied at standard or higher level. It is possible to study more than two Diploma Programme courses (up to four courses), depending on the nature of the student's career-related studies and timetable. The Diploma Programme courses chosen should be relevant to the student's career-related studies.

CP students can enrol in one of the authorized DP courses online offered via their IB World School through Pamoja Education Ltd.

Career-related studies

The career-related element of the programme provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts. The career-related studies are selected by the school and must satisfy IB criteria in relation to accreditation, assessment and quality assurance.



The CP core

The CP **approaches to learning** course introduces students to transferable life skills—to help students make sense of the world around them. The course emphasises critical and ethical thinking, intercultural understanding and the ability to communicate effectively.

Community and service in the CP core is based on the principle of service learning, using community service as a vehicle for new learning with academic value. The service learning model in the CP emphasises knowledge development, civic development, social development and personal development.

Language development ensures that all CP students have access and are exposed to, a second language that will increase their understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, background and context.

Through a **reflective project** students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be submitted in different formats including an essay, web page or short film. This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communications skills.

“The CP enables a school to open up the IB experience to a wider range of students”

David Barrs, Head Teacher, The Anglo-European School in Essex, UK

“One of my favourite aspects of the CP is that it meets not one of the needs, but all the needs of the student”

Robert Gazda, Director of Curriculum, New York Binghamton school district, USA

Assessment

Diploma Programme courses within the CP framework are assessed in accordance with rigorous international standards. Students take written examinations at the end of their courses, which are marked by external IB examiners. The marks awarded for each course range from 1 (lowest) to 7 (highest). The reflective project is assessed by the school and moderated and graded by the IB (grades A to E with A being the highest). The school is also responsible for monitoring and confirming with the IB that students have completed requirements for community and service, approaches to learning and language development.

Quality assurance and professional development

Any school, or group of schools, wishing to offer one or more IB programmes as an IB World School must first be authorized. The requirements are the same for all schools, and the procedure is designed to ensure that schools are well prepared to implement the programme(s) successfully. All IB World Schools are required to participate in an ongoing process of review and development, using the same programme standards and practices.

As part of its ongoing commitment to the development of a highly skilled global learning community, the IB provides a wide range of high-quality professional development opportunities to help new, experienced and expert school leaders and educators understand, support, and successfully deliver IB programmes reflecting IB standards and practices.

The IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

If you would like to know more about the CP or would like to include the CP at your school, please visit www.ibo.org/cp or email ibid@ibo.org

- Become an IB student
- Teach at an IB World School
- Become an IB World School
- Volunteer or work for the IB

Support our mission and join the IB community at <http://www.ibo.org>

or contact your IB regional office:
IB Africa, Europe and Middle East
IB Asia-Pacific
IB Americas

ibaem@ibo.org
ibap@ibo.org
iba@ibo.org

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APPENDIX G

Career Cluster: Arts, A/V Technology & Communications		Pathway: Media & Graphic Arts			Program: Advertising Design				
		14 CORE CURRICULUM CREDITS			9 ADDITIONAL CREDITS				
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES (Aligned with State University System Admissions)	
		4 Credits	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:		
H I G H S C H O O L	9	Foreign Language	Algebra I or Geometry	Physical Science or Biology	Civics/World Geography	Physical Education/Health	Fine Arts-Art 1	Technology- Computer Business & Technology	
	10	Foreign Language	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/Economics	Digital Layout & Design 1/Digital Layout & Design 2	Studio Art Design 2/3	
	11	IBCP Core	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Digital Media/ Digital Audio/Video Productions	Fundamentals of Advertising & Design	Advertising & Design Lab	
	12	IBCP Core	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology II, or IB Physics II	Elective	IB Intro Tech Global Society			
POST SECONDARY		Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.							
		TECHNICAL CENTER PROGRAMS			COMMUNITY COLLEGE PROGRAMS			UNIVERSITY PROGRAMS	
		NPTC Advertising Design; CP HSHS CTE Digital Communications:CP			CP; TC; AAS; ALS; AS or AA Associate of Arts Technical Certificate 1 Year			Communications Studies BA/MA Creative Media-BA Multimedia Journalism BS Strategic Communications BS Mass Communications MS/MC	
CAREER		Art Director; Artist; Commercial Artist; Commercial Photographer; Digital, Still, Video, Film; Commercial/Residential and Home Furnishing Coordinator; Computer Animator; Curator and Gallery Manager; Fashion Designer; Fashion Illustrator; Graphic Designer; Illustrator; Interior Designer; Textile Designer							
		* Possible Industry Certifications							
		Secondary: Graphic Arts Education/Research, IBCP Certificate, Certification GAERF							
		Post Secondary: CP- Advertising & Design-* Fall 2016							

Career Cluster: Industrial Technologies		Pathway: Transportation, distribution, & logistics				Program: Automotive Service Technology		
		14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES
		4 Credits	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	(Aligned with State University System Admissions)
HIGHSCHOOL	9	Foreign Language	Algebra I or Geometry	Physical Science or Biology	Civics/World Geography	Physical Education/Health	Fine Arts	Technology-Computer Business & Technology
	10	Foreign Language	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/Economics	Entrepreneurship 1 Entrepreneurship 2	Brakes
	11	IBCP Core	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Management	Engine Performance	
	12	IBCP Core	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology II, or IB Physics II	IB Intro Tech Global Society	Essentials of Computer Programming	Auto Electrical Systems	Suspension & Steering
POST SECONDARY		Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.				UNIVERSITY PROGRAMS		
CAREER		TECHNICAL CENTER PROGRAMS NPTC; Automotive Service & Technology; CP		COMMUNITY COLLEGE PROGRAMS CP; TC; AAS; ALS; AS or AA ASE Certifications, Technical Certificate 1 Year, Associate of Applied Science		UNIVERSITY PROGRAMS		
CAREER		Aerospace Engineering and Operations Technician; Aircraft Mechanic and Service Certificate of Proficiency 1 & 2 Year, Technician; Automotive Service Technician; Avionics Technician; Bus and Truck Mechanic; Collision Repair Technician; Diesel Engine Specialist; Motorboat Mechanic; Off-Road Equipment Technician; Rail Locomotive and Car Mechanic and Repairer; Service Manager; Service Writer; Ship Mechanic and Repairer						
*Possible Industry Certifications								
Secondary: AASE Student Certifications, IBCP Certificate								
Post Secondary: SE Certifications, Certificate of Proficiency 1 & 2 Year, CP-Tune-Up Specialists * Fall 2016, CP- Service/Maintenance *Fall 2016								

Career Cluster: Law, Public Safety, Corrections and Security		Pathway: Law Enforcement Services				Program: Criminal Justice		
		14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES
		4 Credits	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	(Aligned with State University System Admissions)
HIGHSCHOOL	9	Foreign Language	Algebra I or Geometry	Physical Science or Biology	Civics/World Geography	Physical Education/Health	Fine Arts	Technology
	10	Foreign Language	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/Economics	Elective	Elective
	11	IBCP Core	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Psychology/ Sociology or IB Psychology	Introduction to Criminal Justice	Foundations of Law Enforcement
	12	IBCP Core	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology II, or IB Physics II	Elective	IB Contemporary American History	Crime Scene Investigation	Criminal Law
		Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.						
POST SECONDARY	TECHNICAL CENTER PROGRAMS		COMMUNITY COLLEGE PROGRAMS				UNIVERSITY PROGRAMS	
	NPTC Criminal Justice; CP		CP; TC; AAS; ALS; AS or AA				Criminal Justice Degree, Law School Juris Doctorate	
CAREER	Animal Control Officer; Bailiff; Bomb Technician; Criminal Investigator and Special Agent; Evidence Technician; Federal Marshall; Game Enforcement Officer; Gaming Investigator; Highway Patrol Officer; Immigration and Customs Inspector; Park Ranger; Police and Patrol Officer; Police Detective and Criminal Investigator; Police, Fire and Ambulance Dispatcher; Private Detective and Investigator; Sheriff and Deputy Sheriff; Training Officer; Transit and Railroad Police; Unemployment Fraud Investigator							
*Possible Industry Certifications								
Secondary: EMT School , Law Enforcement Academy, IBCP Certificate								
Post Secondary: CP- Criminal Justice, Criminal Justice Degree, Law School Juris Doctorate								

Career Cluster: Arts, A/V Technology & Communications		Pathway: Media & Graphic Arts			Program: Digital Communications				
		14 CORE CURRICULUM CREDITS			9 ADDITIONAL CREDITS				
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES (Aligned with State University System Admissions)	
H I G H S C H O O L	9	English 9	Algebra I or Geometry	3 Credits	3 Credits	Physical Education/Health	Fine Arts (1 cr) Physical Education (1 cr) Technology (1 cr)	Major Areas of Interest:	Technology- Computer Business & Technology
	10	English 10	Geometry or Algebra II	3 Credits	3 Credits	World History	Oral Communications/Economics	Digital Layout & Design 1/Digital Layout & Design 2	Studio Art Design 2/3
	11	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology I, or IB Physics I	3 Credits	US History or IB History of the Americas	Digital Media/ Digital Audio/Video Productions	IB Business Management	Advertising/Sports Marketing
	12	English 12	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology II, or IB Physics II	3 Credits	Financial Literacy	IB Intro Tech Global Society	IB Business Management	
POST SECONDARY	Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.								
		TECHNICAL CENTER PROGRAMS	COMMUNITY COLLEGE PROGRAMS	UNIVERSITY PROGRAMS					
CAREER		HSHS CTE Digital Communications:CP	CP; TC; AAS; ALS; AS or AA Associate of Arts Technical Certificate 1 Year	Communications Studies BA/MA Creative Media-BA Multimedia Journalism BS Strategic Communications BS Mass Communications MS/MC					
		Art Director; Artist; Commercial Artist; Commercial Photographer; Digital, Still, Video, Film; Commercial/Residential and Home Furnishing Coordinator; Computer Animator; Curator and Gallery Manager; Fashion Designer; Fashion Illustrator; Graphic Designer; Illustrator; Interior Designer; Textile Designer							
* Possible Industry Certifications									
Secondary: Graphic Arts Education/Research, IBCP Certificate, CTE Completer of Program of Study Digital Communications Certification GAERF									
Post Secondary: CP- Advertising & Design-*Fall 2016									

Career Cluster: Government & Public Administration		Pathway: Government & Public Administration				Program: JROTC		
		14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES
		4 Credits	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	(Aligned with State University System Admissions)
HIGHSCHOOL	9	Foreign Language	Algebra I or Geometry	Physical Science or Biology	Civics/World Geography	Elective	NIJROTC 1 PE/Health	Technology-Computer Business & Technology
	10	Foreign Language	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/Economics	NIJROTC 2	Elective
	11	IBCP Core	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Psychology/ Sociology or IB Psychology	NIJROTC 3	Drill Team
	12	IBCP Core	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Biology II, or IB Physics II	Financial Literacy	IB Intro Tech Global Society	NIJROTC 4	Drill Team
POST SECONDARY		Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.				UNIVERSITY PROGRAMS		
CAREER		TECHNICAL CENTER PROGRAMS				COMMUNITY COLLEGE PROGRAMS CP; TC; AAS; ALS; AS or AA		
* Possible Industry Certifications								
Secondary: HSHS CTE Completer- Program of Study- Government & Public Administration -JROTC								
Post Secondary:								

Career Cluster: Arts, A/V Technology & Communication		Pathway: Visual & Performing Arts			Program: Performing Arts							
14 CORE CURRICULUM CREDITS		9 ADDITIONAL CREDITS			RECOMMENDED ELECTIVES							
ENGLISH		MATH		SCIENCE		SOCIAL STUDIES		OTHER REQUIRED COURSES		CAREER FOCUS (6 credits)		
4 Credits		4 Credits		3 Credits		3 Credits		FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)		Major Areas of Interest:		
H I G H S C H O O L	9	Foreign Language	English 9	Algebra I or Geometry	Physical Science or Biology	Civics/World Geography	Elective	Dance Tech 1	Technology-Computer Business & Technology			
	10	Foreign Language	English 10	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/Economics	Dance Tech 2	Elective			
	11	IBCP Core	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Psychology/ Sociology or IB Psychology	Dance Tech 3	Elective			
	12	IBCP Core	English 12	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology II, or IB Physics II	Financial Literacy		Dance Tech 4				
Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.												
POST SECONDARY		TECHNICAL CENTER PROGRAMS			COMMUNITY COLLEGE PROGRAMS			UNIVERSITY PROGRAMS				
CAREER					CP; TC; AAS; ALS; AS or AA							
*Possible Industry Certifications												
Secondary: CTE Program of Study- Performing Arts												
Post Secondary:												

Career Cluster: Arts, A/V Technology & Communication		Pathway: Visual & Performing Arts			Program: Theatre Performance							
14 CORE CURRICULUM CREDITS		9 ADDITIONAL CREDITS			RECOMMENDED ELECTIVES (Aligned with State University System Admissions)							
ENGLISH		MATH		SCIENCE		SOCIAL STUDIES		OTHER REQUIRED COURSES		CAREER FOCUS (6 credits)		
4 Credits		4 Credits		3 Credits		3 Credits		FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)		Major Areas of Interest:		
HIGHSCHOOL	9	Foreign Language	English 9	Algebra I or Geometry	Physical Science or Biology	Civics/World Geography	Elective	Intro to Theatre	Technology-Computer Business & Technology	Elective		
	10	Foreign Language	English 10	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/Economics	Theatre Performance 1	Elective	Elective		
	11	IBCP Core	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Psychology/ Sociology or IB Psychology	Theatre Performance 2	Elective	Elective		
	12	IBCP Core	English 12	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology II, or IB Physics II	Financial Literacy						
POST SECONDARY	Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.											
	TECHNICAL CENTER PROGRAMS						COMMUNITY COLLEGE PROGRAMS					
CAREER												
*Possible Industry Certifications												
Secondary: CTE Program of Study- Performing Arts- Theatre Performance												
Post Secondary:												

Career Cluster: Arts, Audio/Video Technology & Communications		Pathway: Visual Arts		Program: Photography				
		14 CORE CURRICULUM CREDITS			9 ADDITIONAL CREDITS			
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES
		4 Credits	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	(Aligned with State University System Admissions)
HIGHSCHOOL	9	English 9	Algebra I or Geometry	Physical Science or Biology	Civics/World Geography	Physical Education/Health	Art 1	Technology-Computer Business & Technology
	10	English 10	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/Economics	Fundamentals of Photography	Studio Art 2D & 3D
	11	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	IB Business Management	Intermediate Photography	
	12	English 12	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics II, or IB Physics II	Financial Literacy	IB Intro Tech Global Society	Advanced Photography	
		Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.						
POST SECONDARY	TECHNICAL CENTER PROGRAMS		COMMUNITY COLLEGE PROGRAMS		UNIVERSITY PROGRAMS			
	Technical Certificate 1 Year		CP; TC; AAS; ALS; AS or AA Certificate of Proficiency 1 & 2 Year Associate of Arts		Communications Studies BA/MA Creative Media BA Mass Communications MS/MC Multimedia Journalism BS Strategic Communications BS			
CAREER	Art Director; Artist; Commercial Artist; Commercial Photographer: Digital, Still, Video, Film; Commercial/Residential and Home Furnishing Coordinator; Computer Animator; Curator and Gallery Manager; Fashion Designer; Fashion Illustrator; Graphic Designer; Illustrator; Interior Designer; Textile Designer							
* Possible Industry Certifications								
Secondary: HSHS CTE Program of Study : Photography, IBCP Certificate								
Post Secondary: Professional Photographers of America PPA, Certificate of Proficiency 1 & 2 Year								

Career Cluster: Business & Technology		Pathway: Science, technology, Engineering & Mathematics STEM				Program: Intro to Engineering		
		14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES
		4 Credits	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	(Aligned with State University System Admissions)
H I G H S C H O O L	9	Foreign Language	Algebra I or Geometry	Physical Science or Biology	Civics/World Geography	Physical Education/Health	Fine Arts	Technology-Computer Business & Technology
	10	Foreign Language	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/Economics		
	11	IBCP Core	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	IB Business Management	Intro to Engineering Design	Principles of Engineering
	12	IBCP Core	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Biology II, or IB Physics II	Financial Literacy	Essential of Computer Programming		
POST SECONDARY	Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.							
	TECHNICAL CENTER PROGRAMS		COMMUNITY COLLEGE PROGRAMS		UNIVERSITY PROGRAMS			
	NPTC: Introduction to Engineering; CP		CP; TC; AAS; ALS; AS or AA		Degree in Engineering			
CAREER	Aeronautical Engineer; Aerospace Engineer; Agricultural Engineer; Application Technician; Architectural Engineer; Automotive Engineer; Biomedical Engineer; Biotechnology Engineer; CAD Technician; Chemical Engineer; Civil Engineer; Communications Engineer; Computer Engineer; Computer Programmer; Construction Engineer; Electrical Engineer; Electronics Technician; Geothermal Engineer; Industrial Engineer; Manufacturing Engineer; Manufacturing Technician; Marine Engineer; Mechanical Engineer; Metallurgist; Mining Engineer; Nuclear Engineer; Petroleum Engineer; Product/Process Engineer; Survey Technician; Systems Engineer; Transportation Engineer							
*Possible Industry Certifications								
Secondary: IBCP Certificate								
Post Secondary: BS in Engineering, Masters in Engineering								

Career Cluster: Industrial Technologies		Pathway: Manufacturing		Program: Machine Tool Technology		9 ADDITIONAL CREDITS		
		14 CORE CURRICULUM CREDITS				CAREER FOCUS (6 credits)		
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	RECOMMENDED ELECTIVES	
		4 Credits	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	(Aligned with State University System Admissions)	
HIGHSCHOOL	9	Foreign Language	Algebra I or Geometry	Physical Science or Biology	Civics/World Geography	Physical Education/Health	Technology-Computer Business & Technology	
	10	Foreign Language	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/Economics	Management	
	11	IBCP Core	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	IB Business Management	Machine Tool Lab	
	12	IBCP Core	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology II, or IB Physics II		Financial Literacy	Machine Tool Lab	
		Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.						
POST SECONDARY	TECHNICAL CENTER PROGRAMS		COMMUNITY COLLEGE PROGRAMS				UNIVERSITY PROGRAMS	
	NPTC: Machine Tool Technology: CP		CP; TC; AAS; ALS; AS or AA Technical Certificate 1 Year Associate of Applied Science					
CAREER	Assembler; Automated Manufacturing Technician; Calibration Technician; Electrical Installer and Repairer; Electromechanical Equipment Assembler; Extruding and Drawing Machine Setter/Set-Up Operator; Foundry Worker; Grinding, Lapping, and Buffing Machine Operator; Hand Packer and Packager; Hoist and Winch Operator; Instrument Maker; Large Printing Press Machine Setter and Set-Up Operator; Machine Operator; Medical Appliance Maker; Micro and Nano Fabrication Technicians; Milling Machine Setter and Set-Up Operator; Millwright; Pattern and Model Maker; Precision Layout Worker; Sheet Metal Worker; Solderer and Brazier; Tool and Die Maker Welder							
*Possible Industry Certifications								
Secondary: AASE Student Certifications, IBCP Certificate, Post Secondary: SE Certifications, Certificate of Proficiency 1 & 2 Year								

Career Cluster: Health Sciences		Pathway: Health Services				Program: Medical Professions Education						
		14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS						
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS credits)	RECOMMENDED ELECTIVES				
HIGSCHOOL	9	Foreign Language	Algebra I or Geometry	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	(6) Aligned with State University System Admissions)				
	10	Foreign Language	Geometry or Algebra II	3 Credits	Civics/ World Geography	Physical Education/ Health	Fine Arts	Technology				
	11	IBCP Core	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	3 Credits	World History	Oral Communications/ Economics	Elective	Elective				
	12	IBCP Core	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	3 Credits	US History or IB History of the Americas	Human Anatomy	Medical Terminology	Intro to Medical Professions				
POST SECONDARY	<p>Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.</p> <table border="1"> <tr> <td>TECHNICAL CENTER PROGRAMS NPTC Medical Professions; CP</td> <td>COMMUNITY COLLEGE PROGRAMS CP; TC; AAS; ALS; AS or AA</td> <td>UNIVERSITY PROGRAMS</td> </tr> </table>									TECHNICAL CENTER PROGRAMS NPTC Medical Professions; CP	COMMUNITY COLLEGE PROGRAMS CP; TC; AAS; ALS; AS or AA	UNIVERSITY PROGRAMS
TECHNICAL CENTER PROGRAMS NPTC Medical Professions; CP	COMMUNITY COLLEGE PROGRAMS CP; TC; AAS; ALS; AS or AA	UNIVERSITY PROGRAMS										

<p>CAREER</p>	<p>Requiring Postsecondary Education</p> <p>Anesthesiologist Assistant; Certified Nursing Assistant; Clinical Medical Assistant; Data Entry Coordinator; Dental Assistant/Hygienist; Dental Lab Technician; EMT/Paramedic; Home Health Aide; Licensed Practical Nurse; Massage Therapist; Orthotist/Prosthetist; Pharmacist/Pharmacy Technician; Physical Therapist/Assistant; Radiologic Technician; Registered Nurse; Respiratory Therapist; Surgical Technician; Cardiovascular Technologist; Central Supply Technician; Clinical Lab Technician; Computer Tomography (CT) Technologist; Diagnostic Medical Sonographer; Electrocardiographic (ECG) Technician; Histotechnician; Magnetic Resonance (MR) Technologist; Mammographer; Nuclear Medicine Technologist; Pathology Assistant; Phlebotomist; Positron Emission Tomography (PET) Technologist; Radiologic Technologist/ Radiographer</p> <p>Requiring Baccalaureate Degree:</p> <p>Athletic Trainer; Audiologist; Chiropractor; Dentist; Dietician; Exercise Physiologist; Nurse Practitioner; Occupational Therapist; Optometrist; Physician (MD/DO); Physician's Assistant; Psychologist; Recreation Therapist; Social Worker; Speech Language Pathologist; Veterinarian; Cytogenetic Technologist; Cytotechnologist; Exercise Physiologist; Geneticist; Histotechnologist; Medical Technologist/Clinical Laboratory Scientist; Nutritionist; Pathologist; Radiologist</p>
<p>*Possible Industry Certifications</p>	
<p>Secondary: Electronic Health Record Management, Nursing Assistant ,JBCP Certificate Post Secondary:CP- Allied Health* Fall 2016, Emergency Medical Technician, Medical Office, Phlebotomy, Practical Nurse, Medical Coding, Paramedic, Health Informatics, Radiology Technologist, Respiratory Therapist, Registered Nurse or Medical Laboratory Technologist</p>	

Career Cluster: Industrial Technologies		Pathway: Manufacturing				Program: Wood Technology				
		14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS				
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (credits)	RECOMMENDED ELECTIVES		
		4 Credits	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	(Aligned with State University System Admissions)		
H I G H S C H O O L	9	Foreign Language	Algebra I or Geometry	Physical Science or Biology	Civics/World Geography	Physical Education/Health	Fine Arts	Technology Computer Business Applications		
	10	Foreign Language	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/Economics	Advertising/Sports & Marketing	Management		
	11	IBCP Core	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Career Ready 101 /	Wood Furniture Manufacturing I	Wood Tech Lab		
	12	IBCP Core	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology II, or IB Physics II	Elective	Financial Literacy	Wood Furniture Manufacturing II	Wood Tech Lab		
POST SECONDARY		Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.								
		TECHNICAL CENTER PROGRAMS NPTC Wood Technology; CP			COMMUNITY COLLEGE PROGRAMS CP; TC; AAS; ALS; AS or AA			UNIVERSITY PROGRAMS		
CAREER		Carpenter; Code Official; Concrete Finisher; Construction Engineer; Construction Foreman/Manager; Construction Inspector; Contractor; Design Builder; Drywall Installer; Electrician; Electronic Systems Technician; Equipment and Material Manager; General Contractor/Builder; Heating, Ventilation, Air Conditioning and Refrigeration Mechanic; Mason; Painter; Paperhanger; Plumber Project Estimator; Project Inspector; Project Manager; Roofer; Safety Director; Sheet Metal Worker; Specialty Contractor; Superintendent; Tile and Marble Setter								
		*Possible Industry Certifications								
		Secondary: Post Secondary:								

APPENDIX H

HOT SPRINGS HIGH SCHOOL



COURSE DESCRIPTIONS

2015-2016

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Hot Springs High School Graduation Requirements

All students who graduate from Hot Springs High School must complete a minimum of 23 units including specific subjects. All students who wish to earn a College Preparatory Seal must earn in regular or advanced courses, including specific subjects, a minimum of 24 units and a 2.75 GPA. **Under ACT 980 in order to qualify for valedictorian, salutatorian or honor graduate of a public high school or to qualify for membership in the National Honor Society or its equivalent, students must successfully complete a minimum core of high school courses recommended for preparation for post-secondary education (college prep) or a more rigorous program of vocational study recommended by the State Board of Education. TO RECEIVE A COLLEGE PREP SEAL, A STUDENT MUST HAVE 2 (TWO) UNITS OF A FOREIGN LANGUAGE.**

Students must attend Hot Springs High School their junior and senior years in order to qualify for valedictorian or salutatorian. Exchange students are excluded from graduation and ranking.

Under Act 684, a student who has completed a minimum of seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12), as certified by the service agency or organization to the school (a list of approved agencies is in the guidance counselor's office), shall be eligible to receive one (1) academic credit that may be applied toward graduation.

Foreign Language Requirement: As an International Baccalaureate MYP School, Hot Springs High School requires that all students in grades 9-10 enroll in a foreign language class. The student must enroll in the same foreign language for both years. (See District Language Policy)

Advanced Courses:

Hot Springs High School provides students with three academic pathways in grades 9-10. The first two pathways enable students to meet the Arkansas Smart Core requirements and to meet the initial requirements needed to be eligible for the Arkansas Academic Challenge Scholarship; other requirements must be met in grades 11-12. These two pathways are also authorized under the Middle Years Programme of the International Baccalaureate Organization. The third pathway, whereby parents agree for their students to opt out of the Smart Core, is presently referred to as the Arkansas Core.

The Standard Pathway is suitable for students who do not plan to enter the IB Diploma Programme in grades 11-12 and who do not anticipate enrolling in Advanced Placement courses in grades 11-12. Students who plan to pursue the IB Diploma or to enroll in IB or Advanced Placement courses should enroll in the Pre-AP pathway in grades 9-10, which provides more challenging requirements and a more rigorous course of study. The following are requirements for students in this Pre-AP pathway who plan to enroll in subsequent IB or AP courses.

Students must satisfactorily complete the MYP Personal Project in Grade 10. Students must pass all core subjects (English, foreign language, math courses, social studies course, science course).

SMART CORE Curriculum & Arkansas Academic Challenge Eligibility

SMART CORE: Sixteen (16) units & minimum of Six (6) Career Focus Units

A student must complete the Smart Core curriculum recommended by Arkansas Boards of Education and Higher Education and have a minimum GPA of 2.5 upon graduation and an ACT score of 19.

English: four (4) units (years)—9th, 10th, 11th and 12th

Oral Communications: one-half unit (1/2 year)

Mathematics: four (4) units (years) (All students under **Smart Core** must take a mathematics course in grade 11 or 12 and complete Algebra II.)

- A. Algebra I
- B. Geometry
- C. Algebra II
- D. Choice of: Linear Systems and Statistics, Algebra III, Pre-Calculus including Trigonometry, Advanced Placement Calculus, IB Math Studies or College Algebra/College Trigonometry

Natural Science: three (3) units (years) with lab experience chosen from

- A. Biology (required) – and two (2) units chosen from the following:
- B. Physical Science
- C. Chemistry
- D. Physics

Social Studies: three (3) units (years) including all of the following:

- A. Civics (1/2 unit)
- B. World History
- C. American History
- D. Economics (1/2 unit)

Physical Education: one-half (1/2) unit (1/2 year). Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate. One (1) unit of NJROTC can substitute for the required ½ unit of physical education and ½ unit of health.

Health and Safety: one-half (1/2) unit (1/2 year)

Fine Arts: one-half (1/2) unit (1/2 year)

Career Focus: six (6) units (Foreign Languages included)

Additional HSHS Graduation Requirements:

In addition to the above listed 22 units required by the Arkansas Department of Education, the Hot Springs School District requires the following:

1. One (1) unit of Computer Technology (Computer Business Applications, EAST, Family and Consumer Sciences)
2. Foreign Language in both grade 9 and 10 (same language both years)

CORE CURRICULUM—Career Path Curriculum

CORE: Sixteen (16) Credits—HSHS 23 Credits

English: four (4) units (years)—9th, 10th, 11th and 12th

Oral Communications: one-half unit (1/2 year)

Mathematics: four (4) units (years)

- A. Algebra –1 unit
- B. Geometry –1 unit
- C. All math units must build on the base of algebra and geometry knowledge and skills.
- D. Comparable concurrent credit college courses may be substituted where applicable.

Science: three (3) units (years)

- A. At least one (1) unit of biology or its equivalent
- B. At least one (1) unit of a physical science

Social Studies: three (3) units (years)

- A. Civics (1/2 unit)
- B. World History
- C. American History
- D. Economics (1/2 unit)

Physical Education: one-half (1/2) unit (1/2 year). Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate. One (1) unit of NJROTC can substitute for the required ½ unit of physical education and ½ unit of health.

Health and Safety: one-half (1/2) unit (1/2 year)

Fine Arts: one-half (1/2) unit (1/2 year)

Career Focus: six (6) units (Foreign Languages included)

Additional HSHS Graduation Requirements:

In addition to the above listed 22 units required by the Arkansas Department of Education, the Hot Springs School District requires the following:

One (1) unit of Computer Technology

GRADE POINT:

Grade Points and Class Rank are determined on the basis of seven terms and all grades count. Grade Points and Class Rank are determined as follows:

ADE Approved/AP/IB Courses	Regular Courses
A = 5 points	A = 4 points
B = 4 points	B = 3 points
C = 3 points	C = 2 points
D = 2 points	D = 1 point
F = 0 points	F = 0 points

ADVANCED COURSES

Students who enroll in AP, Pre-AP or IB courses should be aware that the course are rigorous and demanding. These courses often entail summer assignments, and students who fail to pass an advanced course may not be enrolled in the subsequent advanced course.

CREDITS:

One-half (1/2) credit will be given for each semester work in academic classes.

One-fourth (1/4) credit will be given for each semester of work in activity classes, which are:

Athletics Assistants
Cheerleaders Yearbook Staff
T-Steppers

UNCONDITIONAL ADMISSIONS TO AN ARKANSAS PUBLIC COLLEGE OR UNIVERSITY

Act 1290 of 1997 amended previous statutory language regarding the courses that high school students must complete in order to be admitted unconditionally to a public college or university in Arkansas. Acting in response to this legislation, the Arkansas Higher Education Coordinating Board has established a core curriculum of set courses required for unconditional admission. Students who graduate from high school in 2004 or later, and enter college that fall or in subsequent years, will have to complete four mathematics courses as well as the English (4 units), Natural Science (3 units), and Social Studies (3 units) courses that are part of the current recommended core curriculum. Parents and students are hereby notified that two (2) years of a foreign language may be required as a prerequisite for college scholarships and/or admission to a college or university, even though not required for graduation under the core curriculum requirements of the Arkansas Department of Education. For high school students who graduate in 2004 or later, these are the requirements for unconditional admission:

Four (4) units of English
Three (3) units of Natural Science
Four (4) units of Mathematics
Three (3) units of Social Studies
Two (2) units of the same foreign language

HOT SPRINGS HIGH SCHOOL COURSE DESCRIPTIONS

ENGLISH DEPARTMENT

(All standard level coursework aligns with the Common Core Curriculum.)

ENGLISH 9 (MYP Designed Course)

410000

Level: 9-12

All Year, 1 Credit

This course focuses on reading skills, vocabulary development, standard English grammar, and composition. Students read, discuss and respond to readings from the following genres: short story, poetry, drama, and non-fiction. Students use standard grammar in writing and learn appropriate usage of complex grammar skills. Writing with the use of sentence variety and appropriate organizational skills is emphasized. Students enhance reading skills through the use of multiple choice questions and open response questions based on short reading passages. The five paragraph essay is emphasized with special attention given to the descriptive and narrative essay.

ENGLISH 9 PRE AP (MYP Designed Course)

410001

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY

Prerequisite: Summer work must be satisfactorily completed and student must have passed both semesters of 8th grade English with C or better.

Requirement: IB Diploma Coordinator approval.

This is a rigorous course requiring the independent reading of at least two major works and the development of advanced composition skills. Students will use the extensive vocabulary required for literary analysis.

ENGLISH 10 (MYP Designed Course)

411000

Level: 9-12

All Year, 1 Credit

This course emphasizes more advanced inferential reading skills. Students read more challenging short stories, poetry, plays and non-fiction pieces and identify and explain literary techniques used in these works. Test-taking skills and study skills are a major focus. All steps of the Writing Process are used with emphasis being placed on editing and revision, especially in regard to the five paragraph/three point essay. Grammatical structures such as parallel structure and verbals are mastered. Composition lessons also address style and voice. All students will complete the MYP personal project.

ENGLISH 10 PRE AP (MYP Designed Course)

411001

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY

Prerequisite: Summer work must be satisfactorily complete with passing grade in both semesters of English 9. Requirement: IB Diploma Coordinator approval.

This is a rigorous course combining composition and literature, in which students will practice the skills associated with literary analysis. Students will read at least four full-length works, master the three-point essay and complete the MYP Personal Project.

ENGLISH 11

Level: 9-12

This course prepares students for success on the state mandated literacy examination. Students develop higher level reading abilities through vocabulary development and a strong focus on inferential reading skills. Students read short pieces similar to those passages that have appeared on literacy tests in the past; they answer multiple choice questions and open response questions. Special emphasis is give to the presence to textual evidence and supporting details. Students also write argumentative and persuasive essays and work on style, organization, and elaboration through supporting details and other types of evidence. Students read from various genre with special attention placed on informative texts, literary prose, and various types of poetry.

412000

All Year, 1 Credit

IB ENGLISH 11 Higher Level

Level: 11-12

Prerequisite: Satisfactory completion of the MYP Personal Project and summer work.
Requirement: IB Diploma Coordinator approval.

This is the first year of a two-year pre-university course in literature and composition designed to equip students with a global perspective on literature through focused reading of would literature. Emphasis in instruction will be placed on the students' reading and responding directly to literature, both orally and in writing. Internal assessment, required by IB, will include oral presentations. Students will complete several major papers requiring literary analysis, one of which will be based on works of world literature, some of which may be more mature in subject matter or language. This course is required for all IB Diploma candidates.

517100

All Year, 1 Credit

ENGLISH 12 TRANSITION

Level: 11

Pending

All Year, 1 Credit

ENGLISH 12

Level: 9-12

Prerequisite: Junior/Senior standing

This course is designed to help the student communicate more effectively through expository essays and the term paper. This course also provides reading experiences in British Literature. The emphasis is on the ability to state a thesis and to develop it consistently and coherently. Included is a review of usage, mechanics and editing skills. This course is required for a college prep diploma and is suggested for all students who are college bound.

413000

All Year, 1 Credit

AP ENGLISH LIT 12 Higher Level

Level: 1-12

Prerequisite: Satisfactory completion of oral presentation, world literature readings and writings, summer work. Requirement: IB Diploma Coordinator approval.

This course is the second year of a two-year program of study which focuses on advanced literary analysis skills. It follows IB English 11. This course will encourage a personal appreciation of literature, will develop the students' powers of oral and written expression, and will provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations. Students will read and write extensively on at least 8 major literary assessments, which includes and oral examination in addition to written examinations, all of which are externally scored.

517040

All Year, 1 Credit

JOURNALISM

415000

Level: 9-12

All Year, 1 Credit

This course is designed to give the student a practical introduction to the field of journalism and will include writing, production, management, composition, layout, design, editing, multi-media presentations, public relations, a variety of print options, and computer generated graphic design. Original projects are required.

ORAL COMMUNICATIONS

414000

Level: 9-12

One Semester, ½ Credit

This is a half year course. It is an opportunity of enriched training for students in the area of oral communication. This is a graduation requirement for all students.

ORAL COMMUNICATIONS PRE AP

414001

Level: 9-12

One Semester, ½ Credit

Requirement: Approval by IB/DP Coordinator

Only available for Pre AP students; includes memorization; oral literary presentations; strong focus on standard grammar in spoken communication, while also meeting the graduation requirement for all students. This course includes several additional oral presentations.

DRAMA (ELA)

416000

Level: 9-12

One Semester, ½ Credit

ELA Drama is a one-semester English elective course designed to introduce students to the study of **dramatic literature**. Through the study of written plays, students will become informed, perceptive, and appreciative audience members of plays from various cultures and time periods. Students will examine and compare historical influences and contexts, universal themes in dramatic literature, and authorial treatment of tragic heroes from various literary periods. Students will demonstrate understanding of dramatic literature through creative **oral and written interpretations and adaptations**. *This course does NOT satisfy the requirements for the required ½ credit of Fine Art.*

MATHEMATICS DEPARTMENT

ALGEBRA I (MYP Designed Course)

430000

Level: 9-12

All Year, 1 Credit

This is a standard course in first year algebra. The topics studied will include traditional topics of elementary algebra, beginning with mathematical operations with real numbers. Problem solving applications of equations and inequalities, graphing of linear equations and inequalities and polynomials and ration expressions related to operations with real numbers are to be included. Quadratic equations are solved by factorization and the quadratic formula

GEOMETRY (MYP Designed Course)

431000

Level: 9-12

All Year, 1 Credit

Prerequisite: Algebra I.

This is a standard level course in plane geometry, which includes an introduction to solid geometry, coordinate geometry and some basic trigonometry.

GEOMETRY PRE AP (MYP Designed Course)

Level: 9-12

431002

All Year, 1 Credit

PRE AP PATHWAY

Prerequisite: Proficient or Advanced score on Algebra I EOC, grade C or better.**Requirement: IB Diploma Coordinator approval.**

In addition to the topics covered in geometry, students will study more advanced trigonometry, investigate geometry problems and be required to communicate a mathematical line of reasoning in solving real life problems including geometric proofs.

ALGEBRA II

Level: 9-12

432000

All Year, 1 Credit

Prerequisite: Algebra I.

This standard level course in second year algebra will include a review of algebra skills presented in the Algebra I course description with a deeper insight into problem solving applications. Topics covered will include equations and inequalities, linear relations and functions, systems of equations and inequalities, polynomial roots, quadratic equations, functions, polynomial and rational expressions, and exponential and logarithmic functions.

ALGEBRA II PRE AP (MYP Designed Course)

Level: 9-12

432002

All Year, 1 Credit

PRE AP PATHWAY

Prerequisite: Proficient or Advanced score on Geometry and Algebra I EOC.

In addition to the topics covered in Algebra II, students will study historical significance to math topics, complete a statistics project, be required to justify and prove mathematical relationships and general rules, and will discuss appropriate strategies for solving different types of real world problems. Students successfully completing MYP Algebra II will have the prerequisite and presumed knowledge skills needed for IB Math Studies SL.

MATH READINESS

Level: 11-12

PENDING

All Year, 1 Credit

LINEAR SYSTEMS AND STATISTICS

Level: 9-12

439090

All Year, 1 Credit

Linear Systems and Statistics is a two-semester course designed for students who have successfully completed Algebra II and expect to further their studies in business, social sciences or education. Linear Systems and Statistics builds on Common Core State Standards knowledge of probability, randomness and variability to provide students with an understanding of experimental design, estimation, hypothesis testing, and effective communication of experimental results. Statistical information collected and analyzed by students is used to investigate ways of collecting, displaying and analyzing data.

ALGEBRA III

Level: 9-12

439070

All Year, 1 Credit

Algebra III is designed for students who have successfully completed Algebra II. This course will enhance the higher level thinking skills developed in Algebra II through a more in-depth

study of those concepts and exploration of some pre-calculus concepts. Students in Algebra III will be challenged to increase their understanding of algebraic, graphical and numerical methods to analyze, translate and solve quadratic, polynomial, rational, exponential and logarithmic functions. Modeling real world situations is an important part of this course. Sequences and series will be used to represent and analyze real world problems and mathematical situations. Algebra III will also include a study of trigonometric functions, right triangles and oblique triangles.

PRE-CALCULUS including TRIGONOMETRY

433000

Level: 9-12

All Year, 1 Credit

Prerequisites: Algebra II and Geometry. Students in grade 10 who wish to take this course must have teacher recommendation.

This is an advanced math course for students who plan to further their education at the college level. Pre-Calculus covers polynomial and rational functions, conic sections, non-linear systems of equations and inequalities, circular functions and trigonometry, oblique triangles, vectors, polar coordinates, exponential and logarithmic functions, and sequences and series. The math concepts will be studied using a variety of mathematical techniques—graphical, analytical, tabular and technological. Students will be expected to use a TI-84+ graphing calculator extensively both inside and outside the classroom.

AP STATISTICS

539030

Level: 10-12

All Year, 1 Credit

Prerequisite: Successful completion of Algebra II.

AP Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusion from data. There are four broad themes: Exploring Data, Sampling & Experimentation, Anticipating Patterns, and Statistical Inference. Students who successfully complete the course and exam may receive credit, advanced placement.

AP CALCULUS AB

534040

Level: 11-12

All Year, 1 Credit

Prerequisites: Algebra, Geometry, Algebra II, and the fourth year of study in mathematics that includes advanced topics in algebra and trigonometry.

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. Students who successfully complete the course and exam may receive credit, advanced placement.

IB MATH STUDIES I SL

539060

Level: 11-12

All Year, 1 Credit

Required: IB Diploma Coordinator approval. Prequisite: Algebra I, Geometry, and Algebra II.

This course prepares students to take the Standard Level Math Studies examination and is required of all IB Diploma level students. The class covers numbers and algebra, set theory, logic, statistics, probability, functions, trigonometry, introductory differential calculus, and financial mathematics. It is designed for students who do not anticipate a need of higher level

mathematics in high school. Students will need a TI-84+ graphing calculator. Students will complete projects during the year which involve collection of data or the generation of measurements and the analysis and evaluation of information or measurements. An internal assessment will be completed and submitted to IBO for scoring.

IB MATH STUDIES II SL

539061

Level: 11-12

All Year, 1 Credit

Required: IB Diploma Coordinator approval.

Continuation of IB Math Studies I with focus on higher level skills.

SCIENCE DEPARTMENT

PHYSICAL SCIENCE (MYP Designed Course)

423000

Level: 9-12

All Year, 1 Credit

This course requires knowledge of basic math and algebra and includes laboratory activities observations. Students will work with formulas, the English and metric systems of measurement, and plot data on graphs. The course includes a survey of the physical science such as units of atomic structure, motion, energy, heat, light, sound and those subjects dealing with the physical environment. Lab activities included.

PHYSICAL SCIENCE PRE AP (MYP Designed Course)

423002

Level: 9-12

Pre-AP Pathway

All Year, 1 Credit

Prerequisite: Algebra I, 10th grade status. Requirement: IB Diploma Coordinator approval

This course requires knowledge of basic math, geometry and algebra. Students will work with formulas, the English and metric systems of measurement, and plot data on graphs. The course includes a survey of the physical science such as units of atomic structure, motion, energy, heat, light, sound and those subjects dealing with the physical environment. One semester focuses on introduction to chemistry and the other on introduction to physics. Good math skills needed.

ENVIRONMENTAL SCIENCE

424020

Level: 9-12

All Year, 1 Credit

This course is a study of the environment. This course will study air pollution, water pollution, population issues and other concerns that affect the earth and the environment. In this class, students will study the way we live and how it impacts the environment. Lab activities included.

PHYSICS

422000

Level: 9-12

All Year, 1 Credit

Prerequisites: Trigonometry skills are required. Algebra II or above recommended.

This is an introductory physics involving the study of motion, heat, sound, light, electricity and magnetism, with laboratory activities to encourage and engage the interest of the student.

BIOLOGY (MYP Designed Course)**420000**

Level: 9-12

All Year, 1 Credit

This is a general biology course involving the study of chemical, physical, and functional properties of life from the simplest unit to the most complex organisms. Lab activities included.

BIOLOGY PRE AP (MYP Designed Course)**420001**

Level: 9-12 Pre-AP Pathway

All Year, 1 Credit

Prerequisite: IB Diploma Coordinator approval.

This is a rigorous course for the ninth grade student with a superior science background. Emphasis will be on providing a wide range and greater depth of biological information in this introductory course. The student's knowledge of research techniques and independent study skills will be stressed for those who want a comprehensive course in biology. Extra projects and readings will be required. Lab activities included.

HUMAN ANATOMY AND PHYSIOLOGY**424030**

Level: 9-12

All Year, 1 Credit

This is an introductory course examining the organization of the human body. Topics include skeletal, muscular, nervous, cardiovascular and reproductive systems. This is designed for student who will pursue a career in the medical or health related fields.

BOTANY**524010**

Level: 9-12

One Semester, ½ Credit

This provides the student with a survey of the plant kingdom with emphasis on the anatomy and physiology of the flowering plants. Though paired with Zoology, two courses can be taken independently. *Course is available based upon student demand.*

ZOOLOGY**524011**

Level: 9-12

One Semester, ½ Credit

This course is designed as a survey of the animal kingdom. The course emphasizes comparisons of the different animal phyla. Though paired with Botany, two courses can be taken independently. *Course is available based upon student demand.*

IB BIOLOGY I**529030**

Level: 11-12

All Year, 1 Credit

Prerequisite: Pre-AP Biology. Requirement: IB Diploma Coordinator Approval.

Higher level biology is a comprehensive two-year pre-university course that is designed to allow students to obtain a secure knowledge of a limited body of facts and at the same time broad general understanding of biology. Four general biological concepts will be studied as unifying topics throughout the course: Structure and Function, Universality versus Diversity, Equilibrium within Systems and Evolution. Students will spend approximately 30 hours in class performing laboratory experiments. Through the study of biology and the Group 4 Project, students will develop an understanding of the environment and technological consequences of new scientific discoveries, identify the social and economic effects of new scientific discoveries, identify the social and economic effects of experimental sciences, and evaluate the ethical and moral considerations for scientists working in an increasingly independent world.

AP BIOLOGY**520030**

Level: 11-12

All Year, 1 Credit

Prerequisite: IB Biology; Chemistry strongly recommended. Requirement: IB Diploma Coordinator approval.

AP Biology is designed to be equivalent to the rigor of a two-semester college introduction biology course taken by biology majors during their first year of college. It helps students develop a conceptual framework for modern biology as a process. Students will explore molecules, cells, heredity, evolution, organisms and populations with challenging goals and understanding concepts rather than memorization of terms and details. Lab work is required and equivalent in rigor to college biology majors. This course meets the requirements for IB Biology II. Students are required to take official examinations for both AP and IB.

CHEMISTRY**421000**

Level: 9-12

All Year, 1 Credit

Prerequisite: Physical Science; Biology, Algebra I, enrolled in or having completed Bridge to Algebra II or Algebra II. This is an introductory course involving the study of chemical concepts, atomic structure and bonding, and chemical reactions. Students will complete lab requirements.

IB CHEMISTRY I**521040**

Level: 10-12

All Year, 1 Credit

Prerequisite: Pre AP Physical Science; enrolled in or having completed Bridge to Algebra II or Algebra II. Requirement: IB Diploma Coordinator approval.

This rigorous course emphasizes understanding of chemical concepts. From an analysis of atomic structure and bonding, a study is made of how and why chemical reactions occur. Students develop their experimental and investigative skills in the laboratory as well as their ability to analyze, evaluate and synthesize scientific information.

IB CHEMISTRY II**521041**

Level: 11-12

All Year, 1 Credit

Prerequisite: IB Chemistry I with a grade of C or better for both semesters. Requirement: IB Diploma Coordinator approval.

This is a rigorous, advanced course in Chemistry.

IB PHYSICS I**522061**

Level: 10-12

All Year, 1 Credit

Prerequisites: Pre AP Physical Science; enrolled in or completed Bridge to Algebra II or Algebra II. Requirement: IB Diploma Coordinator approval.

This is an advanced course in introductory physics involving the study of heat, sound, light, electricity and mechanics. Emphasis is placed on self-directed study and laboratory experiments. In addition to internal assessment by the teacher in the classroom and participate in a Group 4 project.

IB PHYSICS II**522062**

Level: 11-12

All Year, 1 Credit

Prerequisite: IB Physics I with a grade of C or better for both semesters, enrolled in or having completed Algebra II. Requirement: IB Diploma Coordinator approval.

Global environmental physics looks at global energy sources/supplies and the enhanced greenhouse effect. A strong emphasis is on the increasing skills in laboratory and the study of heat, sound, light, electricity and mechanics. Students are required to take the IB exam.

SOCIAL STUDIES DEPARTMENT

(All standard level coursework aligns with the Common Core Curriculum.)

CIVICS/AMERICAN GOVERNMENT (MYP Designed Course)**472000**

Level: 9-12

One Semester, ½ Credit

This is a standard level of Civics/American Government course concerned with the functions of local, state and national government. Topic concerning economic and business organizations, careers, social problems, conservation, structure of the Constitution and current issues will be studied and analyzed.

CIVICS/AMERICAN GOVERNMENT PRE AP (MYP Designed Course)**472001**

PRE AP PATHWAY

One Semester, ½ Credit

Level: 9-12

Required: IB Diploma Coordinator Approval

This course prepares students for advanced social studies courses and also meets the requirements for graduation of Civics/American Government. In addition to studying local, state, and national government, the student will also study the following topics: social problems, current issues, the U.S. Constitution, Supreme Court decisions, and comparative government. Extra readings and projects will be required.

WORLD GEOGRAPHY (MYP Designed Course)**474600**

Level: 9-12

One Semester, ½ Credit

World Geography is a one-semester high school social studies elective course that emphasizes the interaction of humans and their physical and cultural environments. The study of geography will focus on five major themes: location, place, human/environment interactions, movement, and regions. The study includes current developments around the world that affect physical and cultural settings. Cultural settings include population, political structures, life styles, economics, and customs. Students will analyze and interpret a variety of geographic resources and use primary and secondary sources, maps, pictorial and graphic evidence, as well as newer technologies.

WORLD GEOGRAPHY PRE-AP (MYP Designed Course) 474601
Level: 9-12 Pre-AP Pathway One Semester, ½ Credit

Required: IB Diploma Coordinator approval

This more rigorous one-semester course emphasizes the interaction of humans and their physical and cultural environments. This course requires extensive map studies and knowledge, including both physical and political maps, but the heaviest emphasis will be on the political maps. Students will use technology to complete research and produce individual and group projects for class presentations. Students will consider the impact of geography upon historical events and gain significant and thorough knowledge of world maps. Strongly recommended for students who plan to pursue the IB Diploma or take IB History courses.

AP American Government (MYP Designed Course) 572010
Level: 10-12 All Year

Required: IB Diploma Coordinator approval. Recommended: Pre Civics/American Government Pre AP

The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Students must take the exam in May.

WORLD HISTORY (MYP Designed Course) 471000
Level: 10-12 All Year, 1 Credit

This is a required world history course. It traces man's civilization in the western world from the beginning of history through today. Current world problems are studied regularly through reading and discussion of current events; primary and secondary sources will be examined.

WORLD HISTORY PRE AP (MYP Designed Course) 471001
PRE AP PATHWAY All Year, 1 Credit
Level: 10

Required: IB Diploma Coordinator Approval

This advanced world history course focuses on the modern era (1850-early 21st century). In this course, students will learn to communicate and analyze historical information. Students will consider a range of points of view and detect bias, develop critical thinking skills, and write extensively. This course requires extensive study and analysis of primary and secondary sources as well as completion of extra readings and writings.

U.S. HISTORY 470000
Level: 11-12 All Year, 1 Credit

This is a general survey course in the history of the United States from colonial times to the present.

PSYCHOLOGY 474400
Level: 10-12 One Semester, ½ Credit

Prerequisite: 10th grade or above.

This course is a study of the scientific principles of human behavior.

IB PSYCHOLOGY

579030

Level: 11-12

All Year, 1 Credit

Prerequisite: 10th grade or above.

This is a one year, pre-university level social science course designed to introduce students to the study of behavior and mental processes by examining the interaction of biological, cognitive and socio-cultural influences on human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. Students are required to complete an experimental study requiring the manipulation of **one** independent variable and the measurement of **one** dependent variable, while other variables are kept constant. The purpose of the internal assessment is for students to experience the research process by practicing sound research methodology. This research project provides the IB Internal Assessment, which along with other IB examinations in May determine the final IB score. Completion of the Internal Assessment and sitting for the IB exams are required of all students enrolled in the class.

SOCIOLOGY

474500

Level: 10-12

One Semester, ½ Credit

Students will develop an understanding and be able to apply sociological concepts and culture, organization, stratification and societies.

ECONOMICS

474300

Level: 11-12

One Semester, ½ Credit

This course is required for graduation.

Economics is a one-semester course that focuses on microeconomics and the practical applications of economic decision making. It is designed to enable students to learn those skills and concepts required to become economically responsible citizens.

ECONOMICS Pre AP

474301

Level: 10-12

One Semester, ½ Credit

Required: IB Diploma Coordinator Approval. This course is required for graduation.

Economics is a one-semester course that focuses on microeconomics and the practical applications of economic decision making. It is designed to enable students to learn those skills and concepts required to become economically responsible citizens. Students will also explore the stock market and some topics related to macro-economics.

AMERICAN HISTORY IB

570050

Level: 11-12

All Year, 1 Credit

Prerequisite: Satisfactory grade in Pre-AP World History or B or better in standard world history. (Recommended: Grade of C or better in English 10 due to reading/writing requirements.)

IB History of the Americas I is the first year of a two-year intensive and rigorous course required of all IB Diploma candidates. This advanced course will fulfill the state graduation requirement for U.S. History. The course content will focus on critical topics in American history, and will also include Canadian and Latin American history for the same topics as a point of comparison. The student should be able to work independently, communicate effectively, analyze historical and geographical information, and communicate his/her findings. Students will begin working on

an extensive historical investigation/research paper, which they will complete in the second year as part of the requirement for the IB Program.

CONTEMPORARY AMERICAN HISTORY IB

570041

Level: 11-12

All Year, 1 Credit

Prerequisite: American History IB, completion of Historical Investigation.

Required: IB Diploma Coordinator Approval

This second year of a two-year intensive course designed to meet the needs of the IB Diploma candidate as well as those of students with an interest in history. The coursework will cover topics selected by the instructor from a list of topics required by the IBO. The course will be global rather than national in scope and will examine historiography and evaluate and analyze historical readings. Students will complete the historical investigation paper required by IB and sit for the IB assessment in May.

THE BIBLE FROM A HISTORICAL & LITERARY PERSPECTIVE PENDING

Level: Pending

One Semester, ½ Credit

Prerequisite - a “C or better in a previous history course.

The curriculum for the program shows a concern to convey the content of the Bible as compared to literature and history. The program is concerned with education rather than indoctrination of students. The central approach of the class is simply to study the Bible as a foundation document of society, and that approach is altogether appropriate in a comprehensive program of secular education. This is a state certified Bible course (**elective**) into the public high schools nationwide.

FINE ARTS DEPARTMENT

MUSIC APPRECIATION (MYP Designed Course)

453030

Level: 9-12

One Semester, ½ Credit

One semester course will fulfill fine arts requirement for graduation.

This class surveys music from diverse cultures around the world. It is an active study of how music says who we are as human beings and how we express ourselves through music. This class will cover the man social, cultural and historical contexts of music in our lives.

MUSIC TECHNOLOGY

459021

Level: 9-12

All Year, 1 Credit

Prerequisites: There is no prerequisite for Music Technology.

Music Technology is a two-semester course designed for the study of technologies used to create, manipulate, perform, record, and share music. The course will introduce the student to the constantly changing resources and possibilities available to them for personal musical expression. Course activities may involve smartphones, tablets, computers, and cloud-based resources, along with the voice and available acoustic, analog, electronic, and digital instruments. Music Technology will satisfy the one-half credit fine arts requirement for graduation

INTRODUCTION TO BAND**451010**

Level: 9-12

All Year, 1 Credit

Prerequisites: Never been in band

Introduction to Band is a two-semester course designed for the student who would like to participate in the high school band program, but has had no previous training in the fundamentals of instrumental music. Whether included in the full band or in a separate classroom setting, Introduction to Band students focus on the development of sight-reading skills, improvisational skills, and performance techniques. Experiences in responding to music and connecting music to cultural influences are also a part of the overall course. Introduction to Band will satisfy the one-half credit fine arts requirement for graduation.

TROJAN BAND I (MYP Designed Course)**451000**

Level: 9-12

All Year, 1 Credit

Meets fine arts credit for graduation

Prerequisites: The student entering Band I must successfully complete the preceding year of Band and/or have the instructor's approval through audition. This advanced band is the concert band and marching band that represents the high school at public performances and football games. This group studies symphonic band literature, both classical and modern, and learns corps style marching.

TROJAN BAND II (MYP Designed Course)**451041**

Level: 9-12

All Year, 1 Credit

Approval of Band Instructor required for Trojan Band I-IV

Prerequisites: The student entering Band II, III, and IV must successfully complete the preceding year of Band and/or have the instructor's approval through audition.

TROJAN BAND III (MYP Designed Course)**451050**

Level: 10-12

All Year, 1 Credit

TROJAN BAND IV (MYP Designed Course)**451060**

Level: 10-12

All Year, 1 Credit

ORCHESTRA I/STRINGS**451100**

Level: 9-12

All Year, 1 Credit

Meets fine arts credit for graduation.

Prerequisite: Orchestra/Strings I-IV - Approval of Orchestra Instructor required for Orchestra I-IV.

ORCHESTRA II/STRINGS**451110**

Level: 9-12

All Year, 1 Credit

ORCHESTRA III/STRINGS**451120**

Level: 10-12

All Year, 1 Credit

ORCHESTRA IV/STRINGS**451130**

Level: 11-12

All Year, 1 Credit

JAZZ BAND I (MYP Designed Course)**451200**

Level: 9-12

All Year, 1 Credit

Meets fine arts credit for graduation.**Prerequisites: The student entering Jazz Band II, III, or IV must successfully complete the preceding year of Jazz Band and/or have the instructor's approval through audition.****Enrolled in Trojan Band.**

Jazz Band I-IV are two-semester courses designed for traditional and emerging ensembles. Jazz Band I-IV students will demonstrate an ability to apply music fundamentals and instrumental techniques in the production, performance, analysis, and critique of jazz music performance. Students are expected to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Jazz Band I-IV students will critique music performances and deeply reflect upon the impact of jazz music on society as well as societal influences on jazz music. Students will regularly perform in a variety of settings and will demonstrate successful completion of student learning expectations. Jazz Band I Jazz Band II, Jazz Band III, or Jazz Band IV will satisfy the one-half credit fine arts requirement for graduation.

JAZZ BAND II (MYP Designed Course)**451210**

Level: 9-12

All Year, 1 Credit

JAZZ BAND III (MYP Designed Course)**451220**

Level: 9-12

All Year, 1 Credit

JAZZ BAND IV (MYP Designed Course)**451230**

Level: 9-12

All Year, 1 Credit

MUSIC LAB I (Piano)**451500****Level : 9-12**

All Year, 1 Credit

Prerequisite: None**Music Lab I- IV meets fine arts credit for graduation.**

Music Lab I-IV are two-semester courses of study designed to provide instruction in any harmonizing instrument (musical instruments capable of producing harmonies as well as melodies), including but not limited to **piano, guitar**, banjo, general keyboards, synthesizers, iPads, or various technological media. It encapsulates the basic through advanced concepts that are germane to these musical media and empowers the educator to contour the fundamental dictates of instruction to the appropriate instrument(s). Through the processes of creating, performing, and analyzing music for these instruments, the student will develop the knowledge, skills, and attitudes for lifelong playing and listening to music. Music Lab I-IV creates opportunities for personal musical expression through choosing, discussing, and sculpting the musical experiences.

MUSIC LAB II (Piano)**451510****Level : 10-12**

All Year, 1 Credit

Prerequisite: The student entering Music Lab II, III, or IV must successfully complete the preceding year of Music Lab and/or have the instructor's approval through audition.

MUSIC THEORY**Grades: 10-12****459010****All Year****Prerequisite: Band I.**

Music Theory is an advanced course designed to expand and enhance the skills of the serious high school musician. Students in Music Theory examine components of music composition, melodic practices, theories of harmony, and other musical concepts. Students analyze music from different stylistic periods and develop notation, aural, and sight-reading skills. Emphasis is placed on the application of rhythm, melody, harmony, form, and other compositional devices into original compositions.

GUITAR I

Level: 9-12

451540

All Year, 1 Credit

Prerequisite: Teacher approval for Guitar II-IV.**GUITAR II****451550**

All Year, 1 Credit

GUITAR III**451560**

All Year, 1 Credit

GUITAR IV**451570**

All Year, 1 Credit

DANCE TECH I (MYP Designed Course)

Level: 9-12

459200

All Year, 1 Credit

Prerequisite: None**All dance courses meet the fine arts requirement for graduation.**

This is an introduction course to ballet, modern, jazz and tap dance. There is a nine-week term in each area of dance with emphasis on fundamental techniques.

DANCE TECH II

Level: 10-12

459210

All Year, 1 Credit

Prerequisite: Teacher approval for Dance II - Dance IV

This is the second year of a two-year program. Students must have successfully completed Dance I and have a good understanding of ballet, modern, jazz and tap.

DANCE TECH III**Level: 11-12****459220**

All Year, 1 Credit

Students entering Dance III and IV must have successfully completed the preceding year of Dance and have a good understanding of ballet, modern, jazz and tap.

DANCE TECH IV**Level: 12****459230**

All Year, 1 Credit

THEATRE I

Level: 9-12

459100

All Year, 1 Credit

All theatre courses meet the fine arts requirement for graduation.

Theatre I is a two-semester course in which students learn and demonstrate mastery of theatre academic and performance skills. At the Theatre I level students will explore theatre fundamentals, analyze and interpret scripts, evaluate artistic work, and use those evaluations to deepen the meaning of their work. Theatre I contains an introduction to stagecraft skills
Theatre I.

THEATRE II

Level: 10-12

459110

All Year, 1 Credit

Prerequisite: The student entering Theatre II and Theatre III must have successfully completed the preceding year of study in the same content.

In Theatre II and Theatre III students will focus on the practical application of skills developed in Theatre I. Student will take on more complex projects and may begin to develop directorial skills. Ultimately, students will make artistic decisions using multiple forms on inspiration, particularly focusing on social, cultural, and historical context. Theatre II and III expand the knowledge and performance base of Theatre I.

THEATRE III

Level: 11-12

459120

All Year, 1 Credit

GENERAL CHOIR (MYP Designed Course)

Level: 9-12

452000

All Year, 1 Credit

This course is a non-auditioned choir, but is a pre-requisite for Varsity Choir and for Show Choir. Meets Fine Arts requirement for graduation.

This full year course is designed to teach basic music fundamentals and vocal techniques. Students will develop beginning performance techniques in solo, small group and large group settings with emphasis on skills in reading music and proper performance techniques. Requirements of this course include students performing in variety of settings including but not limited to, concerts, contests, and school assemblies.

TROJAN VARSITY CHOIR II

Level: 10-12

452040

All Year, 1 Credit

Prerequisite: General Choir Required: Approval of Director

This full year course is designed for the serious music students. It is the top-performing group of the choral program. Dedication and commitment are required. This choir represents Hot Springs Schools in choral contests, festivals, public and civic concerts. Students must demonstrate skills in vocal technique and show success in sight-reading skills. It is an auditioned choir.

TROJAN VARSITY CHOIR III

Level: 10-12

452050

All Year, 1 Credit

Pre-requisite: General Choir or Approval of Director

TROJAN VARSITY CHOIR IV

Level: 10-12

Pre-requisite: General Choir or Approval of Director**452060**

All Year, 1 Credit

SHOW CHOIR II

Level: 10-12

Pre-requisite: General Choir or Approval of Director.

This full year course includes various choral and vocal performances in various styles and genres: classical, spirituals, folk, opera, operetta, blues, jazz, Motown. This course helps young performing artists learn to effectively combine singing, dance and acting. This choir offers multi-talented students the opportunity to develop all of their performing abilities. It is an auditioned group.

452041

All Year, 1 Credit

SHOW CHOIR III

Level: 10-12

Pre-requisite: General Choir or Approval of Director for Show Choir II -IV**452051**

All Year, 1 Credit

SHOW CHOIR IV

Level: 10-12

452061

All Year, 1 Credit

ART I (MYP Designed Course)

Level: 9-12

This course is required for all higher level art courses. Meets Fine Arts requirement for graduation.

This introductory course in art encourages the student to develop creative and critical problem-solving skills, which are facilitated through learning by doing. The student will work with language of visual arts while learning basic color theory (2D & 3D) design elements and principles, media exploration, and drawing techniques. The class provides a broad spectrum of visual art foundations and requires no previous drawing or art experience. A final portfolio and daily sketchbook are required.

450000

All Year, 1 Credit

ART II (MYP Designed Course)

Level: 9-12

Prerequisite: Art I

Exploratory studio is designed for student whose interest in art is mainly a creative and productive one. The class offers the student the opportunity to work in three studios including design, color, and drawing. Each studio exploration will last for roughly twelve weeks. The students will explore a variety of media, technique and meaning in visual art. The class will also have an emphasis on contemporary art history. A final portfolio and daily sketchbook are required.

450030

All Year, 1 Credit

ART III

Level: 9-12

Prerequisite: Art I and II. Required: Teacher Approval

Art III provides the serious art student challenging projects in visual arts toward portfolio preparation for career, scholarship and exhibition. Drawing, painting, two and three-dimensional

450040

All Year, 1 Credit

design in a variety of media develop knowledge and skills. Creativity and quality are emphasized. Students explore current issues and artists. Art works are individualized supporting personal interest areas. Critique is employed as a learning process through group and self.

AP ART

559050

Level: 11-12

All Year, 1 Credit

Prerequisite: Art I or a similar studio course at the high school. Required: Teacher

Approval

To prepare for AP Studio Art, it is recommended that students also take Art II and Art III plus Graphic Arts or Digital Imagery

AP Studio Art is a college level course taught. Students will study drawing or 2D design, thereby building a foundation for further study of visual art in higher education. Students must compile a portfolio of their best work for submission to and review by the College Board. Students will submit this portfolio in the first week of May; submissions will be in the digital form and actual work. Student is required to work independently and meet deadlines. Class critiques and weekly journal assignments are also required.

ART HISTORY I (MYP Designed Course)

450060

Level: 9-12

One Semester, ½ Credit

Meets fine arts requirement for graduation

Prerequisite: None

Art History I is a one-semester course designed to teach students the significance of art throughout history. Students in Art History I will examine periods of art history from around the world from ancient civilizations through High Renaissance. Students will examine characteristics of art including themes, artists, major artworks, and media and processes involved in creating artwork that is unique to each period of art. Students will also explore societal influences on art from each period as well as the impact art from each period has had on society. Students will apply basic terminology and higher order thinking skills to respond to and to draw inferences from artwork and artists from each period of art history.

ART HISTORY II (MYP Designed Course)

450070

Level: 9-12

One Semester, ½ Credit

Prerequisite: Art History I

Art History II is a one-semester course designed to teach students the significance of art throughout history. Students in Art History II will examine periods of art history from around the world from the Baroque to Post-Modern art and will continue studying concepts begun in Art History I.

STUDIO ART 2-D (MYP Designed Course)

450080

Level: 9-12

One Semester, ½ Credit

Prerequisite: None

Meets fine arts requirement for graduation. (Formerly computer graphic design)

Products, including personal/professional logos, CD cover package designs, and multi-fold brochures. Students will also explore their personal creative potential in writing and illustrating poetry, digitally manipulating photographs, and digitally creating a self-portrait

STUDIO ART 3-D (MYP Designed Course)**450090**

Level: 9-12

One Semester, ½ Credit

Prerequisite: Must have completed Art I and Studio Art 2-D.***Meets fine arts requirement for graduation***

This is a course in which students further explore, apply, and move toward mastery of the elements of art and principles of design in specific areas of art, such as ceramics, jewelry, mosaics, fiber arts, sculptures, mixed media, altered books, or other 3-D media. Student art will demonstrate evidence of complex problem-solving skills, higher order thinking, risk taking, imagination, and innovation.

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY IB**559810**

Level: 11-12

All Year, 1 Credit

Diploma Coordinator Approval. This IB course emphasizes the study of the social significance and ethical considerations arising from information technology (IT) on a local, national, and global level. The course of study will encourage students to develop a well-rounded knowledge base regarding IT in support of developing higher-level critical thinking and problems solving skills. The ITGS student will explore the nature of the social and ethical issues arising from IT and will develop products and solutions to these issues on a global level. The ITGS student will develop a thorough competence in the tools, the applications, and the utilization of IT. Students will be assessed externally through two papers and internally through the creation of a portfolio and a project. **(Also listed in CTE)**

FOREIGN LANGUAGE DEPARTMENT**FRENCH I (MYP Designed Course)****441000**

Level: 9-12

All Year, 1 Credit

Prerequisite: None

Students learn French pronunciation, common words, and basic structures for making statements, asking questions and expressing feelings. Students develop speaking, reading, writing skills in the target language.

FRENCH I Pre AP (MYP Designed Course)**441001**

Level: 9-12

All Year, 1 Credit

Prerequisite: IB Coordinator Recommendation

Students learn French pronunciation, common words, and basic structures for making statements, asking questions, and expressing feelings. Students who enjoy reading and have read a wide variety of books enter the first year of foreign language study with good prospects of success because they have a large store of English vocabulary and general knowledge. Strong emphasis on oral communication skills and composition skills.

FRENCH II (MYP Designed Course)**441010**

Level: 9-12

All Year, 1 Credit

Prerequisite: French I

Students will proceed to more complicated structures and verb tenses and learn vocabulary necessary for travel and talking about ideas. They will read selections in French about France and the French-speaking world.

FRENCH II Pre AP (MYP Designed Course)**441011**

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY**Prerequisite: French I w/grade of C or better. Required: IB Diploma Coordinator approval**

Students will proceed to more complicated structures and verb tenses and learn vocabulary necessary for travel and talking about ideas. They will read selections in French about France and the French-speaking world. Strong emphasis on oral communication skills and composition skills – Students in this class are preparing for IB French III and IV.

IB FRENCH III**541070**

Level: 11-12

All Year, 1 Credit

Prerequisites: French I and II. Required: IB Diploma Coordinator approval

This course designed for students who intend to apply their language experience toward IB certification and is recommended for those who hope to continue language study after graduation. Grammar and vocabulary development will continue, but with greater emphasis on oral and written communication. Reading comprehension will be enhanced through the use of authentic literacy materials. All four language skills will be employed to increase awareness of and familiarity with French culture.

IB FRENCH IV**541050**

Level: 11-12

All Year, 1 Credit

Prerequisite: IB French III w/passing grade. Required: IB Diploma Coordinator approval

This course is a continuation of IB French III designed for greater language acquisition with primary emphasis on written and oral expression. Students will read and respond to French literary and practical texts, make oral presentations, and prepare for success on the IB examination which is given in May. All IB French IV students are required to take the IB exam.

SPANISH I (MYP Designed Course)**440000**

Level: 9-12

All Year, 1 Credit

This course introduces the essentials of Spanish including reading, writing, speaking, and listening. It incorporates Spanish grammar and the Hispanic culture and is designed for students with little to no background in speaking and reading Spanish.

SPANISH I Pre AP (MYP Designed Course)**440001**

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY

Required: IB Diploma Coordinator approval.

This course is designed for those students who have some background in Spanish, but who are not prepared for Spanish II. It incorporates grammar, vocabulary and Hispanic culture in a proficiency based design in order to develop speaking, listening, reading and writing skills.

SPANISH II (MYP Designed Course)

440020

Level: 9-12

All Year, 1 Credit

Prerequisite: Spanish I

This is a continuation of Spanish I with speaking, listening and writing skills, extended vocabulary and grammar development. Hispanic culture is studied both through context of language development and projects.

SPANISH II Pre AP

440021

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY

Prerequisite: Spanish I Required: approval by IB Diploma Coordinator

This course is designed for students who have earned a credit in Spanish I from middle school or for those who receive teacher recommendation at the high school. It is a continuation of Spanish I with speaking, listening and writing skills, extended vocabulary and grammar development. Hispanic culture is studied both through context of language and projects. Strong emphasis on oral communication skills and composition skills. These students are generally those who plan to proceed to IB Spanish III and IV.

SPANISH III

440030

Level: 10-12

All Year, 1 Credit

Prerequisite: Spanish I and II

This course is a continuation of Spanish II for those students who are on the language study in order to better communicate in the Spanish language. Native speakers and students who complete Spanish II in grade 9 will make up the majority of the class's population; those students who completed Spanish II in grade 9 are required to take this course or IB Spanish III. The course will emphasize verbal communication in the target language to enable students to become lifelong learners of Spanish, which will improve their opportunities for employment in our society. Students will develop their knowledge of Spanish through reading of Spanish language texts, through development of their Spanish language vocabulary, and through participation in various activities that advance their understanding of the history, art, and literature of the Spanish speaking world.

IB SPANISH III

540130

Level: 10-12

All Year, 1 Credit

Prerequisite: Spanish II w/grade of C or better Required: IB Diploma Coordinator approval

This course is designed for students who intend to apply their language experience toward IB certification and is recommended for those who hope to continue their language study after graduation. Grammar and vocabulary development will continue, but with greater emphasis on

oral and written communication, including the production of compositions, projects, and brochures. Reading comprehension will be enhanced through the use of authentic and adapted literary material. Oral comprehension will be developed through listening to videos, dialogues and narratives. All four language skills will be employed to increase awareness of and familiarity with Hispanic culture, and contact with the local Hispanic community will be encouraged. **(Students who have completed Spanish III MAY take this course for credit.)**

IB SPANISH IV

540140

Level: 11-12

All Year, 1 Credit

Prerequisite: IB Spanish III Required: IB Diploma Coordinator approval

This course is continuation of Spanish III, designed for greater language acquisition with primary focus on written and oral expression. Students will read and respond to a variety of literary texts and periodicals; listen to and respond orally and in written form to dialogues, videos and radio announcements; complete research projects, make presentations and conduct discussions; and compose essays, narratives, and original works in Spanish. Students are required to sit for the IB assessment in May.

CHINESE I (MYP Designed Course)

447000

Level: 9-12

All Year, 1 Credit

Prerequisite: None

Introduction to the Mandarin Chinese language taught by a native speaker from China. This course includes fundamentals of comprehension, speaking, reading, writing and culture.

CHINESE II (MYP Designed Course)

447010

Level: 9-12

All year, 1 Credit

Prerequisite: Chinese I

Continuation of the Mandarin Chinese language taught by a native speaker from China. Oral and written communication skills will continue to be developed and expanded. Reading emphasizing cultural topics will be introduced and discussed.

SPANISH CULTURE AND CONVERSATION

970134

Level: 9-12

PENDING

This course is designed as an introduction/bridge course that prepares students to take Spanish I for credit at a later date. It will also provide students with the necessary skills and knowledge to appreciate the Hispanic culture and language as an integral part of our modern American culture. This course does not apply toward the necessary credits for graduation but students do receive local credit. This course is not available to all students; counselors will place students in this class based on student backgrounds and needs.

SPANISH CULTURE AND CONVERSATION II

PENDING

Level: 10-12

PENDING

Continuation of Spanish Culture and Conversation I. This course is designed as an introduction/bridge course that prepares students to take Spanish I for credit at a later date. This course is not available to all students; counselors will place students in this class based on student backgrounds and needs.

ENRICHMENT

Level: 9-12

970133

One Semester, ½ Credit

Requirement: Approval by Teacher.

Those students learning English as a second language.

BUSINESS DEPARTMENT (CTE)

COMPUTER BUSINESS APPLICATIONS (CBA)

492120

Level: 9-12

All Year, 1 Credit

Prerequisite: Knowledge of keyboarding skills

THIS COURSE IS A PRE-REQUISITE FOR ALL BUSINESS COURSES.

This is a two semester course designed to introduce students to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spread-sheet, graphics integrated software, electronic mail, management-support software and image processing.

DC I – DIGITAL LAYOUT AND DESIGN (MYP Designed Course)

492150

Level: 10-12

One Semester, ½ Credit

Prerequisite: CBA

DC I – Digital Layout and Design is a one-semester course that combines the versatility of the computer with page-design software, enabling students to produce materials of near photo-type quality. The course includes page composition, layout, design, editing functions and a variety of printing options. **(IBCP students take this course in grade 11 only)**

DC II – DIGITAL IMAGING (MYP Designed Course)

492160

Level: 10-12

One Semester, ½ Credit

Prerequisite: DC I

DC II – Digital Imaging is a one-semester course designed to study the process of editing digital images, photography, and appropriate visual signals to communicate the desired message to an audience effectively. Principles are used to analyze and organize information, set up a design structure, and produce special visual expressions and techniques that are applied to graphics, photos, and video. These techniques are then applied to develop a finished product / portfolio to be used in further education. **(IBCP students take this course in grade 11 only)**

DC III – DIGITAL MEDIA

492360

Level 11-12

One Semester, ½ Credit

Prerequisite: DC I & DC II

DC III – Digital Media is a one-semester hands-on course focusing on the creative and technical skills necessary for Web design and animation. Students will create visual effects and animated graphics for video, web, and other types of media using computer software. Students learn the fundamentals of Web design and HTML, explore techniques used in building media for the Web, along with learning to develop content and publish media-based Web sites to the Internet. **(IBCP students take this course in grade 12 only)**

DC IV – DIGITAL AUDIO/VIDEO PRODUCTIONS**492370**

Level 11-12

One Semester, ½ Credit

Prerequisite: DC I, DC II, DC III. (IBCP students take this course in grade 12 only)

DC IV – Digital Audio / Video Productions is a one-semester course where students are introduced to audio and video. They will capture, create, and edit audio and video files for media productions and various delivery formats. This course allows the student to build digital audio and video making skills by having them conceive, storyboard, record, edit, and finalize projects in various media formats. This is a hands-on course that teaches students how to use audio and video editing software to edit audio and video.

COMPUTERIZED ACCOUNTING I**492100**

Level: 10-12

All Year, 1 Credit

Prerequisite: CBA

This is a two-semester course with emphasis on basic accounting principles as they relate to both manual and computerized financial systems. Instruction is on an integrated basis using computers and electronic calculators as the relationships and processes of manual and computerized accounting are presented. Knowledge of programming is not necessary for enrollment. Entry-level skills in the accounting occupations can be attained.

COMPUTERIZED ACCOUNTING II**492110**

Level: 10-12

All Year, 1 Credit

Prerequisite: Computerized Accounting I w/at least a “C” average or above

This is a two-semester course designed to provide students with the knowledge, understanding, and skill necessary for successful careers in accounting. Partnerships as well as departmental, corporate and cost accounting systems are components of the course. Emphasis is given to the computerized/automated functions in accounting.

INTRODUCTION TO FINANCE**492240**

Level: 10-12

One Semester, ½ Credit

Prerequisite: CBA This course is designed for Seniors.

This course focuses on the individual’s role and financial responsibilities as a student, citizen, consumer and participant in the business world. It informs students of their financial responsibilities.

ADVERTISING**492010**

Level: 10-12

One Semester, ½ Credit

Prerequisite: CBA

Advertising is a one-semester course designed to focus on the competencies needed for the planning and implementation of a successful advertising program. Students are exposed to media methods of research, budgets, and evaluations that are used to sell a product, service, or business. Hands-on experience is given in copy writing, layout, and production in various media.

MANAGEMENT**492320**

Level: 10-12

All Year, 1 Credit

Prerequisite: CBA

Management is a two-semester course that assists the student in understanding basic management functions. Students study the management process, decision-making, environmental factors, basic ethics, and social responsibility. Planning, organizing, leading and controlling are emphasized as well as basic concepts of staffing, leadership, communications, entrepreneurship, and international management.

IB BUSINESS MANAGEMENT I

Level : 11-12

PENDING

All Year, 1 Credit

Required: IB Diploma Coordinator Approval. (Recommended: GPA of 2.5 or better and reading at or above grade level.) This is the first year of a two-year rigorous course designed by the International Baccalaureate. It includes the study of decision-making within an organization and examines the use of information technology in business contexts. The course is designed to develop students' ability to analyze and evaluate business activities at local, national, and international levels. It encourages the appreciation of ethical concerns and corporate social responsibilities. During the second year students will be required to complete and submit a written commentary that demonstrates the application of business management tools, techniques, and theories to a realistic business problem. Students are also required to sit for externally moderated IB assessments in May of the second year's study.

SPORTS & ENTERTAINMENT MARKETING

Level: 10-12

492640

One Semester, ½ Credit

Prerequisite: CBA

Sports and Entertainment Marketing is a one-semester course designed to provide students with an understanding of marketing concepts, foundations, and functions as they relate to career opportunities in the growing area of sports and entertainment. Instruction will focus on public relations and publicity, event planning and marketing, sponsorship. Venue design, concessions, risk management, product planning, licensing, ticket sales, and distribution.

BUSINESS LAW I/Business Law II

Level: 10-12

492070/492080

All Year, 1 Credit

Prerequisite: CBA

Sports and Entertainment Marketing is a one-semester course designed to provide students with This is a two-semester course designed to acquaint the student with some of the legal problems and rights encountered in business transactions. This course will include law and the judicial system; laws relating to minors, consumers, and the business firms; elements of contracts; credit; sales contracts; employment laws; commercial paper; insurance and property rights.

ENTREPRENEURSHIP I / ENTREPRENEURSHIP II

Level: 10-12

492170/492180

All Year, 1 Credit

Prerequisite: CBA

Sports and Entertainment Marketing is a one-semester course designed to provide students with This is a one-year course designed to offer an overview of the American business enterprise system. A study is made of the various forms of ownership, internal organization, management functions and financing as they relate to business. Focus is on the concepts and practices of small

business ownership and management. Students will be introduced to microcomputer software that is used as a tool for management functions.

LODGING AND MANAGEMENT I

492300

Level: 10-12

All Year, 1 Credit

Prerequisite: CBA

This is a two-year in-depth study of worldwide travel, transportation and tourism. Students are introduced to the industry as a whole and the job opportunities that are available. The course covers allocation, technology, and social, organizational, technological systems.

LODGING AND MANAGEMENT II

492310

Level: 10-12

All Year, 1 Credit

Prerequisite: CBA & LODGING AND MANAGEMENT I

This is the second year of in-depth study of worldwide travel, transportation and tourism. Students will continue to study the industry as a whole and the job opportunities that are available.

SKILLED AND TECHNICAL SCIENCE (CTE)

EAST/WORKFORCE TECH (MYP Designed Course)

560010

Level: 9-12

All Year, 1 Credit

Will meet MYP Technology requirement.

This year of EAST LAB experience is designed to help students transition from school to work. It focuses on SCAN competencies with emphasis on problem solving, teamwork, communication skills, and the use of technology. COUSE IS RECOMMENDED FOR SELF-MOTIVATED, INDEPENDENT LEARNERS.

EAST INITIATIVE II (MYP Designed Course)

560020

Level: 10-12

All Year, 1 Credit

Prerequisite: EAST/Workforce Tech

EAST II employs a problem based, service learning environment that encourages students to use advanced technological applications, problem solving, team work, communication, and critical thinking skills. Real world advanced application in programming, computer design, and animation are used to reinforce math skills. Oral and written communication skills are reinforced through presentations, projects, and electronic communication. Work ethics and attitudes are strengthened as students take personal ownership, responsibility for software and equipment inventory, maintenance, networking issues, and system administration.

EAST INITIATIVE III

560030

Level: 11-12

All Year, 1 Credit

Prerequisite: EAST II

EAST III extends the problem-based, service-learning environment for students to further advance in their experience with hands-on, real world problem solving, technological applications, teamwork, communication, and critical-thinking skills. Real-world advanced application in programming, computer design, and animation are used to reinforce math skills.

Oral and written communication skills are reinforced through presentations, projects, and electronic communication. Work ethics and attitudes are strengthened as students take personal ownership, responsibility for software and equipment inventory, maintenance, networking issues, and system administration.

EAST INITIATIVE IV

560040

Level: 12

All Year, 1 Credit

Prerequisite: EAST III

EAST IV advances and extends the problem-based, service-learning environment for students to further advance in their experience with hands-on, real world problem solving, technological applications, teamwork, communication, and critical-thinking skills. Real-world advanced application in programming, computer design, and animation are used to reinforce math skills. Oral and written communication skills, presentations, projects, and electronic communication is taken to a fourth year level. Work ethics and attitudes are strengthened as students take personal ownership, responsibility for software and equipment inventory, maintenance, networking issues, and system administration, demonstrating fourth year abilities in EAST knowledge and experience.

FUNDAMENTALS OF PHOTOGRAPHY (MYP Designed Course) 494350

Level: 9-12

All Year, 1 Credit

Prerequisite: Knowledge of basic computer skills is necessary. Will meet MYP Technology requirement

This core instructional program prepares individuals to effectively communicate ideas and information to business and consumer audiences and record events and people via film, still, or video photography.

INTERMEDIATE PHOTOGRAPHY

494370

Level: 10-12

All Year, 1 Credit

Prerequisite: Fundamentals of Photography

This core production based program is designed to provide the second year photography student with fine-tuned knowledge and skills. **(IBCP students take this course in grade 11)**

ADVANCED PHOTOGRAPHY

494380

Level: 11-12

All Year, 1 Credit

Prerequisite: Intermediate Photography

This independent production based program is designed to provide the advanced photography student with practical knowledge and highly advanced skills for a comprehensive career in photography. **(IBCP students take this course in grade 12)**

FAMILY AND CONSUMER SCIENCES (CTE)

FAMILY AND CONSUMER SCIENCES (MYP Designed Course) 493080

Level: 9-12

All Year, 1 Credit

This course is a prerequisite for all other courses in the FACS department of study.

Family and Consumer Sciences (Home Economics I) is designed to provide students the basic information and skills needed to function effectively as an individual, as a family member, and as a consumer. Emphasis is given to the development of competencies related to needs and growth patterns of children; techniques of discipline; health and safety procedures when caring for children; selection of toys or play activities; wardrobe planning and selection; garment construction; consumer practices; money management; use of credit and banking services; family and individual health; principles and elements of design; arrangement of personal living space; the computer as a home appliance; home management; relationship; home economic occupations.

FAMILY DYNAMICS

493100

Level: 10-12

All Year, 1 Credit

Prerequisite: Family and Consumer Sciences

Family Dynamics focuses on the role of the family in helping individuals develop to their highest potential, in strengthening the community, and in their addressing concerns of a global society. Emphasis is given to image dimensions, life relationships, crises management, food and fitness, responsible parenting, resource management, living environments, clothing and appearance, civic responsibility, and new technologies and trends affecting families. Upon completion of this course, the students should have an understanding of the impact of the family unit on an individual's ability to function successfully in an increasingly complex society.

CLOTHING MANAGEMENT (MYP Designed Course) 493030

Level: 10-12

One Semester, ½ Credit

Prerequisite: FACS

Experience in the Clothing Management course is designed to assist students in developing skill necessary for decision making as a clothing consumer and for understanding the role of the clothing and textile industry in the economy. Emphasis is given to the development of competencies related to clothing selection, clothing needs of family members, clothing care, characteristics of natural and synthetic fibers, types of fabrics and fabric finishes, laws and regulations related to the clothing and textile industry, use and care of basic sewing supplies and equipment, fabric selection, clothing construction techniques, jobs and careers in clothing and textiles, computer use in clothing and textiles, and effects of technology on the clothing and textiles industry. Upon completion of this course, the student should acquire skills needed for clothing and textiles occupations and development knowledge of the impact of technology on the clothing and textiles industry.

FOODS AND NUTRITION I (MYP Designed Course) 493110
Level: 10-12 One Semester, ½ Credit

Prerequisite: Family and Consumer Sciences. Meets MYP Technology requirement.

This is a laboratory course including the principles of cookery, meal planning, preparations, and nutrition. Management of time, energy and money will be studied as well as foreign cookery and outdoor cookery.

HUMAN RELATIONS 493150
Level: 10-12 One Semester, ½ Credit

Prerequisite: FACS

Human Relations focuses on the development of skills needed in order to build and maintain successful relationships in the home, community, and workplace. Upon completion of the course, the student should have a better understanding of self, know how to communicate effectively, and be able to establish and maintain effective relationships with family members, peers, and others.

PARENTING 493210
Level 9-12 One Semester, ½ Credit

Prerequisite: FACS. *(This course is normally paired up with Child Development (493020) in a school year.)*

Parenting is designed to assist students in developing an understanding of the parenting process and of parenting skills. This course is designed as a study of social, physical, emotional, and intellectual development of children from prenatal to school age. It is also a study of the care of children and will include opportunities to work with children in childcare centers. Upon completion of this course, a student should possess skills necessary to provide quality care for children-as a parent, as one employed to care for children, or as one who interacts with children in other settings.

CHILD DEVELOPMENT 493020
Level: 10-12 One Semester, ½ Credit

Prerequisite: FACS

This course is designed to focus on skills needed to guide the physical, intellectual, emotional, and social development of children. Upon completion of this course, the student should be prepared to care for and guide the development of a child through all stages of growth-within a family, as a child care professional, or in other experiences with children. It is also a study of the care of children and will include opportunities to work with children in childcare centers. ***This course is normally paired up with Parenting (493210) in a school year.***

CAREER DEVELOPMENT (CTE)

CAREER READY 101 ONLINE

Level: 11-12

Career Ready 101 Online is a course offered totally online for high school students in grades 11-12. This course is 0.5 credits and can be used as an elective toward completer status in any of the career and technical programs of study. It is designed to provide the student with the necessary skills to evaluate who they are, what they need in a career, research college and career information, refine their choices through a decision making process, and master the employment and transferrable skills most needed by employers today.

493910

One Semester, ½ Credit

Leadership 101

Level: 10-12

Description Pending

999120

One Semester, ½ Credit

NAVAL JUNIOR ROTC DEPARTMENT (CTE)

NAVAL JUNIOR ROTC I

Level: 9-12

Taking this course for an entire year meets the ADE requirement for Physical Education and Health. This entry level course introduces basic naval terms with emphasis on the Core Values of the U.S. Navy: HONOR, COURAGE AND COMMITMENT. Self-discipline, attention to detail and personal organization are stressed. Emphasis is placed on local community service, basic military drill, PE, Naval customs and ceremonies, flag etiquette, American History and Governmental Laws and Navy Ships and Aircraft. Time is spent instilling in the student confidence and ability to prepare for future leadership roles in either the military or civilian environment..

495850

All Year, 1 Credit

NAVAL JUNIOR ROTC II

Level: 10-12

Prerequisite: ROTC I

This course emphasizes Maritime History and the political and economic impact of the U.S. Navy and the world's oceans on the American nation. Topics covered also include Leadership, Maritime Geography, Oceanography, Meteorology, Astronomy and the Physical Sciences of the ocean.

495860

All Year, 1 Credit

NAVAL JUNIOR ROTC III

Level: 11-12

Prerequisite: NJROTC I, II

This course is a continuation of NJROTC II with emphasis on sea power, national security, naval operations and support functions, military law, international law and the law of the sea, ship construction and damage control, ship board organization and watch standing, basic seamanship, marine navigation, rules of the road and naval weapons and aircraft.

495870

All Year, 1 Credit

NAVAL JUNIOR ROTC IV

Level: 12

495910

All Year, 1 Credit

Prerequisite: NJROTC I, II, and III

Naval Junior ROTC IV is designed to be a senior advanced course to meet the advanced Naval Science academic requirements of the senior cadets participating in the full four-year course curriculum. Curriculum topics are fundamentals of leadership, taking responsibility and demonstrating leadership and achieving effective communications.

NAVAL JUNIOR ROTC DRILL TEAM

Level: 10-12

999870

All Year, ½ Credit

Required: INSTRUCTOR APPROVAL

Drill and Air Rifle for returning cadets only with permission from the Senior Naval Science Instructor.

PHYSICAL EDUCATION & HEALTH DEPARTMENT**PHYSICAL EDUCATION**

Level: 9-12

485000

One Semester, ½ Credit

This program includes learning experiences in selected activities according to interest and needs of the individual. Activities include volleyball, basketball, softball, tennis, golf, soccer, conditioning exercises, flag football, track, weight lifting, and other activities. Good personal grooming, healthy bodies, ability to work with others, and the proper use of leisure time are goals of this program. *This course is normally paired up with Health (500109) in a year.*

PHYSICAL EDUCATION

Level: 9-12

485001

All Year, 1 Credit

This program includes learning experiences in selected activities according to interest and needs of the individual. Activities include volleyball, basketball, softball, tennis, golf, soccer, conditioning exercises, flag football, track, weight lifting, and other activities. Good personal grooming, healthy bodies, ability to work with others, and the proper use of leisure time are goals of this program. *(No more than 1 credit unit may be applied toward fulfilling the necessary units to graduate.)*

PHYSICAL STRENGTH AND CONDITIONING

Level: 9-12

585020

One Semester, ½ Credit

(No more than one (1) unit may be applied toward fulfilling the necessary units to graduate.)

The Physical Strength and Conditioning class will be a well-rounded class that addresses all phases of physical fitness. Students will perform and record progress in several areas of physical fitness including: weight training, flexibility, cardiovascular endurance, core training, plyometric training, agility exercises, social skills, and competitive games while providing an environment of cultural diversity. A record will be kept of student's progress in several weight lifting and running events. Students will participate in sporting events and be tested each semester in the President's Fitness Challenge. Students will gain a greater understanding of the benefits of physical exercise and training, build self-confidence, boost overall fitness, and social interaction.

HEALTH**480000**

Level: 9-12

One Semester, ½ Credit

This course teaches the student everyday nutrition, family living, health habits, prevention of disease, principles of safety and first aid, personality development, social hygiene, and information about public agencies.

DRIVER EDUCATION**690040**

Level: 9-12

One Semester, ½ Credit

Requirement: Ability to meet state requirements for driver-trainer permit; 2.0 GPA from previous semester of school; \$25 fee

This is a course designed to teach the student the proper attitudes toward driving and the mechanical functions needed for safe driving. The student learns through classroom study and using a dual control automobile.

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY IB**559810**

Level: 11-12

All Year, 1 Credit

Diploma Coordinator Approval. This IB course emphasizes the study of the social significance and ethical considerations arising from information technology (IT) on a local, national, and global level. The course of study will encourage students to develop a well-rounded knowledge base regarding IT in support of developing higher-level critical thinking and problems solving skills. The ITGS student will explore the nature of the social and ethical issues arising from IT and will develop products and solutions to these issues on a global level. The ITGS student will develop a thorough competence in the tools, the applications, and the utilization of IT. Students will be assessed externally through two papers and internally through the creation of a portfolio and a project.

NATIONAL PARK TECHNOLOGY CENTER**ADVERTISING DESIGN**

Level: 11-12

Year One, 2 Credits; Year Two, 2 Credits

Qualifies for IBIP

Fundamentals of Advertising & Design 494150

Advertising & Design Lab 494160

Intermediate Advertising & Design 494170

The mission of the Advertising Design program is to guide students in an exploration of careers in the fields of advertising and graphic design. Students will learn to effectively communicate ideas and information to businesses and consumer audiences and skills needed to produce a comprehensive graphic message.

AUTOMOTIVE SERVICE & TECHNOLOGY

Level: 11-12

Year One, 2 Credits; Year Two, 2 Credits

Brakes 494180

Auto Electrical Systems 494190

Suspension & Steering 494210

NPCC Engine Performance 494200

CRIMINAL JUSTICE

Level: 11-12 Year One, 2 Credits; Year Two, 2 Credits

IBCP students take this course in grade 11

Criminal Law	494610
NPCC Intro to Criminal Justice	494620
NPCC Foundations of Law Enforcement	494630
NPCC Crime Scene Investigation	494640

The mission of the Criminal Justice program is to introduce students to occupations in law enforcement and the criminal justice system of the United States and the State of Arkansas. The program will assist students in discovering how the law affects their lives and in making connections between the development of laws and societal and individual values.

MACHINE TOOL TECHNOLOGY

Level: 11-12 Year One, 2 Credits; Year Two, 2 Credits

The mission of this program is to introduce students to the field of manufacturing technology. Machine Tool Technology prepares individuals to shape parts on machines such as lathes, grinders, drill presses, and milling machines from various materials. Students may also train in the use of individual machine tools.

MEDICAL PROFESSIONS EDUCATION

Level: 11-12 Year One, 2 Credits; Year Two, 2 Credits

IBCP students take this course in grade 11

Human Anatomy	495300
Medical Procedures	495330
Medical Cln. Instr.	495310
Int. Med. Prof.	495340
Medical Terminology	495360
Medical Procedures Exp.	495390

The mission of this program is to give students a broad understanding and occupational awareness of professions within the medical field. Instruction includes theory and laboratory activities in medical terminology, health and disease, medical procedures, medical professions, and other health related courses. Shadowing and observation are also program components for Level II students.

WOOD TECHNOLOGY

Level: 11-12 Year One, 2 Credits; Year Two, 2 Credits

Furniture Manufacturing	494850
Furniture Manufacturing Lab	494860
Furniture Manufacturing II	494870

The mission of this program is to explore the wood manufacturing industry and expose youth to steps involved in creating wood objects from idea and need to execution and finishing. Students explore man's first industry and take home wood projects they learn to build with the help of an instructor who has worked with wood for over 25 years.

INTRODUCTION TO ENGINEERING I & II

Level: 11-12

Two Years, 2 Credits

IBCP students take this course in grade 11

Introduction to Engineering Design (Fall) 495480

Principles of Engineering (Spring) 495490

Introduction to Engineering Design is an introduction course that develops students' problem solving skills, with emphasis placed on the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. The course will emphasize the design and development process of a product and how a model of that product is produced, analyzed, and evaluated, using a computer aided design system. Various design applications will be explored with discussion of possible career opportunities.

NATIONAL PARK CONCURRENT CREDIT CLASSES

Although HSHS offers the following concurrent credit classes, with the convenience of courses being taught on the HSHS campus, students must remember that the concurrent credit classes are **NPCC courses and will be taught at the same rigor of college courses. Students are required to be enrolled with NPCC and be responsible to meet the expectations and requirements of college courses.**

Students who are not making a grade of C or better should drop the course prior to the withdrawal date deadline. It is the student's responsibility to drop the course prior to the withdrawal date. If a student chooses to remain in a college course, and the college GPA is 1.9 or lower, they will be placed on Academic Probation with NPCC.

CONCURRENT CREDIT OPPORTUNITIES (OTHER CONCURRENT COURSES PENDING)

NPCC English Composition I	519901
NPCC English Composition II	519902
NPCC College Algebra	539900
NPCC College Trigonometry	539902
NPCC World Civilization to 1500	Pending
NPCC World Civilization since 1500	Pending
NPCC Health and Safety	580901

SPECIAL EDUCATION DEPARTMENT

LANGUAGE ARTS 9		
Level: 9	972100	All Year, One Credit
LANGUAGE ARTS 10		
Level: 10	972101	All Year, One Credit
LANGUAGE ARTS 11		
Level: 11	972102	All Year, One Credit
LANGUAGE ARTS 11 PORTFOLIO		
Level: 11	972103	All Year, One Credit
LANGUAGE ARTS 12		
Level: 12	972104	All Year, One Credit
READING 9-10		
Level: 9-10	972110	All Year, One Credit
READING 11-12		
Level: 11-12	972111	All Year, One Credit
MATH 9 PORTFOLIO		
Level: 9	973900	All Year, One Credit
MATH 10		
Level: 10	972301	All Year, One Credit
MATH 11		
Level: 11	972303	All Year, One Credit
MATH 12		
Level: 12	972304	All Year, One Credit
SCIENCE / CR FOC 9-12		
Level: 9-12	972201	All Year, One Credit
SCIENCE 10 PORTFOLIO		
Level: 10	973910	All Year, One Credit
SOCIAL STUDIES 9-12		
Level: 9-12	972701	All Year, One Credit
RES LIVING SKILLS 9-12		
Level: 9-12	971500	All Year, One Credit
TRANSITION CLASS 12		
Level: 12	971531	All Year, One Credit
ABILITIES	000003	All Year, One Credit
REHAB (ACTI)	000004	All Year, One Credit

ACTIVITIES

(Teacher/Coach Approval Required)

None of these activities meet NCAA or AAA requirements for eligibility purposes.

999810	Football & Off-Season
999811	Football & Off-Season 9 th Grade
999812	Boys Basketball & Off-Season
999813	Boys Basketball & 9 th Grade
999815	Girls Basketball & Off-Season 9 th Grade
999814	Girls Basketball & Off-Season
999820	Baseball & Off-Season
999818	Girls' Track
999819	9 th Grade Girls' Track
999816	Boys' Track
999817	Boys' Track
999821	Softball & Off-Season
999822	Volleyball
999827	Girls' Soccer & Off-Season
999823	Boys' Soccer & Off-Season
999824	Tennis
999825	Golf
999870	NJROTC Drill Team
999850	Cheerleading (Try out)
999851	T-Steppers (Try Out)
999828	Wrestling
999829	Swimming
999826	Bowling
999831	Assistants Level: 10-12 (Counselor and Librarian Approval)
999130	Yearbook

HOT SPRINGS HIGH SCHOOL

Career and Technical Education Programs of Study

BUSINESS

Digital Communications:
‘ Computer Business Applications (1)
Digital Communications I (.5)
Digital Communications II (.5)
Digital Communications III (.5)
Digital Communications IV (.5)

Other business class offering (These do not count toward completer status): Introduction to Personal Finance, Business Law, Sports Marketing, Advertising, Computerized Account II)

FAMILY AND CONSUMER SCIENCE

Family and Consumer Sciences
Family and Consumer Sciences (1)
Plus, 2 more credits chosen from below:
Family Dynamics (1)
Human Relations (.5)
Child Development (.5)
Parenting (.5)
Clothing Management (.5)
Food and Nutrition (.5)
East (.5) MAY ONLY BE USED ONCE FOR .5 CREDIT

BUSINESS

Digital Communications:
Computer Business Applications (1)
Digital Communications I (.5)
Digital Communications II (.5)
Digital Communications III (.5)
Digital Communications IV (.5)

APPENDIX I



National Park College

101 College Drive ■ Hot Springs National Park, Arkansas 71913
(501)760-4145 ■ Fax (501)760-4398 ■ www.np.edu

May 21, 2015

Hot Springs High School
Attn: Lloyd Jackson
701 Emory Street
Hot Springs, AR 71913

Dear Dr. Jackson:

Arkansas Department of Higher Education and the Higher Learning Commission requires National Park College to have a current, written and signed Memorandum of Understanding with each high school whom the college offers concurrent enrollment. Pursuant with the policy, attached is a Memorandum of Understanding for your signature.

Please sign and return the Memorandum with the appropriate signatures. Please make a copy of the signed Memorandum for your files.

We value the educational experiences between your school and National Park College.

Yours truly,

Connie L. Poteet, M. Ed.
Concurrent Credit Coordinator

**Memorandum of Understanding
Between
National Park College
101 College Drive; Hot Springs, AR 71913
and
Hot Springs High School
701 Emory Street; Hot Springs, AR 71913**

This Memorandum of Understanding establishes a plan whereby eligible students from Hot Springs High School will take courses from National Park College listed as Concurrent Credit Courses. Courses will be taught on the campus of National Park College during the 2015-2016 term.

These college courses are offered through National Park Technology Center with the intent of providing instruction for advanced and high achievement students who are enrolled in high school and who can progress through the educational system at a rate consistent with their abilities.

Upon successful completion of each course, the student will receive the appropriate number of college credits as listed in the National Park College catalog. Courses may also be applied to meet high school graduation requirements.

Students Role and Responsibilities

Each student must be enrolled in both Hot Springs High School and National Park College to receive credit for each College concurrent course completed. Each high school student must:

1. Score 19 or better on the ACT Reading sub-test to take **any** concurrent general education credit courses and 19 or better on the ACT English sub-test and 20 or better on the Math sub-test to enroll in an English Composition or Math course.
2. Apply and be admitted to National Park College.
3. Register for the course by the designated date set by National Park College for enrollment.
4. Remit payment of the \$50.00 registration fee per semester, unless the cost is paid by the public school district or the College.
5. Obtain written permission from his or her parent(s) or legal guardian(s) and high school principal to participate in the College's concurrent courses.

Faculty Role and Responsibilities

Hot Springs High School and National Park College shall be responsible for selecting sufficient qualified instructors to teach the College's concurrent courses. Instructors must meet the following minimum standards and requirements:

1. Have a Master's degree with a minimum of 18 graduate college credit hours in the subject area being taught.
2. If teaching a blended AP concurrent course(s), must have completed AP training in the subject area(s) and submit documentation of successful completion of AP training.
3. Submit an official transcript to National Park College.
4. Use the approved College course syllabus.
5. Use the same textbook or a textbook with aligned content and course learning outcomes as approved by the College.
6. Adopt the same learning outcomes and assignments as those developed for the course offered on the College campus with limited exceptions approved by the College.
7. Use the same course grading standards as those on the College campus, maintaining they are in accordance with all grading standards as mandated by the Arkansas Department of Education to the extent these standards meet or exceed National Park Community standards. If departmental exams are used in the College campus courses, then those course exams must be used at the High School site.
8. Instructors are required to verify the class rosters to ensure all students are registered properly. National Park College staff will provide teachers and counselors with class rosters soon after the registration deadline.
9. Submit grades online through OASIS by the published deadline.
10. Permit College faculty and/or staff to visit the classroom for the purpose of evaluating whether course objectives are being addressed and the course is appropriately rigorous.
11. Provide students with the opportunity to evaluate the course and the instructor. Results will be shared with the instructor when available.

Professional Development for High School Faculty

National Park College shall provide opportunities for High School teachers and higher-education faculty to collaborate through planning, teaching and professional development. The High School will encourage common planning time for High School instructional faculty. Teacher mentoring and professional development will be made available where necessary. National Park College shall participate and create professional development opportunities for High School concurrent enrollment faculty annually as outlined in their 190 day teacher contract with the public school.

High School Role and Responsibilities

Hot Springs High School will cover the cost of books and materials, as well as the cost of the instructor. For concurrent courses taught at a high school site for which National Park College provides the instructor, Hot Springs High School will reimburse National Park College to offset the cost of providing an instructor at the following rate:

College Course	Cost
3 credit course = 3 contact hours	\$1,500.00

4 credit non Science course = 4 contact hours	\$2,000.00
4 credit Science with Lab course = 5 contact hours	\$2,500.00

Student is responsible for payment of the \$50.00 registration fee per semester, unless the cost is paid by the public school district.

College Role and Responsibilities

National Park College will provide a concurrent credit Instructor Manual.

The following courses will be taught on the High School campus for the 2015-2016 school term:

High School Course Offering	NPCC Course	Credit Hours
Pre-AP English 10	ENG 1113, Composition I	3
Pre-AP English 10	ENG 1123, Composition II	3
Pre-AP Oral communications	SPCH 1103, Fundamentals of Public Speaking	3
Pre-cal/Trig	MATH 1123, College Algebra	3
Pre-cal/Trig	MATH 1133, Trigonometry	3
AP Biology	BIOL 1114, General Biology	4
IB Spanish II	SPAN 2113, Intermediate Spanish I	3
IB Spanish III	SPAN 2123, Intermediate Spanish II	3
IB English 11	ENG 2273, World Literature I	3
IB English 11	ENG 2283, World Literature II	3
Music Appreciation	MUS 1213, Music Appreciation	3
US History to 1865	HIST 2223, US History to 1865	3
US History since 1865	HIST 2233, US History since 1865	3
Psychology	PSYC 1103, General Psychology	3
AP Literature	ENG 2223, American Literature I	3
AP Literature	ENG 2233, American Literature II	3
Pre-AP Health	HPR 1102, Life Fitness Concepts	2
IB Physics	PHYS 1204, General Physics	4

American National Government	POLS 1113, American National Government	3
Sociology	SOC 1103, Introduction to Sociology	3

The following Career and Technical Education (CTE) courses will be taught on the College campus for the 2015-2016 school term. National Park Technology Center is operated by NPCC and the faculty are considered college faculty.

National Park Technology Center Course Offering	NPCC Course	Credit Hours
Fundamentals of Advertising & Graphic Design	GRD 1183 Desktop Publishing & Design I	3
Fundamentals of Advertising & Graphic Design	GRD 1153 Photoshop Studio I	3
Fundamentals of Advertising & Graphic Design	GRD 1143 Adobe Illustrator	3
Intermediate Advertising & Graphic Design	GRD 2183 Desktop Publishing & Design II	3
Intermediate Advertising & Graphic Design	GRD 1103 Advertising I	3
Intermediate Advertising & Graphic Design	GRD 2083 Designing for the Internet	3
Introduction to Criminal Justice	CRJ 1103 Intro to Criminal Justice	3
Medical Procedures Expanded	EMT 1501 Basic Life Support	1
Medical Terminology	ALH 1203 Medical Terminology	3
Medical Procedures	ALH 1302 Intro to Health Science	2
Medical Procedures Expanded	HPR 1113 Personal Safety & First Aid	3
Intro to Engineering Design	EGR 1123 Introduction to Engineering	3

This Memorandum of Understanding is effective as of the date of its signature. It will be valid for the duration of the academic year, and will be renewed annually. The high school or the college can modify or terminate the written, signed concurrent agreement during the annual review period. Non-compliance with the terms of the MOU and the Concurrent Enrollment Policy will also result in termination of the agreement.

Hot Springs School District – Superintendent

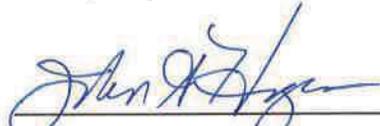
Date



Hot Springs High School – Principal



Date



National Park College – Dr. John Hogan, President



Date

National Park College

Academic Calendar

Fall 2015

August 17 (M) p.m.)	Workshop Day (COLLEGE CLOSED 8:30 a.m. – 1:30 p.m.)
August 18 (T)	Faculty Workday
August 18 (T)	Last day to register for Fall Classes
August 19 (W)	Classes Begin
September 7 (M)	Labor Day (COLLEGE CLOSED)
October 11-13 (S,M,T)	AAC, Hot Springs
October 15 (R)	Mid-Term Grades Due 4:30 p.m.
October 16 (F)	Last Day to Apply for December 2014 Graduation
November 13 (T)	Last Day to Withdraw/Drop
November 16 (M)	Priority Registration begins for Currently Enrolled Students
November 23-24 (M-T)	Thanksgiving Break (No Classes – COLLEGE OPEN)
November 25-28 (W-S)	Thanksgiving Break (COLLEGE CLOSED)
November 30 (M)	Public Registration
December 9 (W)	Last Day of Classes
December 9 (W)	Final Exams for Wednesday Evening Classes
December 10-15 (R-T)	Final Exams
December 16 (W)	Final Grades Due 4:30 p.m.
December 21, 2015 – January 1, 2016	College Closed

Spring 2016

January 4 (M)	College Reopens
January 11 (M)	Workshop Day (COLLEGE CLOSED)
January 12 (T)	Faculty Workday
January 13 (W)	Classes begin
January 16 (S)	Saturday classes begin
January 18 (M)	MLK, Jr. Day (COLLEGE CLOSED)
March 11 (F)	Mid-Term Grade Reports Due 4:30 p.m.
March 16 (W)	Last Day to Apply For May 2016 Graduation
March 21 - 26 (M-S)	COLLEGE CLOSED – SPRING BREAK
March 28 (M)	Classes Resume
April 1 (F)	Last Day to Drop/Withdraw
April 4 (M)	Priority Registration Begins For Currently Enrolled Students
April 18 (M)	Public Registration
May 4 (W)	Last Day of Classes
May 4 (W)	Final Exams for Wednesday Evening Classes
May 5 (R) - May 10 (T)	Final Exams
May 11 (W)	Final grades due 4:30 p.m.
May 14 (S)	Graduation – Bank of the Ozarks Arena 10:30 a.m.



National Park College

Concurrent Enrollment Form

PLEASE PRINT INFORMATION

Social Security Number

Last Name

First

Middle

Student Phone

Student's personal e-mail address (not a school email address)

Semester: Fall, 2015
School: Hot Springs High School

Please check the class(es) you are enrolling:

Check	Course No	High School Course Offering	NPCC Course Title
	1373	Pre-AP English 10	ENG 1113, Composition I, M-F, 7:55; Henderson
	1374	Pre-AP English 10	ENG 1113, Composition I, M-F, 8:48; Henderson
	1375	Pre-AP English 10	ENG 1113, Composition I, M-F, 12:50; Henderson
	2011	IB English II	ENG 2273, World Literature I, M-F, 10:34; Henderson
	2012	IB English II	ENG 2273, World Literature I, M-F, 1:43; Henderson
	2013	AP Literature	ENG 2223, American Literature I, M-F, 8:48; Redding
	2014	AP Literature	ENG 2223, American Literature I, M-F, 10:34; Redding
	1720	College Algebra	MATH 1123, College Algebra, M-F, 11:27; Horn
	2015	IB Spanish II	SPAN 2113, Intermediate Spanish I, M-F, 9:41; Espinosa
	2016	IB Spanish III	SPAN 2123, Intermediate Spanish II, M-F, 12:50; Lunsford
	2017	IB Spanish III	SPAN 2123, Intermediate Spanish II, M-F, 1:43; Lunsford
	2018	IB Physics	PHYS 1204, General Physics I, M-F, 11:27; VanZandt
	2019	Pre-AP Oral Communications	SPCH 1103, Fundamentals of Public Speaking, M-F, 7:55; Beard
	2020	Pre-AP Oral Communications	SPCH 1103, Fundamentals of Public Speaking, M-F, 1:43; Beard

ACT/Compass Score: Attach copy of your current score(s). Test scores must be dated before the beginning of the semester.

ACT sub-test	ACT minimum score	COMPASS minimum score
Reading	19	83
Math	20	41
English/Writing	19	80

I am a legal resident of the United States: yes no

Student, parent and/or guardian acknowledge the school district will be responsible for the payment of the \$50.00 registration fee (this fee is non-refundable and is charged each semester). **If this registration form is not completed and signed by Wednesday August 26th, student will not receive concurrent credit for the course(s).**

Student acknowledges eligibility for concurrent credit; registration and enrollment must be made at the **beginning** of the semester. The Student Handbook is located on the website at: <http://npcc.edu/academics/concurrent/documents/concurrent-student-handbook.pdf>.

If student withdraws or is dropped from the course before November 13, 2015, the student will receive a 'W' on the official transcript. If withdraw or drop from the course occurs after November 13, 2015, the student will receive an 'F' on the official transcript.

By signing below, the student hereby authorizes National Park College to release grades for the indicated courses to my parent/guardian and my home school.

Signature of Student

Date

Signature of Parent/Guardian

Date

Hot Springs High School

Bell Schedule

2016-2017

7:00 – 7:48	Zero Hour
7:50	First Bell
7:55 - 8:43	First Period
8:48 - 9:36	Second Period
9:41 - 10:29	Third Period
10:34 - 11:22	Fourth Period
11:22 - 11:52	Lunch A
11:27 - 12:15	Fifth Period A
11:57 - 12:45	Fifth Period B
12:15 - 12:45	Lunch B
12:50 - 1:38	Sixth Period
1:43 - 2:31	Seventh Period
2:36 - 3:24	Eighth Period
3:29 – 4:17	Extended Hour

2014 ESEA DATA

District: HOT SPRINGS SCHOOL DISTRICT
LEA: 2603000
Address: 400 LINWOOD AVE.
Address: HOT SPRINGS, AR 71913
Phone: 501-624-3372

Superintendent: JOYCE CRAFT
Enrollment: 3710
Attendance: 94.80
Poverty Rate: 77.01

Report created on: 10/29/2014

% Prof/Adv.
2014 Math + Literacy 71.4
2013 Math + Literacy 70.8
2012 Math + Literacy 74.3

OVERALL DISTRICT STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1859	1866	99.62	2124	2130	99.72
Targeted Achievement Gap Group	1569	1576	99.56	1809	1815	99.67
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	772	776	99.48	873	876	99.66
Hispanic	273	274	99.64	314	315	99.68
White	768	770	99.74	882	884	99.77
Economically Disadvantaged	1541	1548	99.55	1779	1785	99.66
English Language Learners	172	173	99.42	202	203	99.51
Students with Disabilities	263	263	100.00	286	286	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	PERFORMANCE -LITERACY					GROWTH -LITERACY				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1218	1666	73.11	77.34	91.00	812	1160	70.00	79.83	93.00
Targeted Achievement Gap Group	981	1417	69.23	73.64	91.00	660	990	66.67	76.54	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	3583	4958	72.27	77.34	91.00	2479	3444	71.98	79.83	93.00
Targeted Achievement Gap Group	2858	4185	68.29	73.64	91.00	1996	2918	68.40	76.54	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	444	689	64.44	69.72		289	482	59.96	73.39	
Hispanic	183	253	72.33	73.86		128	183	69.95	81.67	
White	563	689	81.71	83.47		375	471	79.62	84.75	
Economically Disadvantaged	971	1391	69.81	73.56		655	980	66.84	76.51	
English Language Learners	109	163	66.87	67.26		72	111	64.86	80.17	
Students with Disabilities	57	240	23.75	41.97		39	144	27.08	49.69	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1316	1884	69.85	79.35	92.00	659	1195	55.15	72.09	81.00
Targeted Achievement Gap Group	1061	1611	65.86	76.31	92.00	521	1025	50.83	68.97	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	4009	5573	71.94	79.35	92.00	2086	3481	59.93	72.09	81.00
Targeted Achievement Gap Group	3196	4688	68.17	76.31	92.00	1651	2955	55.87	68.97	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	428	771	55.51	69.78		207	493	41.99	62.42	
Hispanic	205	286	71.68	78.23		101	187	54.01	72.78	
White	644	785	82.04	87.27		328	488	67.21	80.75	
Economically Disadvantaged	1052	1585	66.37	76.38		518	1015	51.03	68.92	
English Language Learners	134	187	71.66	76.09		58	116	50.00	71.55	
Students with Disabilities	90	260	34.62	41.97		33	149	22.15	47.82	

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
	All Students	139	221	62.90	64.62
Targeted Achievement Gap Group	93	146	63.70	68.10	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	511	766	66.71	64.62	94.00
Targeted Achievement Gap Group	295	442	66.74	68.10	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	76	120	63.33	68.89	
Hispanic	12	16	75.00	65.91	
White	46	78	58.97	60.06	
Economically Disadvantaged	86	135	63.70	68.87	
English Language Learners	n < 10	n < 10	n < 10	83.34	
Students with Disabilities	19	35	54.29	73.33	

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Hot Springs World Class High School Application

Hot Springs World Class High School application for district conversion charter

Motion

To approve the application

Barnes	Lester	Rogers
Gotcher-2	Liwo	Saunders
Jones	Pfeffer-M	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			This concept serves as an innovative approach to student learning and college and career proactive strategies. The phase in is a very responsible way to ensure success.
Gotcher	X			This applicant provides an innovative, yet an aggressive, approach towards a school that creates its own distinctive version of a flexible framework for kids. I further encourage you to remain close to your community partners in this process.
Jones	X			I support this motion because the district has designed high level academic and career opportunities for students. They have done the planning necessary to expect this charter will be successful for students.
Lester	X			The applicant has an excellent plan for career readiness and has the resources, programs, and partnerships currently in place to meet the goals as outlined in their application.
Liwo	X			This provides career readiness for college or the workforce. There is flexibility in the plan should students change their minds about career pathways. There is no cost for NPCC

				attendance. Internships, concurrent credit etc. are offered. This is the first IB district. There are appropriate limitations on waivers.
Pfeffer	X			The application clearly demonstrates a new vision for the future of education for Arkansas students. The district is commended for its strong partnerships with the community and also with the other districts in Garland County. I am optimistic that students, parents, and the community will be excited about taking ownership for their success and collectively articulate the value of being part of the Hot Springs World Class High School.
Rogers	X			The career academies will allow students the opportunity to gain a high school diploma while also allowing them to prepare for college or gain industry certification upon graduation.
Saunders	X			This would provide an opportunity for the students reflecting the needs of the community.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: November 20, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

November 19, 2015

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Jim Rollins, Superintendent
Springdale School District
804 W. Johnson Ave
Springdale, Arkansas 72765

**RE: Notice of State Board of Education Hearing
Springdale School of Innovation**

Dear Dr. Rollins:

On November 19, 2015, the Charter Authorizing Panel met and approved the district conversion charter application for Springdale School of Innovation. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. **Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 25, 2015, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, December 10, 2015.** Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the panel's decision is requested, the application will be an action item for the State Board of Education on December 10th, and, at that time, the Board will determine whether or not to review the panel's decision. If the Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Program Coordinator
Charter Schools

CC: Dr. Megan Witonski, Associate Superintendent

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

SPRINGDALE SCHOOL OF INNOVATION

SUMMARY

Springdale School of Innovation

School District: Springdale School District

Grade Levels: K-12

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	8-10	1,400
2017-2018	8-12	1,600
2018-2019	3-12	1,800
2019-2020	K-12	1,400
2020-2021	K-12	2,000

Address of Proposed School: 2667 Hylton Rd., Springdale, AR 72764

Mission Statement:

"Personalized Learning Designed for Student Success" The Springdale School of Innovation is a technology-rich STEM-focused school. Students and educators embrace personalization, real world applications, flexibility, and alternative offerings through digital or blended learning opportunities. This design allows for student agency, opportunities for digital course offerings, self-paced, and project-based learning that promotes college and career readiness.

Our "Learning Today, Leading Tomorrow" philosophy is delivered through initiatives such as 1:1 technology for all students and career exposure through Real World Wednesday initiatives, that incorporate community, business, industry, STEM, and Career and Technical programs. The Springdale School of Innovation is dedicated to the education of the whole child by promoting advanced communication skills, a collaborative environment, and an innovative approach to teaching and learning. Students have the opportunity to be self-directed while being equipped with the perseverance and skills needed to be college and career ready.

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

Springdale School District

70.53 % free and reduced-price lunch (2015-2016)

Needs Improvement District (ESEA 2014) – Literacy and Mathematics

Documentation Provided in Support of the Charter

Letters of Support Included with Application

Stephen A. Womack

United States Congress, Third District, Arkansas

Kim Davis

Walton Family Foundation

Russell Tooley

Tyson Foods, Inc.

Randy Zook

Arkansas State Chamber of Commerce

Associated Industries of Arkansas

Denise Airola

Office of Innovation for Education

University of Arkansas, Fayetteville

Additional Letters of Support on File in Charter Office

Jon Woods	Arkansas Senate
Lance Eads	Arkansas House of Representatives
Micah Neal	Arkansas House of Representatives
Jana Della Rosa	Arkansas House of Representatives
Doug Sprouse	Mayor, City of Springdale
Cathi Swan	State Coordinator of Digital Learning
Perry Webb	Springdale Chamber of Commerce
Murry Cline	NWA
Chris Stecklein	Springdale Public Schools Education Foundation
Mitchell Johnson	Ozark Electric Cooperative
Arthur Thurman	Mathias Properties
Charles R. Nickle	USI Consulting Engineers, Inc.
Ed Clifford	The Jones Center
Shane Acosta	Cargill
Kathy McFetridge	Ozark Film and Video
Nate Robinson	Today's Bank
Stephanie Robinson	SIRE Mercantile
James Couch	Cypert, Crouch, Clark, & Harwell, PLLC
Mike Luttrell	Walker Brothers Insurance
Dr. Blake Robertson	Northwest Technical Institute
Heath Ward	Springdale Water Utilities
Alford Drinkwater	AERT, Inc.
Ajay Malshe	University of Arkansas
Chase Rainwater	University of Arkansas
Dr. Richard Cassady	University of Arkansas
Mike Morgenthaler	First Security Bank
Lisa Ray	Arvest Bank
Justin Cole	Northwest Arkansas Naturals
Derek Gibson	Legacy National Bank
Nathan Gairhan	United Bank
Mike McFarland	Arvest Bank
Rick Barrows	Multi-Craft Contractors

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

C3: EDUCATIONAL NEED

It remains unclear that students with IEP's will receive their direct instruction from instructors with special education certification.

C5: SCHEDULE OF COURSES OFFERED

The applicant proposes first come, first served if oversubscribed. Since federal law defines a charter as having a lottery if oversubscribed, a charter without a lottery is not eligible for federal charter funds.

The applicant is requesting autonomy to embed courses for optimal student achievement in lieu of the Arkansas Department of Education course code approval process.

C7: EDUCATIONAL PROGRAM

It remains unclear what training and routine support will be provided for parents/guardians/learning coaches.

C12: STUDENT SERVICES

It remains unclear how two gifted and talented certified employees will have the capacity to provide consulting services that would adequately provide services to all gifted and talented students in the district. The services that will be provided by the instructor at the School of Innovation are not outlined in this response, and it is not clear that a gifted and talented certified position will remain at the charter.

C14: ENROLLMENT CRITERIA AND PROCEDURES

The applicant proposes first come, first served if oversubscribed. Since federal law defines a charter as having a lottery if oversubscribed, a charter without a lottery is not eligible for federal charter funds.

C16: STAFFING PLAN

It remains unclear that the applicant understands that students with IEP's must receive their direct instruction from instructors with special education certification and cannot be waived per IDEA.

The qualifications for the principal were not provided.

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Springdale School of Innovation

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

Concerns and Additional Questions

- Explain what is meant by “gifted and talented instruction for all students” or revise to say “enrichment for all students.”

Applicant Response:

The applicant would like to amend the original application submission to read, enrichment for all students.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school’s establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Fully Responsive

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Further explain how obtaining a charter will help meet the educational need at the campus as outlined on page 8.
- Confirm that the IEPs will be implemented as written, including in digital or blended classes.

Applicant Response:

The district conversion charter school is needed in Springdale to meet the needs of specific populations of students we cannot adequately serve. For example, students who are new to the United States may have limited experience or proficient skills in the English language. To that end, we seek to assist students in personalizing the learning process to meet their

individual needs. This indicates that we will educate students in a different way and on an altered timeline than the traditional school experience. The waivers will allow connections to be made with this population who may be hesitant to connect with educators. The flexibility of the virtual component and extensive access to content, combined with waivers in licensure will allow students to have experiences they might not otherwise have.

Furthermore, the ability to expand the School of Innovation to become a district conversion charter school will allow teachers, career experts, industry expertise, and community members who pass appropriate background checks to fully engage in the learning experience with students. This allows for an easily accessible, state approved curriculum for all students.

The Springdale School of Innovation seeks to personalize education for all students. By creating specific academic pathways focused on a student's college or career choice the applicant can provide a more meaningful education experience where students can engage in their interests and goals. The applicant will provide a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. The Bill and Melinda Gates foundation research study found that, “Systems and approaches that accelerate and deepen student learning by tailoring instruction to each student’s individual needs, skills, and interests... will prepare them for success in the college and career of their choice.”

Regarding Individualized Educational Program (IEP) implementation in the digital or blended classroom, each student receiving special services will have an initial IEP meeting. The committee will determine how to best meet the needs of the student in his or her least restrictive environment. Student IEPs can be written to include the support that meets their needs. If the student participates in a digital or blended class, support systems might include weekly phone calls to monitor progress, a point of contact person, weekly one-on-one time with an instructor, or reduced assignments etc. A certified special education teacher will advise continual monitoring of each student and follow up IEP meetings will take place if additional support is needed.

Remaining Issues: It remains unclear that students with IEP’s will receive their direct instruction from instructors with special education certification.

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and

- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- **Confirm that alternative assessments will be provided to students when included in IEPs.**

Applicant Response:

The applicant will provide alternative assessments and meet any modification for students as outlined by their Individualized Education Program (IEP) or 504 Plan.

C5: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Confirm the understanding of the need to conduct a lottery once any grade within the school becomes oversubscribed.**
- **Confirm that the process for approval to embed courses, as outlined by the ADE Curriculum and Instruction Unit, will be followed.**

Applicant Response:

The applicant does not elect to conduct a lottery for attendance or acceptance within the School of Innovation. Instead, all applications will be cataloged and added to the master attendance list with a time date stamp as they are received. The applicant will monitor this process as prescribed by the Arkansas Department of Education (ADE) Charter School Office. Enrollment is not limited to any student and is open for any child to attend.

To allow students to access and completely self-pace their learning experience, there are no grade bands offered in the School of Innovation. If the school was to become oversubscribed by the total population cap, applicants would be accepted based on a first come first served basis of their submitted application, thus establishing a waiting list. As

student positions open, the next student on the waiting list would be called and offered the opportunity to enroll in the School of Innovation.

Additionally, the applicant acknowledges the central theme of the School of Innovation is the personalization of learning. To optimally achieve this goal, students need to be allowed to self-pace their experience. The applicant has concern over the number of courses that would require ADE course code approval and is not seeking course approval but to be permitted to embed courses. To assure that all standards are met, courses must be collated and experienced through a learning continuum by students. All courses offered will meet all outlined curriculum and instruction standards as outlined by the Arkansas Department of Education. Curriculum rubrics and mapping guides would be created that contain all courses standards and their content alignment. Furthermore, courses would be structured and standards outlined under experiential learning.

The applicant understands the traditional course code approval process offered through the Arkansas Department of Education. The applicant proposes the ability to embed courses for content delivery through the conversion charter approval process with the understanding that Springdale School District provides assurances for the utmost quality in curriculum and learning for the optimal student experience. The district has extremely high standards and signs the ADE Statement of Assurance attesting to meeting those standards. The applicant seeks autonomy in mapping and coordinating appropriate courses in an effort to transition students to experiential learning problems/solutions for optimal student achievement.

Remaining Issues:

- The applicant proposes first come, first served if oversubscribed. Since federal law defines a charter as having a lottery if oversubscribed, a charter without a lottery is not eligible for federal charter funds.
- The applicant is requesting autonomy to embed courses for optimal student achievement in lieu of the Arkansas Department of Education course code approval process.

C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associate with the curriculum

Fully Responsive

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- **Provide a more detailed explanation of the dual language program option.**
- **Explain the training that the teachers instructing in the dual language program will receive.**
- **Explain how students will be selected for the dual language program and how diversity and equity will be ensured.**
- **Provide a more detailed explanation of the elementary educational program.**
- **Explain if this will be a virtual school for all in attendance or just grades K-7.**
- **Explain if district staff or a contracted provider will provide digital instruction.**
- **If the district plans to contract for digital instruction, name the providers under consideration.**
- **Explain the type of at home support that will be provided for the students and their guardians or learning coaches.**
- **Explain how students who have not previously been enrolled in the district will be appropriately placed in the virtual program.**
- **Explain the source of funding for the student technology and connectivity.**

Applicant Response:

1. **Provide a more detailed explanation of the dual language program option.**

The goal of offering dual language instruction is to immerse students in other languages in addition to the English language. In response to a growing National trend and requests from local business and industry, dual language offerings must be provided to students. There are few dual-language programs in Arkansas to support the large and growing second language learner population in Springdale. The applicant seeks to establish a dual-language program responsive to meet these demands.

Local business, community, and state leaders have recognized that bi-lingual applicants are difficult to find and/or recruit to the local growing global economy. Employees with multiple-language capabilities are more attractive to potential employers and are more likely to receive employment offers and sustain work. In a recent New York Times Article, soon to be Secretary of Education, Dr. John King, stated, “Dual-language programs can be a vehicle to increase socioeconomic and racial diversity in schools.” The same article reported that research conducted on dual-language programs revealed that second language learners experience great benefits from learning in their native language alongside English. The data suggested that by the mid-elementary grades second language learner academic performance is on par or ahead of peers who are not participating in dual-language programs. In Springdale, this addresses a major need to support the rapidly expanding second language population.

Instruction would occur in English and the second language of Spanish or Mandarin Chinese. Students will learn in both languages to build on the knowledge of non-native speakers. The language progression will build from students early years with a continuum through their later years.

2. Explain the training that the teachers instructing in the dual language program will receive.

The applicant will provide training for instructors in the dual language program through a partnership approach. Teachers will be assigned to participate in professional learning communities and attend teacher learning academies. Teachers will have the ability to connect with the network of dual language instructors through Wisconsin Center for Educational Research (WIDA) to participate in cadres that support dual language learners and instructors. Potential applicants will also be screened to determine their prior professional development, second language training, and their understanding of how to impart language instruction to best support student learning. The applicant will utilize current resources in the district language department to provide job-embedded professional development on best practice in dual language instruction. The applicant will attest to providing all necessary training and support to ensure that dual language teachers are fully equipped to meet the demands of a dual language program. A needs assessment and instructor self evaluation will be conducted among the dual language teachers to determine areas of strength and areas of need and provide the necessary support reflected in the data.

3. Explain how students will be selected for the dual language program and how diversity and equity will be ensured.

Students applying for the dual language program will have the same admittance criteria as any student in the School of Innovation application process. Any student who wishes to apply may elect to sign up for the dual-language program. Applications will be time date stamped and participation will be granted on a first come first served basis. The applicant

will begin programs with no more than one class per language beginning at kindergarten as a starting point. Language instruction classes will become embedded and expanded as students and teachers become familiar with the language immersion learning process followed by the expansion of dual languages into all grade levels. Springdale School District will be responsive to meet the demands for programmatic features and will increase staff appropriately as funds are available.

4. Provide a more detailed explanation of the elementary educational program. Explain if this will be a virtual school for all in attendance or just grades K-7.

The applicant will provide a virtual education for all students grades K-12. The enrollment timeline includes:

2016-2017:

Grades 8-10 Blended or Digital Learning with Concurrent Course Offerings (800 Students)

2017-2018:

Grades 8-12 Blended or Digital Learning with Concurrent Course Offerings (1,400 Students)

2018-2019:

Grades 3-12 Digital Learning (1,600 Students)

2019-2020:

Grades K-12 Digital Learning (2,000 Students)

The full K-12 virtual program will be offered and online for all students by the 2019-2020 school year.

The K-7 elementary educational program will offer students the ability to experience learning continuums through embedded coursework. Students will experience online learning through a cohort approach to allow them to collaborate and connect with other online students. Teachers will design course content and curriculum maps to ensure proper support for learning outcomes. All educational offerings will meet the Arkansas Department of Education curriculum and standard requirements and will be reflective of the curriculum outlined on the Springdale district website:

<https://sites.google.com/a/sdale.org/sps/divisions/curriculum-and-instruction/curriculum>

5. Explain if district staff or a contracted provider will provide digital instruction.

Springdale School District staff will provide the digital instruction to ensure the expected high quality curriculum standards set forth by the Springdale School District. Instruction could be provided in partnership with vetted vendors or providers; however, the rigor to

meet the requirements would need approval from the district curriculum and instruction office to be utilized in a Springdale teacher's online classroom.

6. If the district plans to contract for digital instruction, name the providers under consideration.

The applicant will release a request for proposals (RFP) if specified partnerships are sought in the future with outlined requirements that must be met for consideration of a potential partnership. Springdale School District currently has partnerships with the United States Department of Education through the Race to the Top District (RTTD) grant, which affords numerous partnerships. One such emerging partnership is between School of Innovation and Summit Basecamp, which allows teachers to create and outline specific competency based experiences with outlined rubrics for teachers to modify and implement to enhance the learning experience. <http://summitbasecamp.org>.

7. Explain the type of at home support that will be provided for the students and their guardians or learning coaches.

The applicant ensures all students participating in the virtual school program will have daily access to teachers or mentors virtually. This may be delivered through digital chat, live video conferencing, or an electronic platform. Additionally, daily assignment feedback will be provided through written, digital, verbal, or video feedback through the Learning Management System. Through the digital support system, parents can receive real-time feedback and point-in-time notification regarding assignment posting, submission, grading, and feedback from instructors.

8. Explain how students who have not previously been enrolled in the district will be appropriately placed in the virtual program.

Students will be enrolled in the School of Innovation using the same procedures as any student new to the district. Students will be assessed based on previous school records, assessment data, conversations with previous school educators, a transcript audit, and a comprehensive assessment to determine the most appropriate placement for the child. Ongoing interim assessments will be provided to monitor appropriate placement, progress, and possible Response to Intervention (RTI) remediation efforts.

9. Explain the source of funding for the student technology and connectivity.

Springdale School District is currently a 1:1 school district. Laptops are issued to all students upon enrollment. There are several locations in Springdale for students to access the Internet. Installation of wireless access points are being coordinated in densely populated areas to be powered by Springdale School District to expand the current coverage. Students who do not have Internet access may use a provided hotspot for wireless connectivity at home. These devices meet all State and Federal Regulations and are Child Internet Protection Act (CIPA) compliant. In addition, our district is working to ultimately provide citywide Wi-

Fi access for all students. Current efforts are supported through the Arkansas per pupil allocation allotment, National School Lunch (NSL) funds, and the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC) through E-rate funding.

Remaining Issues: It remains unclear what training and routine support will be provided for parents/guardians/learning coaches.

C8: CHARTER MODEL

Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

Fully Responsive

Concerns and Additional Questions

- Explain how the provisions mentioned will contribute to a more successful school.

Applicant Response:

Springdale School District conversion charter application is necessary to move the School of Innovation to the next level in student offerings. There are students in the Springdale School District whose needs are not being met. The application will provide the school with much needed waivers to expand course offerings, access industry expertise, instruct in multiple languages, offer enrichment opportunities to all students to ensure a personalized learning experiences.

Students need the ability to self-pace and apply real-world skills while being offered a collaborative environment with engagement from students, parents, teachers, career experts, industry experts, and community members. Creating an accessible, state-approved curriculum for all students in the K-12 learning progression is important as students enter the next phase of learning. If the traditional model were meeting the expectations of all students at 100 percent, the conversion application would not be necessary; however, until Springdale School District reaches the goal of All means All at 100 percent, we must strive to find alternative methods to reach students. By allowing students to demonstrate content mastery, the applicant can provide a meaningful education experience connected with career interests, goals, and internships. The applicant will provide a variety of educational programs, learning experiences, instructional approaches, and academic-support strategies intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students.

C9: AUTONOMY

Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

Fully Responsive

Concerns and Additional Questions

- Explain the ways in which developing and managing the budget and day-to-day operations will be conducted differently from other schools in the district.

Applicant Response:

The Springdale School District will manage the budget at the School of Innovation in concert with the other 29 schools in the district. It is understood that items included in the application will require financial support. Funds and Sources of Funds (SOF) will be imparted in the same manner as the other schools. Arkansas Fiscal Auditing procedures and practices will be analyzed, reviewed, and modified each year based on feedback from the district leadership team, auditors, and state guidelines.

Day-to-day operations will differ from a traditional setting. Students and Instructors will work in an environment that is free of bells, transitions, and traditional classroom structures. Specialty programs and electives requiring specific lab spaces will be housed in appropriate areas of the campus allowing for student access and safety, while Science, Technology, Engineering and Mathematics (STEM) and Humanities coursework will be facilitated in an environment that allows for cross-curricular delivery, and interaction among students and disciplines. Instructors will work in partnership with students, instructional facilitators, teachers on special assignment, and curriculum partners to develop competencies reflective of student needs.

Instructors will be required to hold office hours to assist students and parents with learning needs. Employee report time will vary to ensure optimal student access. Mentors will be assigned to advise students and support them through personal goal setting, college and career advisement, and workforce readiness skills.

While multiple teachers may be instructors for a specific student, an assigned teacher will collaborate with the instructors to provide this mentoring support. Teachers and students may be attending school at alternate times than their district counterparts. Student scheduling is flexible based on the child's current pace. The School of Innovation will employ teachers who may virtually attend or be career experts, thus causing professional learning communities to take on a different context. The applicant will need to coordinate with the Arkansas Department of Education to elicit assistance with e-School components and current structures to ensure appropriate student course credit based on competency completion.

C10: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

Fully Responsive

C11: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

C12: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Partially Responsive

Concerns and Additional Questions

- Explain how one person will have the capacity to provide gifted and talented services to students at the charter while also serving as the district gifted and talented coordinator.

Applicant Response:

The district gifted and talented (GT) coordinator will assess current curriculum and embedded activities that meet the Springdale School District GT standards. Currently, an instructor at the School of Innovation is certified in gifted and talent instruction. Instructors with the School of Innovation will receive additional training and support to ensure they are appropriately equipped to embed enrichment activities into their lessons for all students. The district GT coordinator will manage the coordination efforts of these activities.

Remaining Issues: It remains unclear how two gifted and talented certified employees will have the capacity to provide consulting services that would adequately provide services to all gifted and talented students in the district. The services that will be provided by the instructor at the School of Innovation are not outlined in this response, and it is not clear that a gifted and talented certified position will remain at the charter.

C13: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

C14: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school

- An enrollment and admissions process that is open, fair, and in accordance with applicable law
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

Fully Responsive

Concerns and Additional Questions

- **Confirm the understanding of the need to conduct a lottery for all seats once any grade within the school becomes oversubscribed.**
- **Confirm that students residing outside of the Springdale School District will be legally entitled to attend the proposed charter via school choice, legal transfer, or other legally allowable options.**

Applicant Response:

The applicant does not elect to conduct a lottery for attendance or acceptance within the School of Innovation. Instead, all applications will be cataloged and added to a master admittance form that will be listed in order of the application's time date stamp reflective of the date the application was initially filed.

To allow students to completely self-pace their learning experience, there are no grade bands offered in the School of Innovation. If the school was to become oversubscribed by the total population cap, applicants would be accepted based on a first come first served basis of their submitted application, thus establishing a waiting list. As student positions open, the next student on the waiting list would be called and offered to enroll in the School of Innovation.

Any student inside or outside the Springdale School District will be entitled to attend the proposed charter via school choice, legal transfer, or other legally allowable option, based on available capacity, or charter enrollment cap.

Remaining Issues: The applicant proposes first come, first served if oversubscribed. Since federal law defines a charter as having a lottery if oversubscribed, a charter without a lottery is not eligible for federal charter funds.

C15: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

Fully Responsive

C16: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

Partially Responsive

Concerns and Additional Questions

- **Confirm that special education teachers will be certified in special education.**
- **Provide the qualifications for the principal.**

Applicant Response:

The Springdale School of Innovation positions of special education teachers are currently certified employees; however, the conversion charter application includes the licensure waiver that would allow the district to employ the best possible applicant.

School Principal Qualifications:

Reports To: Superintendent/Deputy Superintendent/Assistant Superintendents Supervises: All personnel assigned to their building

Job Goal: To use leadership, supervisory, and administrative skills to promote the educational development of each student.

Principal Performance Responsibilities:

- 1. Establishes and maintains an effective learning climate in the school.**
- 2. Keeps the superintendent informed of the school's activities and problems.**
- 3. Prepares and administers the school budget and supervises school finances.**
- 4. Prepares and administers the preparation and maintenance of reports, records, lists, and all other paperwork required or appropriate to the school's administration.**
- 5. Works with various members of the central administrative staff and other school administrators as requested.**
- 6. Keeps his or her supervisor informed of events and activities of an unusual nature as well as routine matters related to the supervisor's accountability.**
- 7. Supervises all personnel assigned to the school.**
- 8. Assists in the supervision of the operation and maintenance of the buildings, grounds, and other school property assigned to him or her.**

9. Assumes responsibility for the implementation and observance of all board policies and regulations by the school's staff and students that is applicable to the School of Innovation Charter School.
10. Maintains active relationships with students and parents.
11. Leads in the development, determination of appropriateness, and monitoring of the instructional program.
12. Assists in the development, revisions, and evaluation of the curriculum.
13. Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.
14. Assumes responsibility for the safety of students.
15. Assumes responsibility for his or her own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state, and national meetings, through enrollment in advanced courses, and the like.
16. Participates in the selection and evaluation of all building personnel.
17. Conducts meetings of the staff as necessary for the proper functioning of the school.
18. Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.
19. Assumes responsibility for the safety and administration of the school plant.
20. Supervises all school activities and programs.
21. Participates in principals' meetings, and such other meetings as are required or appropriate.
22. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
23. Assumes responsibility for maintaining excellence and growth in the area of student achievement.

Remaining Issues:

- It remains unclear that the applicant understands that students with IEP's must receive their direct instruction from instructors with special education certification and cannot be waived per IDEA.
- The qualifications for the principal were not provided.

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

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

Fully Responsive

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C21: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C22: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

C23: WAIVERS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See legal comments.

OTHER:

- Provide the calendar for the charter school.
- Complete the following table with the grade levels and maximum enrollment to be served by year:

**Applicant Response:
Proposed expansion plan:**

School Year	Grade Levels	Maximum Enrollment
2016-2017	8-10	1,400
2017-2018	8-12	1,600
2018-2019	3-12	1,800
2019-2020	K-12	1,400
2020-2021	K-12	2,000

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

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

Springdale School of Innovation Waivers Requested in Original Application 2015 District Conversion Application

I. Oral Communications

Section 9.03.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation

The Springdale Public School District is required to teach Oral Communication as separate class to its ninth (9th) to twelfth (12th) grade students. The applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standard Rules, the Arkansas Frameworks and all applicable rubrics be embedded within English courses to be provided by the conversion charter school. The application ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students’ required coursework.

Legal Comments: Waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

***Applicant Response:** The applicant acknowledges the central theme of the School of Innovation is the personalization of learning. The applicant has concern over the number of courses that would require ADE course code approval for students to self-pace their experience. The applicant seeks to have approval to embed courses through the charter approval process in lieu of Arkansas Department of Education (ADE) course code approval process. The applicant will attest to meeting and embedding all of the required standards into the curriculum and instruction process. In addition to signing the district Statement of Assurance to follow requirements as prescribed by ADE, the applicant seeks to embed oral communication requirements within English and Social Studies interdisciplinary units.*

To assure that all standards are met, courses must be collated and experienced through a learning continuum by students. All courses offered will meet curriculum and instruction standards as outlined by the Arkansas Department of Education. In addition, courses would be structured under experiential learning. The applicant understands the traditional course code approval process offered through the Arkansas Department of Education. The applicant would propose the ability to embed courses for content delivery through the conversion charter approval process with the understanding that Springdale School District provides assurances for the utmost quality in curriculum and learning for the optimal student experience. The district has extremely high standards and signs the ADE Statement of Assurance attesting to those standards. The applicant seeks autonomy in mapping and coordinating appropriate courses in an effort to transition students to experiential learning problems and solutions.

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Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

Remaining Issues: In light of recent requests, the Charter Authorizing Panel has not been granting waivers for embedding courses, instead requiring the applicant to seek course approval for its embedded courses.

2. Planned Instructional Day Requirements

Sections 10.01.4 (“Planned Instructional Day”) of the ADE Rules Governing the Standards for Accreditation

Due to the nature of the blended or digital learning experience as outlined in this application, the applicant is requesting a waiver of the Planned Instructional Day requirements. The programmatic offerings at the Springdale School of Innovation, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week. The Springdale School of Innovation currently under School of Innovation Status has been granted a waiver of seat time.

Legal Comments: Rationale should be provided as to why this waiver is necessary to achieve the Applicant’s goals. In order to effectuate this waiver, waiver of Ark. Code Ann. § 6-16-102 is also necessary.

***Applicant Response:** The applicant seeks to modify the original application to reflect the addition of Arkansas Code Annotated § 6-16-102. The applicant requests to allow students to access content course work online and blended instruction through a self-paced model. For example, students could participate in a culminating project, which under current rules and regulations is quality instruction that does not qualify as course content instruction to meet the required 30 hours per week. Virtual student participation could also vary widely based on the student’s ability to self-pace their learning at less than the required 30 hours per week.*

Remaining Issues: None

3. Class Size and Teaching Load

Sections 10.02 (“Class Size and Teaching Load”) of the ADE Rules Governing Standards for Accreditation and specifically subsection 10.02.5

To meet the needs of the digital, blended learner, the applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The applicant believes the fully digital and blended learning environment provided for the students justifies a waiver under Section 10.02.5 of the Standards.

Legal Comments: Applicant should clarify what the maximum class size limits will be, which classes, if any, will be exempt from the larger class sizes, and provide more rationale on why this waiver is required and why larger class sizes are preferred.

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Information provided by Applicant is in italics.

Applicant Response: The applicant will cap enrollment to individual face-to-face teacher courses at 180 students. The applicant will cap blended and online learning enrollment to individual teacher courses at 350. Courses are built on a competency-based integrated self-paced model where teachers facilitate the course. Teachers are assigned to learning pods to support individual student academic needs. This means there is not an assigned schedule per course period as in a traditional high school. Teachers at one time could facilitate more students in a given content area, due to the alternative structured delivery model. Online concurrent classes will follow the college curriculum as outlined by the Arkansas Department of Higher Education and structure where all instruction is inclusive in the course platform allowing the teacher to act as facilitator and mentor to support students.

Remaining Issues: None

4. Clock Hours for Credit

Section 14.03 (concerning required clock hours for units of credit) of the ADE Rules

Governing Standards for Accreditation

The Springdale School of Innovation currently has a waiver for clock time hours under Innovation Status granted in 2014. The applicant is requesting to continue the waiver under District Charter Conversion Status. The applicant is not, by this request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120-clock hour requirement. In accordance with prior ADE comments on this type of waiver request, the applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will submit any additional information desired.

Legal Comments: None

Remaining Issues: None

5. Licensure

Arkansas Code Ann. § 6-15-1004

Arkansas Code Ann. § 6-17-302

Arkansas Code Ann. § 6-17-309

Arkansas Code Ann. § 6-17-401

Arkansas Code Ann. § 6-17-902

Arkansas Code Ann. § 6-17-919

Standards for Accreditation 15.02 and 15.03

ADE Rules for Governing Educator Licensure

The applicant requests a waiver from the listed statutes and rules, to the extent that it may be necessary to hire professionals who possess outstanding credentials and work

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history in the various area of expertise in their field that align with coursework in the Springdale School of Innovation. This could mean the professional does not hold or possess a teaching license. Any individual hired as a result of the waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry check. By partnering with business and industry leaders high quality content can be provided in specific fields of career readiness. This will promote a strong partnership with industry leaders and provide workforce awareness. Additionally, to better serve our English Language populations and 40 plus languages served in the district, it will assist in supporting our students who need additional support in English and dual language offerings.

Legal Comments: Applicant needs to confirm if this waiver will be used for non-core courses only, or if they intend to use it for all courses.

Applicant Response: The applicant seeks to employ and partner with the best-qualified teacher for any content area regardless of licensure. The qualified potential applicant would have to pass appropriate background checks in addition to meeting the Springdale School District Personnel Office hiring qualifications and standards. This could result in hiring a non-licensed teacher in a core or non-core content area. For example, a quality university professor in mathematics may not have an Arkansas Department of Education teaching license; however, they may be an excellent resource for our students as a quality mathematics instructor. The applicant requests the ability to hire the most qualified person for the position.

Remaining Issues: Applicant needs to confirm they are aware that Special Education certification cannot be waived by federal law.

6. Career and Technical Education

Section 9.03.3.9 (Career and Technical Education) of the ADE Rules for Governing the Standards of Accreditation

The Springdale School of Innovation is required to teach the Career and Technical Education curriculum requirements as separate classes to its seventh (7th) and eighth (8th) grade students. The applicant is asking for a waiver of that requirement so that the requirements of the ADE Standards, Rules, Arkansas Frameworks and all applicable rubrics may be taught within other courses or online options to be provided by the School of Innovation. Specifically, teaching the Careers class during seminar (advisory) time where it is better suited to student learning. If the application and waiver is approved the applicant will work with the Career and Technical Education Department to ensure approval from their department.

Legal Comments: Waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

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

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

***Applicant Response:** The applicant acknowledges the central theme of the School of Innovation is the personalization of learning. The applicant has concern over the number of courses that would require ADE course code approval for students to self pace their experience. The applicant seeks to have approval to embed courses through the charter approval process in lieu of Arkansas Department of Education (ADE) course code approval process. The applicant will attest to meeting and embedding all of the required standards into the curriculum and instruction process. In addition to signing the district Statement of Assurance to follow requirements as prescribed by ADE, the applicant seeks to embed the Career and Technical Education Careers coursework curriculum requirements as part of the student advisory process as an extension of experiential learning of desired career interest.*

To assure that all standards are met, courses must be collated and experienced through a learning continuum by students. All courses offered will meet curriculum and instruction standards as outlined by the Arkansas Department of Education. In addition, courses would be structured under experiential learning. The applicant understands the traditional course code approval process offered through the Arkansas Department of Education. The applicant would propose the ability to embed courses for content delivery through the conversion charter approval process with the understanding that Springdale School District provides assurances for the utmost quality in curriculum and learning for the optimal student experience. The district has extremely high standards and signs the ADE Statement of Assurance attesting to those standards. The applicant seeks autonomy in mapping and coordinating appropriate courses in an effort to transition students to experiential learning problems and solutions.

Remaining Issues: In light of recent requests, the Charter Authorizing Panel has not been granting waivers for embedding courses, instead requiring the applicant to seek course approval for its embedded courses.

7. Library Media Specialist

Arkansas Code Ann. § 6-25-103

Arkansas Code Ann. § 6-25-104

Section 16.02.3 of the ADE Rules for Governing the Standards of Accreditation (concerning library media specialist)

The Springdale School of Innovation will offer students access to an e-Library through 24 hour access to utilize the media center to create a learning environment that supports the blended or digital learner. Learners work at their own pace. In light of this structure, it will not be necessary to hire a library media specialist.

Legal Comments: None

Remaining Issues: None

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Information provided by Applicant is in italics.

8. Gifted and Talented

Arkansas Code Ann. § 6-20-2208(c)(6)

Arkansas Code Ann. § 6-42-109

**Section 18.0 of the ADE Rules for Governing the Standards of Accreditation
ADE Rules Governing Gifted and Talented Program Approval Standards
(concerning Gifted and Talented Students)**

The applicant requests a waiver of the statutes and rules, necessary to permit students who meet the requirements for placement in the Gifted and Talented (GT) programs to students in grades Kindergarten (K) through twelfth (12th) into appropriate pre-advanced placement and advanced placement courses or concurrent-credit courses through partner community colleges and universities, and classroom instructions. All roles and responsibilities of this position will be addressed by the counseling staff and advisor/seminar teacher to ensure the needs of all GT students are met through course content design.

Legal Comments: None

Remaining Issues: None

9. Basic Language of Instruction

Arkansas Code Ann. § 6-16-104

The Springdale School of Innovation seeks to obtain a waiver from the English only requirement for the basic language of instruction. The sole purpose of this waiver is to allow for the creation of a kindergarten through twelfth grade dual-language offerings within the district. The intent is to provide high quality dual language instruction in English and Spanish or English and Mandarin Chinese.

Legal Comments: Applicant should provide further rationale regarding the use of this waiver and explain how it will ensure the dual language will apply and benefit both ELL and English-proficient students.

Applicant Response: Dual language options will allow students to access language throughout their learning continuum. Dual language immersion is an enrichment model that challenges all students to become fluent in two languages. English learners have an opportunity to make faster-than-average progress on grade-level instruction that is not watered down. Native English speakers who are already on grade level can exceed the achievement of their monolingual educated peers.

Through the cognitive stimulus of schooling in two languages, which leads to enhanced creativity and analytical thinking, native English speakers who are lagging behind academically receive the accelerated instruction necessary to close the achievement gap. All student groups in dual-language classes benefit from meaningful, challenging, and accelerated—not remedial—instruction (Baker, 2001).

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

In addition to English, students will have the option to be immersed in a chosen language including Spanish or Mandarin Chinese. Research supports the ability for students to make and build broader connections from a known or understood language. Instruction in a native language, while concurrently experiencing the introduction of a new language, provides students with the ability for contextual reference and application of the learning. District and regional business partners have requested and shown support for multiple language proficiency, and this offering will allow students the opportunity to excel in their post graduation efforts.

Springdale School District's population is diverse and unique, through the years of multicultural experiences with students; it is evident that language acquisition can occur at a rapid rate. The same should be expected of a language immersion program as compared to a period or course of foreign language. A benefit of early dual language immersion allows for a comprehensive language acquisition experience for all students.

Remaining Issues: None

10. Beginning and End of School Year

Arkansas Code Ann. § 6-10-106

The Springdale School of Innovation seeks to obtain a waiver from the uniform dates for beginning and ending school dates. Given the nature of a self-paced curriculum and given the design of providing blended or digital instruction, the school year will no longer follow a traditional calendar. This waiver would allow the school calendar to follow a non-traditional path for the school year to begin and end at any time during the calendar year. Employment arrangements with teachers will reflect varied beginning and ending calendar times during the calendar year.

Legal Comments: None

Remaining Issues: None

11. Professional Development

Arkansas Code Ann. § 6-17-704

Arkansas Code Ann. § 6-17-705

Arkansas Code Ann. § 6-17-709

The Springdale School of Innovation is seeking a waiver of the requirements for developing a set of coordinated planned learning activities for teachers, administrators, and non-licensed school employees. It also seeks a waiver from granting up to 12 hours of professional development credit for time spent in classrooms prior to the start of the school year. Furthermore, a waiver is being requested from developing a professional development schedule. Due to the nature of online or blended teaching, it is possible to

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

have teaching staff not assigned to a building or to follow a traditional school calendar (see waiver for Uniform Dates for Beginning and End of School Year). Under the waiver for Educational Licensure it could be possible that employees working in other career fields providing interim instruction, would need access to this waiver. Requiring those individuals to be held to the same professional development criteria as full time district employees, especially for those who are teaching remotely would prove burdensome. The Springdale School District will require the School of Innovation to submit a plan to provide necessary professional development to employees as it relates to their required job function.

Legal Comments: This waiver is not necessary for non-licensed educators as they do not have to follow the professional development requirements, but the waiver would apply for teachers and administrators.

Applicant Response: The applicant agrees that non-licensed employees are not required to follow the Arkansas Department of Education professional development requirements; however, the applicant seeks the waiver for all employees including licensed teachers and administrators. Professional development and training will be provided as necessary in multiple formats such as in person or in a virtual format. Much of the professional learning and teaching process will be ongoing and job embedded. Ongoing professional development will occur during the student instructional process as teachers collaborate, share, and further build their Professional Learning Communities (PLC) with students engaged in the process. The Springdale School District will require the School of Innovation to submit a plan to provide necessary professional development to all employees as it relates to their required job function. Aspects of state professional development addressing student health or safety must be included in the submitted plan to the district office for approval.

Remaining Issues: None

12. Non-Instructional Duties

Arkansas Code Ann. § 6-17-117

The Springdale School of Innovation seeks a waiver from non-instructional duties for teachers. In a blended learning environment students may not follow a traditional schedule during the day. Duty schedules need to be established to meet the needs of the student. Flexibility to have teachers provided non-instructional supervision during their assigned hours is essential to supporting the digital learner. Digital learning and staff who may work remotely, the need for a scheduled planning period will not be needed.

Legal Comments: None

Remaining Issues: None

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Information provided by Applicant is in italics.

13. Teacher Contracts

Arkansas Code Ann. § 6-17-807

The Springdale School of Innovation seeks a waiver from the statutory formula for funding teachers for additional days worked. Due to the unique nature of digital or blended learning, teachers may no longer follow a traditional school day or calendar. As part of the waiver the Springdale School District shall develop an alternative payment matrix to meet the needs of the blended, digital, or partial teaching staff. This payment matrix shall be approved by the school board in a public meeting.

Legal Comments: None

Remaining Issues: None

14. Mandatory Attendance

Ark. Code Ann. § 6-18-211(a)(b)(1)

Ark. Code Ann. § 6-18-211(2)(a)(i)(ia)

ADE Rules Governing Mandatory Attendance for Students in Grades 9-12

The Springdale School of Innovation seeks a waiver from requiring students in grades Kindergarten through twelve (K-12) from being required to attend a full school day and from scheduling no more than one extracurricular class during the school day. As part of the curricular design where students are allowed to self-pace and work under a seat time waiver it is possible students will not need the required 350 minutes a week to complete and accelerate their coursework. Also, as part of the curricular design students will be participating in career interest internships with business partners in the area. These hands-on experiences are invaluable to our students and will occur during the school day. With the establishment of K-12 digital learning students may not be in contact with the physical address of a school building allowing them to work from anywhere at any time.

Legal Comments: None

Remaining Issues: None

15. Attendance Records and Reports

Ark. Code Ann. § 6-18-213(2)

The Springdale School of Innovation requests a waiver under subsection two (2) requiring a teacher to “visually note the physical presence or absence of each student on a daily basis.” With a blended or digital learning environment students may not be physically located in a building. For example, a student who is participating digitally or a student working at an internship may complete coursework at home after the internship

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is completed. Student attendance for digital learners will be maintained within the Learning Management System, recording the day, time, and duration of their participation in each individual course.

Legal Comments: None

Remaining Issues: None

16. Immunization Requirements

Ark. Code Ann. § 6-18-702

The Springdale School of Innovation seeks to obtain a waiver from Immunization Requirements under Ark. Code Ann. § 6-18-702 solely for the purposes of students enrolled full time in the online setting. If a student does not attend the physical building they would not be required to provide proof of immunizations to the school. This would not exempt parents from meeting state requirements for immunization but exempt the school from the responsibility of enforcement under Ark. Code Ann. § 6-18-702(b)(1).

Legal Comments: None

Remaining Issues: None

17. Eye and Vision Screening

Ark. Code Ann. § 6-18-1501

The Springdale School of Innovation seeks to obtain a waiver from eye and vision screening requirements under Ark. Code Ann. § 6-18-1501 solely for the purposes of students enrolled full time in the online setting. If a student does not attend or come into contact with student or the physical building they would not be required to provide proof of eye and vision screening.

Legal Comments: The applicant needs to be aware that special education referrals for eye and vision screenings cannot be waived and compliance is required even for students that are enrolled full time in the online setting.

Applicant Response: The applicant assures that eye, vision, or any recommended health screening recommended by a referral committee or through the process of assessment for students with special needs will be provided as required by Individual with Disabilities Education Act (IDEA).

Remaining Issues: None

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Information provided by Applicant is in italics.

18. Physical Education

Arkansas Code Ann. § 6-16-132

Section 9.03.4.9 (Physical Education) of the ADE Rules for Governing the Standards of Accreditation

Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards for Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

The applicant is required to teach Physical Education to students in grades K-12 in accordance with the referenced statute and ADE Rules. The Springdale School of Innovation is asking for a waiver of that requirement for any student who is enrolled in online coursework or any student who participates on a sports team who is enrolled at the School of Innovation.

Legal Comments: None

Remaining Issues: None for the above waiver request.

The applicant is required to teach Physical Education to students in grades K-12 in accordance with the referenced statute and ADE Rules. The Springdale School of Innovation is asking for a waiver of that requirement for any student who is enrolled in online coursework or any student who participates on a sports team who is enrolled at the School of Innovation.

The applicant is asking for a waiver of that requirement in order that the curriculum of that requirement of the ADE Standards and Rules, Arkansas Frameworks and all applicable rubrics may be embedded within another course to be provided by the School of Innovation. The applicant ensures that students will receive instruction of the required material in the Physical Education class meeting or exceeding all state requirements, specifically by embedding the course content from its Physical Education class within its Health or Marching Band Class.

Legal Comments: Waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

Applicant Response: The applicant acknowledges the central theme of the School of Innovation is the personalization of learning. The applicant has concern over the number of courses that would require ADE course code approval for students to self pace their experience. The applicant seeks to have approval to embed courses through the charter approval process in lieu of Arkansas Department of Education (ADE) course code approval process. The applicant will attest to meeting and embedding all of the required standards into the curriculum and instruction process. In addition to signing the district Statement of Assurance to follow requirements as prescribed by ADE, the applicant seeks to embed physical education across health and marching band experiences.

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To assure that all standards are met, courses must be collated and experienced through a learning continuum by students. All courses offered will meet curriculum and instruction standards as outlined by the Arkansas Department of Education. In addition, courses would be structured under experiential learning. The applicant understands the traditional course code approval process offered through the Arkansas Department of Education. The applicant would propose the ability to embed courses for content delivery through the conversion charter approval process with the understanding that Springdale School District provides assurances for the utmost quality in curriculum and learning for the optimal student experience. The district has extremely high standards and signs the ADE Statement of Assurance attesting to those standards. The applicant seeks autonomy in mapping and coordinating appropriate courses in an effort to transition students to experiential learning problems and solutions.

Remaining Issues: In light of recent requests, the Charter Authorizing Panel has not been granting waivers for embedding courses, instead requiring the applicant to seek course approval for its embedded courses.

19. Fine Arts

Section 9.03.3.6 (Fine Arts) of the ADE Rules for Governing the Standards of

Accreditation

The Springdale School of Innovation is required to provide Fine Arts coursework in order to meet the requirements of this standard. The applicant is seeking a waiver of that requirement for students who participate in a career institute may be able to choose and complete the coursework in their areas of interest as opposed to Fine Arts Courses. All courses that are provided to such students in substitution of Fine Arts shall meet or exceed all state curriculum requirements.

Legal Comments: None

Remaining Issues: None

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

Ark. Code Ann. § 6-17-1501 et seq.

Ark. Code Ann. § 6-17-1701 et seq.

The Springdale School of Innovation is seeking a waiver from the Teacher Fair Dismissal Act of 1983 to ensure high impact educational experiences are provided to students on a daily basis. Under this waiver the Springdale School of Innovation will assist in providing the highest quality instruction at all times. The waiver will provide both physically- located instructors and virtually-located instructors with an equitable lens for teaching and learning to ensure a highly effective educational experience.

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Legal Comments: None

Remaining Issues: None

**ADE LEGAL
DESEGREGATION
ANALYSIS**



MEMO

DATE: November 6, 2015

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

I. Introduction

Five public school districts submitted applications for district conversion charter schools:

- Cave City School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Fayetteville School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 500 students;
- Gentry School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 500 students;
- Hot Springs School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Springdale School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 2,000 students.

II. Statutory Requirements

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

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

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. Each applicant's desegregation analysis is attached to this memo.

IV. ANALYSIS FROM THE DEPARTMENT

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

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs World Class High School, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.

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

Applicant Response:

Parents, guardians, and community partners are key to the success of the School of Innovation. At the core of the educational programs is the ability for students to interact and participate in real-world, career ready activities. Every Wednesday has been dedicated as Real World Wednesday where business and industry leaders come and interact with students in their given career field. These community leaders provide opportunities for students to interact, ask questions, and work alongside business leaders. Students spend time in the field with industry leaders. Business leaders are encouraged by this work as it provides a foundation for creating future employees within their company. These conversations influenced the course offerings at the School of Innovation and the design of the building. The new building is designed to meet the learning needs of students and industry partners.

Parents have been instrumental in this partnership and many have become guest presenters. Their enthusiasm and partnership helped to motivate the school district to seek the approval as a district conversion charter to allow licensure options to truly incorporate our industry leaders as part of the daily fabric of the student learning experience. The School of Innovation will use industry partners to provide instruction to students in their specific field. The pinnacle of this work will occur during a student's final year when they will participate in an internship or apprenticeship in their career field of interest. A final capstone project will be completed in conjunction with their business and industry partner and will showcase the sum of a student's learning while at the School of Innovation. Parents, business leaders, and community members will join staff as students present their final capstone in a public forum.

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

Applicant Response:

The Springdale School District will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in such a manner as to maintain a desegregated school district, and will not impede on the school district's ability to maintain a desegregated school district. The Springdale School District is not under any court orders concerning the desegregation of its schools, nor are any of its surrounding schools.

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Tuesday, July 28, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Springdale School of Innovation

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
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Springdale School of Innovation

Grade Level(s) for the School: K-12 Student Enrollment Cap: 2,000

Name of School District: Springdale School District

Name of Contact Person: Dr. Megan Witonski

Address: 804 W Johnson Ave City: Springdale

ZIP: 72765 Daytime Phone Number: (479) 750-8800 FAX: (479) 750-8812

Email: mwitonski@sdale.org

Charter Site Address: 2667 Hylton Rd.

City: Springdale

ZIP: 72764 Date of Proposed Opening: 07/01/2016

Name of Superintendent: Dr. Jim D. Rollins

Address: 804 W Johnson Ave City: Springdale

ZIP: 72765 Daytime Phone Number: (479) 750-8800

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

"Personalized Learning Designed for Student Success" The Springdale School of Innovation is a technology-rich STEM-focused school. Students and educators embrace personalization, real world applications, flexibility, and alternative offerings through digital or blended learning opportunities. This design allows for student agency, opportunities for digital course offerings, self-paced, and project-based learning that promotes college and career readiness.

Our "Learning Today, Leading Tomorrow" philosophy is delivered through initiatives such as 1:1 technology for all students and career exposure through Real World Wednesday initiatives, that incorporate community, business, industry, STEM, and Career and Technical programs. The Springdale School of Innovation is dedicated to the education of the whole child by promoting advanced communication skills, a collaborative environment, and an innovative approach to teaching and learning. Students have the opportunity to be self-directed while being equipped with the perseverance and skills needed to be college and career ready.

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

Applicant Response:

Key programmatic features:

1. Personalized education at the Springdale School of Innovation (SOI) will provide students with online or blended instruction, self-paced learning, and project-based learning opportunities. Course competencies have been created over the last two years and will continue to be developed and emphasized in the learning progression. Individualized instruction through interest-tailored courses and direct interaction with experts in the field of study provide authentic and transferable learning experiences. Struggling students will be immediately identified and supported with individual attention.
2. Curricular units in each subject area will integrate industry-standard technology and hands-on experiences that support the development and application of real-world skills. Multifaceted curriculum delivery with a broad gifted and talented approach, including virtual classes and project-based experiences, will promote the culture of personalized student learning. Resources that SOI will offer students include access to industry-standard labs, access to technology, individual Chromebooks, Real-World Wednesdays, gifted and talented instruction for all students, and community internships.
3. In contrast to typical high school programs, students may pursue a dual high school and college associate's degree or technical certification through partnerships with colleges, universities, and trade school partnerships.
4. SOI proposes to be a school without walls and offer a comprehensive digital K-12 curriculum to any student, anytime, anywhere.
5. SOI supports students to become members of a global community with international employment opportunities. Dual language programs will be offered in Mandarin Chinese and Spanish.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

The Springdale School District held a public hearing on June 30, 2015 to assess support for the establishment of a district conversion charter school. Associate Superintendent, Dr. Megan Witonski, Principal, Mr. Joe Rollins, and Assistant Principal, Dr. Mark Oesterle presented information to parents and community members about the proposed district charter conversion application and process. The rationale and proposed changes were shared in a PowerPoint presentation to stakeholders (see appendix). Parents inquired further about the proposed changes and the impact on instruction, college options, and location. The parents also mentioned how these changes could benefit their child. The purpose for seeking charter status and the specific waivers requested under the charter application were outlined. The potential impact the requested waivers could have on student learning were detailed. Parents, community members, and business leaders overwhelmingly supported the school and the district charter conversion application efforts. Parents cited charter status would provide additional opportunities for their child not available in a traditional model. Parents were positive about the direction with one stating, "The School of Innovation is really trying to meet the needs of students in the way they like to learn." Another parent stated, "Giving parents and students a choice will be beneficial to our kids." Additional informational meetings were held regarding the components and inclusions of the proposed district conversion charter application with parents at SOI, building leaders, business leaders, and Patron Shelf, a group of community stakeholders from around the district who meet monthly to provide input on educational initiatives.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located ***at least three weeks prior to the date of the meeting.***

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

Applicant Response:

"Personalized Learning Designed for Student Success" The Springdale School of Innovation is a technology-rich STEM-focused school. Students and educators embrace personalization, real world applications, flexibility, and alternative offerings through digital or blended learning opportunities. This design allows for student agency, opportunities for digital course offerings, self-paced, and project-based learning that promotes college and career readiness.

Our "Learning Today, Leading Tomorrow" philosophy is delivered through initiatives such as 1:1 technology for all students and career exposure through Real World Wednesday initiatives, that incorporate community, business, industry, STEM, and Career and Technical programs. The Springdale School of Innovation is dedicated to the education of the whole child by promoting advanced communication skills, a collaborative environment, and an innovative approach to teaching and learning. Students have the opportunity to be self-directed while being equipped with the perseverance and skills needed to be college and career ready.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Springdale School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	79.48	79.53	80.88
Targeted Achievement Gap Group	73.29	73.74	76.08
African American	68.54	65.88	73.68
Hispanic	76.47	77.40	78.92
White/Caucasian	87.73	88.45	86.61
Economically Disadvantaged	73.71	73.81	76.67
English Language Learners/ Limited English Proficient	68.64	68.66	76.04
Students with Disabilities	36.66	51.77	79.57

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Springdale School District		
Campus Name	School of Innovation		
Grade Levels	8-12		
Campus Status	School was in first year. No Data to Report		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Springdale School District		
Campus Name	Springdale High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	79.76	82.85	85.89
Targeted Achievement Gap Group	73.77	80.04	83.60
African American	58.82	64.71	n<10
Hispanic	77.42	85.38	86.46
White/Caucasian	91.32	90.42	89.22
Economically Disadvantaged	74.46	80.04	84.91
English Language Learners/ Limited English Proficient	56.31	71.10	81.20
Students with Disabilities	28.85	62.96	82.76

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Springdale School District		
Campus Name	4 Feeder Schools - Lakeside, George, Southwest, and Central Jr. High		
Grade Levels	8-9		
Campus Status	See Individual Reports in Appendix		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

The Springdale School District is committed to providing the highest quality education to all students to ensure that ALL means ALL. Currently, the district is in Needs Improvement status with six of the 30 schools being classified as focus schools. The average district performance in math and literacy as reported on the ESEA report card is an average of 79 percent achieving or advanced. Additionally, the targeted achievement group in math and literacy is each an average of 73 percent achieving or advanced. The graduation rate for the 2014 report card was reported at 80 percent.

The four School of Innovation feeder junior high school's student achievement data ranges from 61 to 83 percent achieving or advanced in math and 71 to 83 percent achieving or advanced in literacy. The targeted achievement gap group results in math ranges from 56 to 76 percent achieving or advanced and in literacy ranges from 68 to 76 percent achieving or advanced.

The four feeder middle schools report similar data. The results range from 73 to 83 percent achieving or advanced in math and 70 to 82 percent achieving or advanced in literacy. The targeted achievement gap group continues to reflect district trends with a range from 60 to 70 percent achieving or advanced in math and 67 to 74 percent achieving or advanced in literacy. Significant factors that influence the achievement scores include the large population of English Language Learners (ELLs) who are served and supported. These assessment results indicate that until we reach 100 percent proficiency, we must continue to seek that learning target for all students.

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 light of this performance data, the Springdale School District is responding by applying to become a district conversion charter school. One goal of the school is to provide students an opportunity to learn in a different environment and methodology than a traditional school. Another goal of the school is to raise the achievement level for all students and close the targeted achievement gap by providing an innovative approach to education. While current state data did not exist at the time of this report, local NWEA MAP data was available. The School of Innovation outperformed all Springdale junior high schools on the NWEA MAP exam in literacy and mirrored the highest average score in math. The students in math, including the targeted achievement gap group, met 100 percent anticipated growth for math, an achievement not matched by any other junior high school in Springdale. While this is only one data set, there is clear evidence the model has a positive impact on student achievement. This demonstrates evidence of meeting one of the academic achievement goals for the school as defined in question four. Two years of experience with the School of Innovation has culminated in additional needs that could be met through the conversion charter approval process.

1. Educational need at campus:

The Springdale School of Innovation seeks to address needs not reported on the ESEA report card. The School of Innovation identified the following needs through community, parent, and business input through the Northwest Arkansas Chamber report on Economic and Employment Trends for the Next 10 years to:

1. graduate students with employment ready credentials;
2. identify and develop strengths of the individual student in a college and career (targeted manner), not possible in traditional school environments;
3. prepare students for college;
4. individualize education, make it relevant, and provide an entry point to a successful career;
5. emphasize student interests and goals to encourage the development of a lifelong learner;
6. provide highly flexible education options in the Springdale School District that can address the needs of students who cannot or do not fit the traditional profile. This includes students unable to attend school for various reasons including homebound students, students who need to work to support their family, students who are medically fragile, and those who may benefit from a varied learning experience;
7. help students investigate possible career or education paths.

2. Other significant factors:

Students will assume responsibility for their learning, particularly when targeted to their interests and aspirations.

Students will be able to articulate their future goals and aspirations, as they discover career and

college opportunities based on educational experiences.

Students will have a network of people and a practicable knowledge base that will help them secure jobs that earn higher living wages.

Students will add value to the community because of their knowledge, experiences, and ability to contribute to society.

Non-traditional learners will have access to a complete K-12 learning experience through digital or blended models of delivery depending on individual needs.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

1) Educators in partnership with business and community leaders will impart knowledge and provide experiences for students through career experience and/or college and career readiness beyond the classroom.

a) Students will have the opportunity to complete industry level certifications in career interest areas prior to graduation through partnerships with local businesses, industry, and technology leaders. Internships and experiences in industry-standard labs allow students to develop technical skills with a focused knowledge base to pursue employment in their specific areas of interest. Furthermore, all students will complete an internship in their self-identified career field prior to graduation.

b) All students will have the opportunity to complete an associate's degree prior to graduation through dual enrollment classes. Currently, the School of Innovation is partnered with Northwest Arkansas Community College, Northwest Technical Institute, and Virtual Arkansas to provide college and career classes for students pursuing degrees beyond high school.

c) Industry professionals and university faculty will assist students in the learning process. These individuals will provide course content that is advanced and subject specific. Highly skilled and experienced professionals will provide a rich learning experience for students. Students will access the latest research and cutting edge technology to make real-life connections by experiencing the content through experienced professionals.

2) The Springdale School of Innovation will provide a comprehensive online K-12 learning experience for students or families who feel this option best meets the needs of their child.

a) Increasingly parents are looking for personalized supports for their children. Students may face significant challenges in a traditional school for various reasons including family difficulties or limitations, medical issues, physical challenges, or personal reasons. The goal of the district conversion charter school is to provide students with customizable options to give them opportunities that support their individual learning experience.

These needs will be met through the same high learning standards expected of the Springdale School District. The Springdale School of Innovation proposes to progressively deploy the digital K-12 learning experience over a five year period. This will begin with grades 8-12 adding additional grade bands until K-12 is fully implemented. Not all students learn at the same pace and the traditional model is not conducive to all learning styles. Although the School of Innovation's foundation is an online or blended learning environment that includes attendance at the physical school building, the School of Innovation is committed to helping all students achieve their full potential by offering non-traditional learning options beyond those of a physical classroom. A 1:1 technology program students can access digital content will offer students the flexibility to work at their own pace. The digital

curriculum is structured to provide project based learning and virtual opportunities in post-secondary experiences.

3) The Springdale School of Innovation will provide a dual-language program in Spanish and in Mandarin Chinese.

a) Through conversations with industry leaders they emphasized that bilingual employees are essential to the success of their business in the global marketplace. School of Innovation students who opt for the dual-language program will be offered the experience of the learning progression in Spanish or Chinese through the 12th grade, thereby developing the same proficiency as native speakers. There is a rapidly expanding need for employees to be fluent in the language of foreign business partners. Students who are able to meet this need will have additional career opportunities in the global marketplace.

b) Dual language offerings will assist English Language Learners in becoming more effective, confident, and successful in and their academic experience. Thomas and Collier (2004), have demonstrated that dual language classes support success in academic development, including improved graduation rates for ELL students. Longitudinal research findings demonstrate the substantial power of this program for enhancing student outcomes and fully closing the achievement gap in second language.

Collier, V., & Thomas, W. (2004). The Astounding Effectiveness of Dual Language Education for All. NABE Journal of Research and Practice, 2:1 (Winter, 2004), 1-20.

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

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Exceed the state and district average in Mathematics on the state assessments	State Assessments	Exceed state and district average	Annually
Exceed the state and district average in ELA on the state assessments	State Assessments	Exceed state and district average	Annually
Exceed the state and district average in Science on the state assessments	State Assessments	Exceed state and district average	Annually
Students will exceed district averages on the interim assessments in ELA and Math	Interim Assessments	Exceed district average for math and ELA	Annually
100% of students will participate in internships, or industry partnerships prior to graduation	Personal Learning Plans	100% Participation	June 2019
85% of students will complete either an associates degree or industry certification	Transcripts / Personal Learning Plans	85% Participation	June 2019
All students will take the PSAT and scores will be at or above district average.	PSAT	100% Participation	June 2018
100% of students after graduation will either enter college or the workforce.	Post- Graduation Surveys / My 10 year plan	100% Completion	June 2019
95% or higher graduation rate	ADE Report	95% Graduation Rate	June 2019

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:

Goal 1. Students will exceed the state and district average in mathematics on the state assessment.

If students are successful in meeting this goal, they are successfully mastering the curriculum at a level to advance to more challenging courses. Additionally, they have learned math at a level allowing them to incorporate skills successfully in their subsequent courses and future career.

Goal 2. Students will exceed the state and district average in English Language Arts on the state assessment.

If students are successful in meeting this goal, they are successfully mastering the curriculum at an advanced level to more challenging courses at the college level. Furthermore, they have learned English at a level that allows them to successfully communicate and write in their career fields.

Goal 3. Students will exceed the state and district average in Science on the state assessment.

If students are successful in meeting this goal, they are successfully mastering the curriculum at a level to advance to more challenging courses at the college level. Moreover, they have learned science content at a level that will allow them to successfully apply these concepts in their career fields.

Goal 4. Students will exceed the district average on interim assessments in English Language Arts and Math.

Interim assessments allow teachers and administrators to measure student progress in real time and intervene in a timely fashion when necessary. Students who exceed district averages will demonstrate mastery of these subjects. This supports the school mission of supporting student learning at an exemplary level.

Goal 5. Students will participate at 100 percent in internships or industry partnerships prior to graduation.

Students who have real world experiences will be able to narrow their interests in future educational and career choices. Additionally, students will establish a network of people who can offer them direction and support outside of academics. Furthermore, students will develop a resume that is relevant and will demonstrate applicable experience to pursue employment opportunities. Equally as important, students will develop a sense of their own interests and be aware of opportunities that will provide them with satisfaction and a sense of purpose.

Goal 6. Students will complete at 85 percent an associate's degree or industry certification.

Education provides a pathway for each student to become a well-rounded learner and contributing community member. Students should be able to rely on their education to achieve goals, including that of securing a job that pays a higher living wage. Achievement of a 85 percent target will support the fact that the School of Innovation is effectively providing a relevant learning experience for students, and accomplishing the mission that results in students securing an associate's degree or industry certification.

Goal 7. All students in tenth grade will take the PSAT and scores will be at or above the district average.

The PSAT provides an introduction to the SAT. In addition, based on their scores, students may be eligible for scholarships. Scores at or above the district average will provide additional evidence students are achieving at high levels, which will support the School of Innovation's mission to support the individual learner and provide tailored instruction.

Goal 8. 100 percent of students will enter college or the workforce after graduation.

Graduation from high school increases opportunities in career or post-educational arenas. However, a high school diploma alone is no guarantee of a career that pays a higher living wage. A 100 percent post-graduation placement rate would demonstrate the School of Innovation has designed and implemented an education experience that develops individuals into contributing members of society.

Goal 9. Graduation rate of 95 percent or higher.

A graduation rate of 95 percent or greater will support the mission to offer an educational program that ensures success. Although the School of Innovation is strongly committed to maintaining the utmost rigor in all course offerings, the method of learning and the ability to target student interest is designed to keep students engaged and successful through graduation. This supports the School of Innovation's mission of personalized learning designed for student success.

5. 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.

Applicant Response:

Proposed Grade Level Expansion:

- 2016-2017: Grades 8-10 Blended or Digital Learning with Concurrent Course Offerings
- 2017-2018: Grades 8-12 Blended or Digital Learning with Concurrent Course Offerings
- 2018-2019: Grades 3-12 Blended or Digital Learning
- 2019-2020: Grades K-12 Blended or Digital Learning

Enrollment applications are accepted first come, first served, based upon capacity; acceptance into 11th and 12th grade will be based upon building capacity, completed coursework, and specific academy requirements.

Academies include:

- Institute of Health, Science, and Technology
- Institute of Business, Leadership, Entrepreneurship, and Service
- College Readiness and Experiential, Work-Based Learning

Accelerated and traditional paths to graduation are available and include the following requirements beginning in the 8th grade

Graduation Requirements:

SMART CORE CURRICULUM DIPLOMA (minimum of 22 units of credit)

English --4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

Mathematics - 4 units; One unit must be taken at 11th or 12th grade

- Algebra I or First Part and Second Part Algebra I (Grades 7-8 or 8-9)
- Geometry or First Part and Second Part Geometry (Grades 8-9 or 9-10)
- Algebra II

- Fourth Math—Choice of: Math Ready, Algebra III, Calculus, Linear, Systems and Statistics, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics.

Natural Science --3 units with lab experience chosen from:

- Biology (1 unit)

Two units from the following three options

- Physical Science
- Chemistry
- Physics

Social Studies --3 units

- Civics --1/2 unit
- Economics - 1/2 unit
- World History - 1 unit
- U.S. History - 1 unit

Other Required Courses

- Oral Communications - 1/2 unit
- Physical Education - 1/2 unit
- Health and Safety - 1/2 unit
- Economics - 1/2 unit (may be counted toward Social Studies or Career Focus)
- Fine Arts - 1/2 unit
- Career Focus - 6 units

NOTE: Comparable Advanced Placement, International Baccalaureate, and Concurrent Credit College courses may be substituted where applicable.

Computer Science - (optional) A flex unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science may replace the 4th math requirement or the 3rd science requirement

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Students with disabilities are expected to meet requirements for graduation as set forth by the Springdale School District. The Individual Education Plan (IEP) committee shall establish a program of study that is compatible with each student's ability to perform. The committee may waive or substitute specific courses and may require specific courses when it is determined to be in the best interest of the student.

Students have the option of obtaining Honor Graduate status by following the Springdale School District requirements.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The Springdale School District will support the School of Innovation by providing all costs associated with the curriculum including the necessary technology, professional development, and curriculum resources. The Springdale School District committed funds to support the development and progression of the blended or digital online learning. The district provides 1:1 technology for all students at the School of Innovation. Funds are provided with partnership support from the state through the ADE student funding formula. Additional funding will be supported through business and community partners and grants to supplement offerings.

Compressed curriculum:

Students will be allowed to progress at an accelerated pace through their chosen learning path. Students must demonstrate mastery for each specific concept or skill. Students will work closely with advisors who will support them each step of the learning continuum. All students will meet the minimum ADE Smart Core requirements for high school graduation.

Placement and Scheduling in Specialized Courses

The vision of the School of Innovation allows students to move at their own pace. A student shall be placed in a given course after meeting prerequisites required for that course, successfully completing prior coursework, or evidence of mastery. It is critical for students to be carefully evaluated and monitored to ensure success. Students will not be placed on an accelerated track or into dual credit courses if there is evidence to suggest that it is not in the student's best interest. Information that may be considered for course placement include:

- Test scores (Student achievement)
- Current scheduled courses
- Previous report card grades
- Testing out of a prerequisite course
- Transfer credit from a recognized high school
- Program enrollment
- If missing official documentation due to new access to the country or lack of academic history staff may evaluate samples of projects, portfolios, or assessments.

Scheduling:

All students will be scheduled into 1) courses needed to meet graduation requirements, 2) academic support courses, if appropriate, and 3) elective courses. Each student must meet the requirements of the high school smart core graduation requirements and the chosen post high school institute.

When selecting core courses, school specific required electives and academic support classes have priority over other elective courses. As students approach their graduation date, the flexibility of digital courses required for graduation will have the highest priority and offer the greatest access for students. Students will be assigned to dual credit core courses based upon their history of success in prerequisite courses or upon evidence of mastery. All students are expected to have a full schedule, which will include internships, on-the-job training, and project based experiences for credit.

English Language Learners (ELL): English Language Learners will be placed into the appropriate language supported classes based upon their performance on the state English Language Learner assessment and staff recommendation. If the current year's assessment results are not available, the most recent assessment score will be used for placement.

Personalized Learning Plan (PLP):

All students at the School of Innovation in grades 6-12 are required to have a Personalized Learning Plan (PLP). The plan will be created in the 6th grade and updated throughout high school by the student. The PLP is a plan of action that allows students to identify and record career goals, personal and academic goals, assessment results, and extracurricular activities. The plan will be available online. Revisions of the PLP shall be made upon request of the student or parent or guardian.

Additional Options for Meeting Graduation Requirements

Online Courses: Online courses that have been approved by the Springdale School District Board of Education are accepted for credit toward graduation and may be used to meet requirements in the same subject area as the course. Online courses are comparable to traditionally taught classes in rigor and expectations. Students who elect to take online courses should be self-motivated, self-directed, and able to learn effectively in a self-paced environment. Online courses are subject to the same rules as other courses regarding retaking the course, grading, GPA calculation, and transcript documentation.

Some courses may have 100 percent of the course instruction provided online. These courses allow

the student to complete course work during and outside the school day and are offered under the supervision of a teacher, who will mentor and monitor progress to ensure the student stays on task and completes the required course work.

Students are expected to progress through an online course at their own pace, which may be faster or slower than a traditional course. The teacher of record will monitor all online courses for enduser activity. If a student does not actively participate in the online course, the student will be counseled and may be dropped from the course without earning credit. A student who is actively engaged in the online course and time on task and effort is documented may receive an "I" (incomplete) and allowed to complete the course. A student may elect to take all of their required coursework online.

Learning options for students in elementary grades

To expand student access to digital learning options, students in grades K-5 can access online curriculum based on Springdale School District's Understanding by Design (UbD) units for math, English language arts, science, and social studies. (See appendix for copies of the curriculum)

This curriculum allows for student self-pacing with constant monitoring to ensure progress. The classes will be entirely digital and will adhere to Arkansas Department of Education standards by grade level and align with the district UbD units. English Language Learners who participate in the online curriculum will receive scaffolding until they are able to achieve on or above grade level. Some classes will include interactive labs, where appropriate. Students may take classes above or below their assigned grade levels as appropriate. Students must enroll in the school district and sign up for courses.

Dual College/High School Credit Courses and Job Readiness Courses:

Dual credit courses are designed to address the needs and interests of motivated students interested in receiving their associate's degree or technical certification at the same time they receive a high school diploma. Some courses are college level and satisfy the high school credit requirement. In a dual credit class, content is covered at an increased pace and with more depth and rigor. Students will engage in critical thinking, read scholarly materials, and write technically for the purpose of research to develop college and career readiness skills. Students who plan to attend a post-secondary institution should consider dual credit courses.

Career readiness courses may or may not provide dual credit, but will support the completion of an industry level certification. Students will gain hands on skills and job experience.

Career Readiness/Experiential/Work-Based Learning:

Students will have the opportunity to participate in classes, labs, and work experience that will give them real world experience in a chosen career area. Career readiness classes will be blended courses with multiple configurations for course work completion. Work-based learning will be related to the student's Personal Learning Plan (PLP). Experiential learning courses are specific classes offered in the school. Such classes will include hands-on experiences with experts in their fields. These courses have specific syllabi and students meet with a teacher to review course expectations and progress.

Institute of Health, Science, and Technology (HST)

HST students experience the world of health sciences through rigorous courses, hands-on activities, guest speakers, field trips, internships, job shadowing, and classes beyond the school walls. Additionally students have the opportunity to earn a variety of certifications through a partnership with Allied Health and the Northwest Technical Institute. The Institute of Health, Science, and Technology partners with post-secondary schools such as Northwest Arkansas Community College, and Northwest Technical Institute. Community partners include local hospitals and clinics.

Institute of Business, Leadership, Entrepreneurship, and Service

Beginning in eighth grade, students will be exposed to a business environment. Students will learn business management, marketing, professional communication, entrepreneurship, leadership, and service skills related to their PLPs. Students will learn about business administration through online and traditionally taught classes and practical experience. Students will develop skills and knowledge through real-life experiences in order to

be successful when they graduate. They will learn to make informed and ethical decisions, and gain tools which will allow them to achieve economic independence and security. The Institute of Business, Leadership, Entrepreneurship, and Service is student-centered, experiential, and provides authentic business experiences. Students who enroll will be well prepared for the business world.

7. Describe the educational program to be offered by the charter school

Applicant Response:

The educational program proposed is a multifaceted and global approach to K-12 education in the 21st century. The components are designed to allow students to be self-directed, develop intrinsic motivation, and acquire the skill set to be successful in the global community. The building blocks are provided below:

Grades K-12

Dual language option: Students will have the opportunity to experience courses in Spanish or Mandarin Chinese. This option will work in concert with curriculum and program offerings.

Grades K-7

The kindergarten through 7th grade curriculum will be offered 100 percent digitally or through a blended experience available throughout the year. The course is self-paced and will be monitored by educators in the position to mentor struggling students. Scaffolding will be provided to ELLs and students with special needs as necessary. The expectation is that every student will demonstrate competency at the specified level before moving to the next level. Students will have the advantage of not being limited by grade levels, or a single year of curriculum. The expected outcome is that every student will have course work outcomes to demonstrate mastery through competencies achieved in elementary education.

Grades 8-9

Students will be able to attend classes, which will include core curriculum instruction. In addition, students will develop a career plan that includes the option of taking classes to support more in depth learning at the high school level. Exploratory hands-on opportunities and labs will be available. Digital classes will allow access to competencies and blended learning will supplement campus courses. Students may access courses to accelerate their degree program or explore areas of interest in certification areas. The digital curriculum will serve to extend the school day and school year allowing time to become the variable. Students will be challenged to meet the demands of the accelerated and dual credit options at the high school level. The expected outcome is that all students will complete coursework to meet or exceed competency requirements achieved in eighth and ninth grade.

Grades 10-12

Students will have the options below:

A) High school diploma

Students will graduate with the traditional high school diploma as per Smart Core requirements for high school completion in Arkansas.

B) High school diploma with:

- 1. Certificate of Proficiency.** The Certificate of Proficiency will be awarded to students who

demonstrate mastery of course required skills in specified performance standards in the areas or disciplines that issue certifications. The program of study may be a stand-alone program or part of a technical certificate or associate's degree curriculum.

2. **Technical Certificate.** The Technical Certificate is a program of collegiate level that recognizes the completion of a specified level of competency in an occupational field. This program of study may be a stand-alone program or a part of an associate's degree curriculum. Partner institution requirements must be fulfilled for graduation.

NOTE: Both types of certificates are granted once a student has passed courses and/or training that gives them industry-standard job readiness skills and knowledge. Technical certificates generally require more credits than do certificates of proficiency.

C) **High school diploma with:**

1. **Associate's Degree (Dual credit option)**

The associate's degree has a rich background in vocational education to prepare students to enter and advance in their specific college or career field. It allows high school students to graduate with their high school diploma and a two-year college degree. The aim is for students to enter the workforce at a skilled level and to enter college as juniors. The expense of college is substantial and students who graduate with extensive college experience are likely to understand the challenges and discipline needed to complete a bachelor's degree. The expected outcome is for students to be career or college ready.

Grade Levels and Maximum Enrollment by Year:

- 2016-2017: Grades 8-10 Blended or Digital Learning with Concurrent Course Offerings (800 Students)
- 2017-2018: Grades 8-12 Blended or Digital Learning with Concurrent Course Offerings (1400 Students)
- 2018-2019: Grades 3-12 Digital Learning (1600 Students)
- 2019-2020: Grades K-12 Digital Learning (2000 Students)

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Personalized learning is the core of the School of Innovation. The school's goal is to meet each student's individual learning needs by creating a unique self-paced learning environment that is project based and career-focused a traditional school format limits the learning of students who need to support their families financially, students who are homebound, those with specific medical conditions prohibiting them from attending school, families who travel extensively due to work-related obligations, and parents looking for a strong curriculum and have a desire to keep their child at home. To accomplish this, specific waivers are being sought that will allow the School of Innovation the opportunity to best meet the needs of students. The district conversion charter school designation will allow industry level professionals to provide high level content instruction to students. The continued seat-time waiver will allow students to move at their own pace and accelerate their learning. This allows students more opportunities to participate in industry level internships and complete college coursework while they are enrolled. As a designated conversion charter school, a dual-language option for students will be offered. This will provide a global learning experience for students as they engage in a second language and become bilingual learners. These opportunities will give students a competitive advantage as they enter college and the workforce. Furthermore students in the

community will be reached by providing a comprehensive digital K-12 online learning experience. This will help students who have needs beyond what a traditional brick and mortar school can support. By offering this additional mode of instruction Springdale School District can best serve all students of Springdale and beyond living up to the district vision of Teach them All and Learning for All.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

- A. The School of Innovation will have more autonomy in employing personnel in several ways:
- a. The School of Innovation will utilize digital and online courses that may employ teachers not physically located at the school. This will allow the district to access teachers who might be the best fit to instruct, but do not have the ability to travel to Springdale, Arkansas.
 - b. The School of Innovation will have the ability to employ industry level professionals for specialized and highly technical classes. Partial full time equivalent employment would allow the industry expert to remain employed in their field of expertise, while imparting their work experience to up and coming industry experts.
 - c. Companies will have the ability to connect with students at a much younger age to encourage them to enter a chosen field of interest.
 - d. Companies can begin mentoring potential candidates for positions in the future.
 - e. Teachers may work a partial full time equivalent contract to maximize efficiency of required staffing and teacher and student time on task.
 - f. The Springdale School District will support the School of innovation by providing specialty area teachers to ensure an optimal learning environment to maximize student learning.
- B. The Springdale School District leadership team will establish a budget that is fiscally sound, follows the Education Department General Administrative Regulations (EDGAR) procedures, and provides for equitable resources to sustain growth opportunities for students. Growth in student enrollment and industry partners will be key factors in developing future planning opportunities for students. The School of Innovation will seek grant funds and partnerships to support ongoing efforts.
- C. The Springdale School of Innovation will follow Springdale School District policies and procedures for governing school and day-to-day operations. The Springdale School District will provide staffing to support facility maintenance, nursing, and other related services.
- D. With the unique nature of a digital or blended online learning environment the Springdale School of Innovation has developed a calendar (see appendix) that is separate from the traditional school year. A waiver is being requested to allow the school to operate year round. With the use of digital learning, students have anytime access to content and curriculum. The calendar allows flexibility to personalize each student's education and to support the learning pace that is best for them. This will also reduce summer regression and better support all

learners attending school. Additionally, the flexible design of the calendar allows students to participate in business and industry internships.

- E. The leadership of Springdale School District through the School of Innovation will continue to seek new and innovative ways to provide the highest level of education to students. Digital and blended offerings will grow to serve all Kindergarten through twelfth grade students, teachers will have more autonomy to collaborate across the curriculum to remove redundant standards, aligned core competencies, and create a truly project based, personalized education for all students.

10. Describe the school improvement plan by addressing the following:

- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

The School of Innovation will establish a School Improvement Team that will consist of administrators, teachers, parents, and community members. This team will meet at least twice a year (fall and spring) to review student data, and look at performance targets and analyze progress toward established goals. A report to the public will take place during the fall meeting. Meeting notes will be logged in the Indistar software to serve as a record of progress.

All stakeholders will serve an active role in developing and implementing the school improvement plan. Student data from all of the feeder schools will be analyzed by the school leadership team. These data will be presented to the School Improvement Team. The results of these data will be used to shape future curriculum planning and professional development events.

As part of the protocol, the School Improvement Team will establish baseline data and establish student performance criteria as indicators of success. As noted earlier in the application, specific achievement targets will be monitored and measured by the improvement team. The School of Innovation leadership team will provide current research to support the goals that the School Improvement Team will create during this process.

The School Improvement Team will review multiple data sets to determine the effectiveness of the improvement plan. Based on student achievement data, the School Improvement Team will analyze the current goals, modify goals as necessary, and make improvement recommendations to the administrative team. The School Improvement Team will also make recommendations regarding professional development that can support increased student success.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Personalization of learning is the main focus of the School of Innovation. The school's goal is to meet each student's individual learning need by creating a unique self-paced learning environment that is project based and career focused. To accomplish this, specific waivers are being sought to allow the School of Innovation the opportunity to best meet the needs of students. The charter designation will utilize industry level professionals to provide high level content instruction to students. The continued

seat-time waiver will allow students to move at their own pace and accelerate their learning providing them more opportunities to participate in industry level internships and/or complete college coursework while they are enrolled. As a charter school, a dual language option for students will also be offered. This will provide a global learning experience for students as they engage in a second language and become bilingual learners. These opportunities will give students a competitive advantage as they enter college or the workforce. Furthermore, more students in our community will be reached by providing a comprehensive K-12 online curriculum. This will help students who have needs that a traditional brick and mortar school cannot support. For example, students who need to work to support their families, students who are homebound, families who travel extensively, and parents looking for a strong curriculum and elect to keep their child at home. By offering this additional model of instruction, Springdale School District can best serve all students in Springdale living up to its vision of Teach them All and Learning for All.

The School Improvement Team will complete an Arkansas Comprehensive School Improvement Plan (ACSIP) for the School of Innovation in Indistar. This plan will include regular monitoring of the goals outlined in the application, a review of student progress as measured by state and local data, and recommendations to improve learning outcomes. Furthermore, the School of Innovation will establish Professional Learning Communities (PLC) that will meet weekly to review and monitor student progress. Short cycle data assessments will drive these conversations and lead to point-in-time responses for each student. Additionally, the use of advisory time will be a central component to help students take ownership of their learning. The school's goals will be shared with all stakeholders and student goal setting will help define each student's academic goals.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

The Springdale School of Innovation will develop competencies for all core and elective courses. The curriculum will follow the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the Arkansas Board of Education. Teachers will collaborate with district level teachers on special assignment who are experts in their core areas to develop, review, revise, and edit curriculum for all core subject areas. The Associate Superintendent for Curriculum and Instruction will be the final level of approval prior to the implementation of the curriculum to ensure the highest level of quality and alignment.

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

A) Guidance program;

Applicant Response:

The Springdale School of Innovation will provide guidance counseling to all students who attend the school.

B) Health services;

Applicant Response:

The Springdale School of Innovation will provide health services through the Springdale School District nursing staff for students who physically attend school. A health room is available in the new facility. The school nurse will coordinate all student health records to ensure students who physically attend meet state immunization requirements.

C) Media center;

Applicant Response:

The School of Innovation's new facility will encompass an e-Library. Students will access materials digitally. This gives the ability to incorporate multimedia skills in their daily work in partnership with student partners and teachers; therefore, a library media specialist will not be designated for that purpose. A waiver will be requested for this standard.

D) Special education;

Applicant Response:

The Springdale School of Innovation will follow all rules and regulations regarding students who participate under the Individuals with Disabilities Act. No student shall be denied services at the School of Innovation and all Individual Education Plans and 504 plans shall be followed. Teaching staff and resources will be provided by the Springdale School District to support all students.

E) Transportation;

Applicant Response:

The Springdale School District will provide transportation to all students choosing to attend the School of Innovation who reside within Springdale School District boundaries. Transportation will be provided to all students following district bus routes and designated student pick up and drop off locations. Transportation will be provided for students who qualify under IDEA or Section 504 in accordance with their Individual Education Plan or 504 plan. The Springdale School District will provide information to parents about the locations for transport within their community and it will also be available online. For students who qualify under the McKinney-Vento Act, transportation will be provided in accordance with the law. Students who opt to enroll outside the district boundaries will be responsible for their own transportation.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Springdale School District provides an alternative educational placement opportunities through Springdale Archer Learner Center. Students who meet participation requirements and physically attend the School of Innovation may be referred to the school in accordance with the intake procedures established at the Springdale Archer Learning Center.

G) English Language Learner (ELL) instruction

Applicant Response:

The Springdale School of Innovation will provide instruction to all students who qualify for English Language Learner instruction. A Language Proficiency Assessment Committee (LPAC) will evaluate all ELLs every year. Accommodations as described in the LPAC will be provided and followed. Student participation will not be denied based on a student's ELL level and services supporting their learning will be provided following Springdale School District policy and state law.

H) Gifted and Talented Program.

Applicant Response:

In an effort to ensure consistent and sustained access to the curriculum at a high level and learning frequency, the School of Innovation will provide a gifted and talented learning experiences for all students. This will be in partnership with the traditional model of gifted instruction in the Springdale School District with the oversight by our district coordinator for gifted and talented education; however, a dedicated gifted and talented instructor will not be onsite. A waiver will be requested for this standard.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, separate from the district's annual report to the public, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See Arkansas Code Annotated 6-23-202.)

Applicant Response:

In accordance with Arkansas Code Annotated §6-23-202, the Springdale School of Innovation will provide an annual report to the parents, community and business partners to discuss the progress made by the district conversion charter school. A School of Innovation Showcase will be advertised and promoted by sending invitations to students, parents, community members, business partners, school board members, and state representatives. This report will allow for a time of public comment to improve practice.

The Springdale School District will also provide an Annual Report to the Public inclusive of the School of Innovation data.

Furthermore, the School of Innovation will report local success stories and celebrate individual student achievements and accomplishments in print and through social media. These accolades will be documented on the district website.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

Students in the Springdale School of Innovation are required to submit an application of interest. Students within the Springdale School District are allowed to apply under school choice as defined by Arkansas State Statute. All students from outside the district are allowed to apply and must complete the Public School Choice Application for entry into the Springdale School District. No students will be denied acceptance provided they meet the criteria under the school choice process and meet required deadlines.

To inform students, parents, and the public about the School of Innovation, Showcase Nights will be held at every middle school and junior high school in the Springdale School District. Follow up meetings will also be held at the School of Innovation for parents and students unable to attend. Individual appointments will be scheduled with families who may not have been available to attend any of the scheduled meetings.

Information will be advertised on the district and school website, social media, and through the Parent Link phone system. Interpretation is available at all meetings for families who need services.

Applications will be time and date stamped in order of receipt and will be kept on file to comprise a waiting list. Applications will be accepted starting January 1, 2016 and will remain open until August 1, 2016. Students will be allowed to enroll or transfer to the school as long as space is available. In the event there are more student applications than can be accommodated, applications will be accepted in the order in which they were received. The order will be followed in the sequence of year, date, and time. If a student who initially submitted an application, is no longer interested in attending the School of Innovation, the next name on the list will be called to fill that vacancy and so on.

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

15. Name any district personnel, 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:

The Springdale Public School District has no prior charter involvement.

16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Staffing will be based on the number of students who apply for the school. Hiring procedures will follow established Springdale Public Schools policy.

2016-2017 Staffing Plan:

All staffing will be subject to enrollment outcomes

Principal 1.0

Assistant Principal 1.0

Instructional Facilitator 2.0

Counselor 1.5

Nurse 1.0

Registrar 1.0

Classified Staff 3.0

Certified Teaching Staff 4.0 per Core Subject (16) 9.0 Elective Staff (Art, Music, PE, CTE, etc.)

Maintenance 4.0 (Day and Evening)

Job Descriptions:

Classroom Teacher Qualifications:

Teachers shall be Highly Qualified under federal regulations.

The teacher shall be under the general direction of the Superintendent of Springdale Schools and immediately responsible to the principal for executing the policies of the Springdale School Board as they relate to the function of the school. The teacher's specific responsibilities shall be:

1. To direct and evaluate the learning experiences of the pupil in both curricular and extracurricular activities in accordance with school policies.
2. To provide guidance to the pupil which will promote their welfare and their proper educational development.
3. To seek professional aid of the school principal and supervisory personnel.
4. To be responsible for child accounting.
5. To maintain liaison with the parents.
6. To administer the classroom program.
7. To provide for the care and protection of school property.
8. To participate in the business and activities of the faculty.
9. To cooperate with and participate in the planning and the evaluation of the school program.
10. To notify supervising principal as early as possible when it is necessary to be absent from school.
11. To maintain a cordial and workable relationship with colleagues.
12. To study and comply with School Board policy.

School Principal Qualifications:

Reports To: Superintendent/Deputy Superintendent/Assistant

Superintendents Supervises: All certified and classified personnel assigned to their building.

Job Goal: To use leadership, supervisory, and administrative skills to promote the educational development of each student.

Performance Responsibilities:

1. Establishes and maintains an effective learning climate in the school.
2. Keeps the superintendent informed of the school's activities and problems.
3. Prepares and administers the school budget and supervises school finances.
4. Prepares and administers the preparation and maintenance of reports, records, lists, and all other paperwork required or appropriate to the school's administration.
5. Works with various members of the central administrative staff and other school administrators as requested.
6. Keeps his or her supervisor informed of events and activities of an unusual nature as well as routine matters related to the supervisor's accountability.
7. Supervises all personnel assigned to the school.
8. Assists in the supervision of the operation and maintenance of the buildings, grounds, and other school property assigned to him or her.
9. Assumes responsibility for the implementation and observance of all board policies and regulations by the school's staff and students.
10. Maintains active relationships with students and parents.
11. Leads in the development, determination of appropriateness, and monitoring of the instructional program.
12. Assists in the development, revisions, and evaluation of the curriculum.
13. Maintains high standards of student conduct and enforces discipline as necessary, according due process to the rights of students.
14. Assumes responsibility for the safety of students.
15. Assumes responsibility for his or her own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state, and national meetings, through enrollment in advanced courses, and the like.
16. Participates in the selection and evaluation of all building personnel.
17. Conducts meetings of the staff as necessary for the proper functioning of the school.
18. Assists in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.
19. Assumes responsibility for the safety and administration of the school plant.
20. Supervises all school activities and programs.
21. Participates in principals' meetings, and such other meetings as are required or appropriate.
22. Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
23. Assumes responsibility for maintaining excellence and growth in the area of student achievement.

School Assistant Principal

Qualifications:

Assistant Principals must hold appropriate principal's certificate.

Reports To:

The Principal, under the authority of the Deputy Superintendent, Assistant Superintendents and the Superintendent of Schools.

Supervises:

Teachers, students, and classified personnel at the building level as assigned by the principal.

Job Goal: Assists the principal in the areas of leadership, supervision, and administration to promote the educational development of each student.

Performance Responsibilities:

1. Assists the principal in the overall administration of the school.
2. Serves as principal in the absence of the regular principal.
3. Participates in district-level activities as required or assigned by the superintendent.

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 and its use for the past three years.

Applicant Response:

The current location of the school is the Jones Center located at 922 E Emma Ave, Springdale, AR 72764 (479) 756-8090

The Springdale School of Innovation is utilizing dedicated classroom and meeting space within the Jones Center. During the 2014-2015 inaugural year, the Springdale School of Innovation was housed in approximately 15,000 square feet of leased instructional space at the Jones Center for Families, 922 East Emma Avenue, Springdale, Arkansas.

In addition to the leased instructional space, amenities available at the Jones Center include an auditorium, dining area, swimming pool, regulation basketball court, and more. Additional information on the Jones Center for Families may be found at the following website: <http://thejonescenter.net>

The Springdale School District made a firm commitment to the success of the Springdale School of Innovation. District funds purchased a parcel of sixty acres to build the new location of the Springdale School District School of Innovation. Phase one of the the project is under construction. Phase one is scheduled to be complete and open August of 2016. The new location will be 2667 Hylton Rd. Springdale, 72764. A copy of the site plan is included in the appendix.

The hallmark of this building is the flexible learning space created to provide personalized learning areas that are conducive to small groups and individuals or teacher-facilitated learning. Large project labs are located throughout the facility creating opportunities for students to develop real-world solutions to real-world problems.

A high-tech infrastructure has been integrated into the backbone of the school to allow for technology driven learning, a digital learning environment, and the opportunity to expand as technology capabilities increase.

In phase one of construction, dedicated project labs will address the needs to support career and technical education in partnership with higher education learning labs.

It is assured that the Springdale School District will provide continued maintenance and repair of the facility in perpetuity. Appropriate maintenance staff will be assigned to the facility to ensure the daily upkeep and repair of the building.

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 facility will meet all requirements under IDEA and ADA. The facility is zoned to operate as a school and will meet all building codes and zoning requirements for a public school building. There will be no businesses located within 1,000 feet that sell or distribute alcohol. All plans and building outcomes have been planned and approved in partnership with the Arkansas Department of Education Facilities Division.

19. 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 Springdale School of Innovation already participates in the National School Lunch Program requirements that follow the USDA Food and Nutrition Guidelines. A full service cafeteria is currently available and will be available at the new school site described in question 18. Breakfast and lunch will be provided in accordance with all USDA Food and Nutrition Guidelines under the direction of the district food and nutrition coordinator.

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

Applicant Response:

Parents, guardians, and community partners are key to the success of the School of Innovation. At the core of the educational programs is the ability for students to interact and participate in real-world, career ready activities. Every Wednesday has been dedicated as Real World Wednesday where business and industry leaders come and interact with students in their given career field. These community leaders provide opportunities for students to interact, ask questions, and work alongside business leaders. Students spend time in the field with industry leaders. Business leaders are encouraged by this work as it provides a foundation for creating future employees within their company. These conversations influenced the course offerings at the School of Innovation and the design of the building. The new building is designed to meet the learning needs of students and industry partners.

Parents have been instrumental in this partnership and many have become guest presenters. Their enthusiasm and partnership helped to motivate the school district to seek the approval as a district conversion charter to allow licensure options to truly incorporate our industry leaders as part of the daily fabric of the student learning experience. The School of Innovation will use industry partners to provide instruction to students in their specific field. The pinnacle of this work will occur during a student's final year when they will participate in an internship or apprenticeship in their career field of interest. A final capstone project will be completed in conjunction with their business and industry partner and will showcase the sum of a student's learning while at the School of Innovation. Parents, business leaders, and community members will join staff as students present their final capstone in a public forum.

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

Applicant Response:

The Springdale School District will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in such a manner as to maintain a desegregated school district, and will not impede on the school district's ability to maintain a desegregated school district. The Springdale School District is not under any court orders concerning the desegregation of its schools, nor are any of its surrounding schools.

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:

Springdale School District will take appropriate steps to ensure the long-term stability and sustainability of the Springdale School of Innovation. The School of Innovation has the full support of all district leadership and district directors. This support focuses in the areas of curriculum, instruction, assessment, accountability, facilities, technology, fiscal and human resources, food service, nursing, and transportation. All aspects of state compliance not included in waiver requests will be assisted by the Springdale School District guiding principles and procedures founded for appropriate educational practice. The infrastructure in place to support the School of Innovation assists in the success that has been experienced in the implementation year.

The inaugural year of School of Innovation provided building and district leaders the ability to reflect and modify procedures and practices for the current academic year. The team has studied, reviewed research, and visited many of the leading innovative schools in the country with proven models. This research, reflection, and study has provided our leadership team with the desire to move to the next level of implementation. Springdale School Districts seeks to encompass current approvals through the innovation process in addition to waivers that can only be granted through the district conversion charter process to fully implement some of the industry practices in Arkansas. The district has the support of students, parents, community and business leaders, and state and national innovative experts to assist in bringing this model forward for students to experience.

The Springdale School District began construction on a state of the art facility to house the School of Innovation with phase one opening in the fall of 2016. In addition to funding appropriations, the Springdale School Board members are committed to the implementation and development of the School of Innovation by unanimously allowing the submission of the district conversion charter application. The approval to submit this most critical application allows educational leaders to develop students of innovation into leaders of innovation.

23. 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.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Oral Communication	Section 9.03.1 ("Language Arts") of the ADE Rules Governing the Standards for Accreditation	The Springdale Public School District is required to teach Oral Communication as a separate class to its ninth (9th) to twelfth (12th) grade students. The applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standard Rules, Arkansas Frameworks and all applicable rubrics be embedded within English courses to be provided by the conversion charter school. The application ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.	Final Grades for Oral Communication	Student scores will be at or above district averages for the course.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Planned Instructional Day Requirements	Section 10.01.4 ("Planned Instructional Day") of the ADE Rules Governing the Standards for Accreditation	Due to the nature of the blended or digital learning experience as outlined in this application, the applicant is requesting a waiver of the Planned Instructional Day requirements. The programmatic offerings at the Springdale School of Innovation, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week. The Springdale School of Innovation currently under School of Innovation Status has been granted a seat time waiver.	State Assessment, Interim Assessment, Student Performance, Student Completion, and Graduation Rate	The School of Innovation average student scores will be at or above district averages on the state assessment and interim assessments. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.
Class Size and Teaching Load	Section 10.02 ("Class Size and Teaching Load") of the ADE Rules Governing Standards for Accreditation and specifically subsection 10.02.5	To meet the needs of the digital, blended learner, the applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The applicant believes the fully digital and blended learning environment provided for students justifies of a waiver under Section 10.02.5 of the Standard.	State Assessment, Interim Assessment, Student Performance, Student Completion, and Graduation Rate	The School of Innovation average student scores will be at or above district averages on the state assessment, interim assessment, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Clock Hours Required for Credit	Section 14.03 (concerning required clock hours for units of credit) of the ADE Rules Governing the Standards for Accreditation:	The Springdale School of Innovation currently has a waiver for clock time hours under Innovation Status granted in 2014. The applicant is requesting to continue the waiver under District Charter Conversion Status. The applicant is not, by this request, asking for a waiver of graduation requirements. The Applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, the applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will submit any additional information desired.	State Assessment, Interim Assessment, Student Performance, Student Completion, and Graduation Rate	The School of Innovation average student scores will be at or above district averages on the state assessment interim assessment, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Educator Licensure	Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing Standards for Accreditation; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure):	The applicant requests a waiver from the listed statutes and rules, to the extent that it may be necessary to hire professionals who possess outstanding credentials and work history in the various areas of expertise in their field that align with coursework in the Springdale School of Innovation. This could mean the professional does not hold or possess a teaching license. Any individual hired as a result of the waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry check. By partnering with business and industry leaders high quality content can be provided in specific fields of career readiness. This will promote a strong partnership with industry leaders and provide workforce awareness. Additionally, to better serve our English Language populations and 40 plus languages served in the district, it will assist in supporting our students who need additional support in English and dual language offerings.	State Assessments, Interim Assessments, Student Performance, Student Completion, and Graduation Rate	The School of Innovation average student scores will be at or above district averages on the state assessment, interim assessment, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Career and Technical Education	Section 9.03.3.9 (Career and Technical Education) of the ADE Rules Governing the Standards for Accreditation:	The Springdale School of Innovation is required to teach the Career and Technical Education curriculum requirements as separate classes to its seventh (7th) and eighth (8th) grade students. The applicant is asking for a waiver of that requirement so that the requirements of the ADE Standards, Rules, Arkansas Frameworks and all applicable rubrics may be taught within other courses or online options to be provided by the School of Innovation. Specifically, teaching the Careers class during seminar (advisory) time where it is better suited to student learning. If the application and waiver is approved the applicant will work with the Career and Technical Education Department to ensure approval from their department.	Career and advisory (Seminar) class scores. Successful completion of My 10 Year Plan	Students will successfully complete the My 10 year plan and the requirements for careers during advisory or seminar time.
Library Media Specialist	Ark Code Ann. § 6-25-103 and 6-25-104, and Section 16.02.3 of the ADE Rules Governing the Standards for Accreditation (concerning library media specialist):	The Springdale School of innovation will offer students access to an e-Library through 24 hour access to utilize the media center to create a learning environment that supports the blended or digital learner. Learners work at their own pace. In light of this structure, it will not be necessary to hire a library media specialist.	Student access to the online library system Student course completion	The School of Innovation student access ratio into the online library will be monitored for accessibility, access, and ability to incorporate research and texts into assignments or projects.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Gifted and Talented	Ark. Code Ann. § 6-20-2208(c)(6) and 6-42-109; Section 18.0 of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing Gifted and Talented Program Approval Standards (concerning Gifted and Talented Students):	The applicant requests a waiver of the statutes and rules, necessary to permit students who meet the requirements for placement in the Gifted and Talented (GT) programs to students in grades Kindergarten (K) through twelfth (12th) into appropriate pre-advanced placement and advanced placement courses or concurrent-credit courses through partner community colleges and universities, and classroom instructors. All roles and responsibilities of this position will be addressed by the counseling staff and advisor/seminar teacher to ensure the needs of all GT students are met through course content design.	State Assessment, PSAT, AP Testing, concurrent enrollment, completion, and average student scores	The School of Innovation average student scores will be at or above district averages on state assessments and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.
Basic Language of Instruction	Ark. Code Ann. § 6-16-104 Basic Language of Instruction:	The Springdale School of Innovation seeks to obtain a waiver from the English only requirement for the basic language of instruction. The sole purpose of this waiver is to allow for the creation of a kindergarten through twelfth grade dual-language offerings within the district. The intent is to provide high quality dual language instruction in English and Spanish or English and Mandarin Chinese.	Successful establishment of a dual-language program in Mandarin and or Spanish.	Students will demonstrate mastery of the content in the dual-language classroom performing at or above district average.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Beginning and End of School Year	Ark. Code Ann. § 6-10-106 Uniform Dates for beginning and end of school year:	<p>The Springdale School of Innovation seeks to obtain a waiver from the uniform dates for beginning and ending school dates. Given the nature of a self-paced curriculum and given the design of providing blended or digital instruction, the school year will no longer follow a traditional calendar.</p> <p>This waiver would allow the school calendar to follow a non-traditional path for the school year to begin and end at any time during the calendar year. Employment arrangements with teachers will reflect varied beginning and ending times during the calendar year.</p>	State Assessments, PSAT, AP Testing, concurrent enrollment, completion, and average student scores.	<p>The School of Innovation average student scores will be at or above district averages on the state assessments and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.</p>

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Professional Development	Ark. Code Ann. § 6-17-704 School Districts Professional Development Plan, § 6-17-705 Professional Development Credit & §6-17-709 Professional Development Schedule	The Springdale School of Innovation is seeking a waiver of the requirements for developing a set of coordinated planned learning activities for teachers, administrators, and non-licensed school employees. It also seeks a waiver from granting up to 12 hours of professional development credit for time spent in classrooms prior to the start of the school year. Furthermore, a waiver is being requested from developing a professional development schedule. Due to the nature of online or blended teaching, it is possible to have teaching staff not assigned to a building or to follow a traditional school calendar (see waiver for Uniform Dates for Beginning and End of School Year). Under the waiver for Educational Licensure it could be possible that employees working in other career fields, providing interim instruction, would need access to this waiver. Requiring those individuals to be held to the same professional development criteria as full time district employees, especially for those who are teaching remotely would prove burdensome. The Springdale School District will require the School of Innovation to submit a plan to provide necessary professional development to employees as it relates to their required job function.	State Assessments, Interim Assessments, PSAT, AP Testing, Concurrent Enrollment, Completion and average student scores.	The School of Innovation average student scores will be at or above district averages on the state assessments, interim assessments, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Non-Instructional Duties	Ark. Code Ann § 6-17-117	The Springdale School of Innovation seeks a waiver from non-instructional duties for teachers. In a blended learning environment students may not follow a traditional schedule during the day. Duty schedules need to be established to meet the needs of the student. Flexibility to have teachers provide non-instructional supervision during their assigned hours is essential to supporting the digital learner. Digital learning and staff who may work remotely, the need for a scheduled daily planning period will not be needed.	State Assessment, PSAT, AP Testing, Concurrent Coursework, Enrollment, completion, and average student scores	The School of Innovation average student scores will be at or above district averages on the state assessment, interim assessments, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.
Teacher Contracts	Ark. Code Ann § 6-17-807 Additional Days Worked – Paymen	The Springdale School of Innovation seeks a waiver from the statutory formula for funding teachers for additional days worked. Due to the unique nature of digital or blended learning, teachers may no longer follow a traditional school day or calendar. As part of the waiver the Springdale School District shall develop an alternative payment matrix to meet the needs of its blended, digital, or partial teaching staff. This payment matrix shall be approved by the school board in a public meeting.	State Assessment, PSAT, AP Testing, Concurrent Coursework, Enrollment, completion, and average student scores	The School of Innovation average student scores will be at or above district averages on the state assessment, interim assessments, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Mandatory Attendance	<p>Ark. Code Ann. §6-18-211(a)(b)(1) 9-12 Students in grades nine through twelve – Mandatory Attendance & (2)(a)(i)(iia) No more than 1 class period for for organized and scheduled extracurricular classes.</p>	<p>The Springdale School of Innovation seeks a waiver from requiring students in grades Kindergarten through twelve (K-12) from being required to attend a full school day and from scheduling no more than one extracurricular class during the school day. As part of the curricular design where students are allowed to self-pace and work under a seat time waiver it is possible students will not need the required 350 minutes a week to complete and accelerate their coursework. Also, as part of the curricular design students will be participating in career interest internships with business partners in the area. These hands-on experiences are invaluable to our students and will occur during the school day. With the establishment of K-12 digital learning students may not be in contact with the physical address of a school building allowing them to work from anywhere at any time.</p>	<p>State Assessment, PSAT, AP Testing, Concurrent enrollment, completion, and average student scores</p>	<p>The School of Innovation average student scores will be at or above district averages on state assessments, interim assessments, and average student grade calculation. Graduation rate will be at or above the district average. Many students will complete coursework ahead of a traditional pace.</p>

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Attendance Records and Reports	Attendance 6-18-213 (2) Attendance Records and Reports Generally	The Springdale School of Innovation requests a waiver under subsection two (2) requiring a teacher to "visually note the physical presence or absence of each student on a daily basis." With a blended or digital learning environment students may not be physically located in a building. For example, a student who is participating digitally or a student working at an internship may complete coursework at home after the internship is completed. Student attendance for digital learners will be maintained within the Learning Management System, recording the day, time, and duration of their participation in each individual course.	State Assessment, Interim Assessment, PSAT, AP Testing, Concurrent Coursework, Enrollment, Completion and average student scores.	The School of Innovation average student scores will be at or above district averages on the state assessments, interim assessments, and average student grade calculation. Graduation rate will be at or above district average. Many students will complete coursework ahead of a traditional pace.
Immunization Requirements	Ark. Code Ann. § 6-18-702 Immunization Requirements	The Springdale School of Innovation seeks to obtain a waiver from Immunization Requirements under Ark. Code Ann. § 6-18-702 solely for the purposes of students enrolled full time in the online setting. If a student does not attend the physical building they would not be required to provide proof of immunizations to the school. This would not exempt parents from meeting state requirements for immunization but exempt the school from the responsibility of enforcement under Ark. Code Ann. § 6-18-702(b)(1)	School Health Records will reflect no significant impact on student health as it relates to immunizations.	Students without immunizations will perform on average the same as typical peers who have been immunized.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Eye and Vision Screening	Ark. Code Ann. § 6-18-1501 Eye and Vision Screening	The Springdale School of Innovation seeks to obtain a waiver from eye and vision screening requirements under Ark. Code Ann. § 6-18-1501 solely for the purposes of students enrolled full time in the online setting. If a student does not attend or come into contact with student or the physical building they would not be required to provide proof of eye and vision screening to the school.	School Health Records will reflect no significant impact on student achievement as it relates to vision.	Students without vision screening will perform on average the same as typical peers who have been screened.
Physical Education	Ark. Code Ann. § 6-16-132: Section 9.03.4.9 (Physical Education) of the ADE Rules Governing the Standards for Accreditation, and Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards for Body Mass Index for Age Assessment Protocols in Arkansas Public Schools	The applicant is required to teach Physical Education to students in grades K-12 in accordance with the referenced statute and ADE Rules. The Springdale School of Innovation is asking for a waiver of that requirement for any student who is enrolled in online coursework or any student who participates on a sports team who is enrolled at the School of Innovation.	State Assessment, Interim Assessment, PSAT, AP Testing, Concurrent Coursework, Enrollment, Completion and average student scores.	The School of Innovation average student scores will be at or above district averages on the state assessments, interim assessments, and average student grade calculation. Graduation rate will be at or above district average. Many students will complete coursework ahead of a traditional pace.
Physical Education	Ark. Code Ann. § 6-16-132: Section 9.03.4.9 (Physical Education) of the ADE Rules Governing the Standards for Accreditation, and Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards for Body Mass Index for Age Assessment Protocols in Arkansas Public Schools	The applicant is asking for a waiver of that requirement in order that the curriculum of that requirement of the ADE Standards and Rules, Arkansas Frameworks and all applicable rubrics may be embedded within another course to be provided by the Springdale School of Innovation. The applicant ensures that students will receive instruction concerning the required material in the Physical Education class meeting or exceeding all state requirements, specifically by embedding the course content from it's Physical Education class within its Health or Marching Band Class.	Students will show mastery of content through interim assessments aligned to state frameworks for Physical Education	Students at the School of Innovation will be at or above district averages on interim assessments in the Physical Education Classroom.

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Fine Arts	Section 9.03.3.6 (Fine Arts) of the ADE Rules Governing Standards for Accreditation	The Springdale School of Innovation is required to provide Fine Arts coursework in order to meet the requirements of this standard. The applicant is seeking a waiver of that requirement for students who participate in a career institute may be able to choose and complete the coursework in their areas of interest as opposed to Fine Arts Courses. All courses that are provided to such students in substitution of Fine Arts shall meet or exceed all state curriculum requirements.	State Assessment, Interim Assessment, PSAT, AP Testing, concurrent coursework, Enrollment, Completion and average student scores.	The School of Innovation average student scores will be at or above district averages on the state assessments, interim assessments, and average student grade calculation. Graduation rate will be at or above district average. Many students will complete coursework ahead of a traditional pace.
Teacher Fair Dismissal Act / Public School Employee Fair Hearing Act	Ark. Code Ann. § 6-17-1501 et. seq and Ark. Code Ann. § 6-17-1701 et. seq.	The Springdale School of Innovation is seeking a waiver from The Teacher Fair Dismissal Act of 1983 to ensure high impact educational experiences are provided to students on a daily basis. Under this waiver the Springdale School of Innovation will assist in providing the highest quality instruction at all times. The waiver will provide both physically-located instructors and virtually-located instructors with an equitable lens for teaching and learning to ensure a highly effective educational experience.	Teacher willingness to participate under these guidelines and remain without any ethical violations in their conduct.	High Teacher Retention Rate

APPENDIX

Documentation of requirements pertaining to the Public Hearing

Evidence of parental and community support

Proposed school's 2016-2017 calendar

Proposed school's 2016-2017 daily schedule

Signed Statement of Assurances

NORTHWEST ARKANSAS Democrat Gazette

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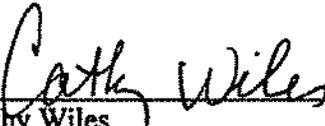
AFFIDAVIT OF PUBLICATION

I, Cathy Wiles, do solemnly swear that I am the Legal Clerk of the Northwest Arkansas Democrat-Gazette, printed and published in Washington County and Benton County, Arkansas, and of bona fide circulation, that from my own personal knowledge and reference to the files of said publication, the advertisement of:

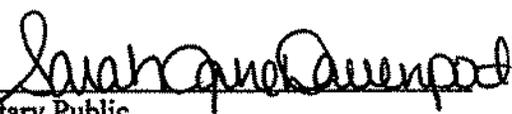
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Public Meeting Notice**

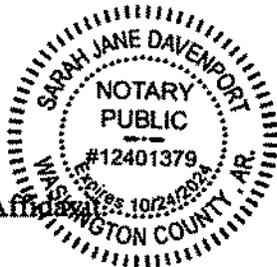
Was inserted in the Regular Edition on:
June 9, 16 & 23, 2015

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Cathy Wiles

Subscribed and sworn to before me
This 23 day of June, 2015.


Notary Public
My Commission Expires: 10/24/24



****NOTE****

Please do not pay from Affidavit
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Public Meeting Notice
Springdale School District,
School of Innovation,
conversion charter
The Springdale School of
Innovation conversion charter
meeting is scheduled for June
30, 2015 from 6:00 p.m. - 7:00
p.m. at the Jones Center at 922
East Emms Avenue in
Springdale, Arkansas. The
School of Innovation will
continue to provide students
with accelerated pathways for
students to earn an Associate's
degree and/or industry-level
certification(s) in addition to a
high school diploma by the end
of their twelfth grade school
year. The combination of
nationally emerging best
practices of competency-based
and blended learning will be the
keystone of the instructional
plan of this school. A fully
digital K-12 curriculum will be
added to the existing
instructional model to provide
personalized self-paced learning
thereby ensuring student voice
and choice.
73187800 June 9, 16, 23, 2015



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Parents hear charter proposal for Springdale's School of Innovation

By Brenda Bernet
This article was published July 1, 2015 at 1:00 a.m.



PHOTO BY J.T. WAMPLER
Joe ReHins, principal of Springdale's School of Innovation, talks to parents Tuesday. The School District is applying for a charter for the school for the 2016-17 school year.



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School of Innovation

- Plans announced in fall 2013.
- State grants school of innovation status in summer 2014.
- Opens with 200 eighth-graders in temporary space in the Jones Center in August 2014.
- School will enroll about 400 eighth- and ninth-graders at the Jones Center in August.
- School of Innovation to move to permanent home in August 2016.

Comments

Font Size

SPRINGDALE -- Parents with children enrolled in the School of Innovation like the self-paced, flexible learning environment the school offers and look forward to expanded opportunities that would come if the school becomes a district-run charter school, they said.

"It's just another level of education this is going to provide," said Dawn Manos, who thinks her 12-year-old daughter Sara will thrive when she begins eighth grade at the School of Innovation. "Their concern is for the students."

Manos was among about 50 parents who attended a public hearing Tuesday night to learn more about the Springdale School District's proposal for the school to become a district-conversion

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charter school. District officials have submitted a letter of intent to the Arkansas Department of Education and a comprehensive application is due Sept. 9.

The school received waivers from the state to create a more personalized learning environment than the district has offered, and a conversion charter would provide for additional waivers from state regulations to expand the school's offerings, Principal Joe Rollins said.

The primary reasons for seeking a charter are to continue to personalize learning, provide more digital learning options for students and to make connections from school to college and careers, he said.

The school opened for the 2014-15 year for about 200 eighth-graders at The Jones Center. The school will operate out of the center for one more school year with 400 eighth-graders and freshmen.

In 2016-17, the school will move to a permanent home across from Lakeside Junior High School on Hylton Road, south of Robinson Avenue. Construction is due to start soon on what will be a \$24 million, 143,000-square-foot campus there, said Gary Compton, assistant superintendent for support services.

The new campus is expected to open with about 600 to 650 students in the eighth through 10th grades and by 2018-19 grow to as many as 1,000 students in the eighth through 12th grades.

A district-conversion charter school is a public school governed by a school district, as opposed to an open-enrollment charter school run by an independent organization and aren't limited to enrolling students from a specific geographic boundary like a public school district.

Springdale will have to receive approval from a state Charter Authorizing Panel and the State Board of Education before the School of Innovation can operate under waivers sought by the district, Witonski said. The waivers wouldn't apply until the 2016-17 school year, she said.

If the application is denied, the school will continue as it is, and the district can reapply next year, Witonski said.

The charter application will ask for waivers to allow for a fully digital kindergarten through 12th-grade program under the School of Innovation, Witonski said. Students could choose to have all face-to-face instruction, to blend face-to-face instruction with online courses or to take all of their classes online. The content would be created and monitored by Springdale teachers.

Waivers are necessary for plans to offer instruction in more than one language and to allow industry professionals without a teaching license to teach classes, though the industry professionals would be subject to background checks, Witonski said.

Administrators and teachers are constantly changing and adding to the school, said Michelle Crozier, whose 14-year-old daughter Mackenzie will begin as a freshman in August at the school. The school is giving students exposure to opportunities in the community and workforce, she said.

"They really are seeking to meet the needs of the students in the way they like to learn," Crozier said.

Matt Gumm, whose 14-year-old son Trevor begins ninth grade in August at the school, said his family has supported non-traditional education. Trevor was a student of the open-enrollment charter school Arkansas Virtual Academy before becoming a School of Innovation student.

Gumm thinks having digital courses will be a good option, he said.

"I don't think any delivery method or school setting is perfect for anyone," he said. "Giving students and parents a choice, I think it will be beneficial."

NW News on 07/01/2015

Print Headline: Parents hear charter proposal for School of Innovation

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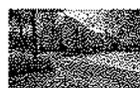
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Landscape Asst. CENTRAL ARKANSAS LIBRARY 06.27.15 | Little Rock, AR

Engineer

Calendar

(http://arkansasonline.com/eventcalen

Art in the Park

THU 2 Wildwood Park | Little Rock, AR (http://arkansasonline.com/eventcalen: IN-THE-PARK/1528157/2015-07-02T00)

Little Rock Farmers' Market

THU 2 Ottenheimer Hall | Little Rock, AR (http://arkansasonline.com/eventcalen: ROCK-FARMERS-MARKET/1438839/2015-07-02T07)

A Very Veggie Fourth of July

THU 2 Bernice Garden | Little Rock, AR (http://arkansasonline.com/eventcalen: VERY-VEGGIE-FOURTH-OF- JULY/1444893/2015-07-02T14)



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May 27, 2015

Dear Parents,

The Springdale School District invites you to attend a public meeting at The Jones Center at 922 East Emma Avenue in Springdale on June 30, 2015 from 6:00 p.m. - 7:00 p.m. This meeting will introduce new participants to the Springdale School of Innovation's instructional model by increasing personalized education options as we apply for district conversion charter school status.

The School of Innovation (SOI) conversion charter will continue to provide students accelerated pathways to earn an Associate's degree and/or industry-level certification(s) in addition to a high school diploma by the end of their twelfth grade school year. The combination of nationally emerging best practices of competency-based and blended learning will be the keystone of the instructional plan of this school.

A fully digital K-12 curriculum will be added as part of the existing instructional model to personalize self-paced learning thereby ensuring student voice and choice. Anyone is welcome to attend and we encourage you to invite your friends who are looking to make the School of Innovation their home.

In Innovation,

A handwritten signature in black ink, appearing to read "Joe Rollins".

Joe Rollins

Principal, School of Innovation

A handwritten signature in black ink, appearing to read "Mark Oesterle".

Mark Oesterle, Ed.D.

Assistant Principal, School of Innovation

Public Meeting Notice

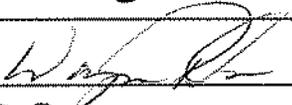
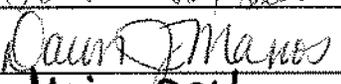
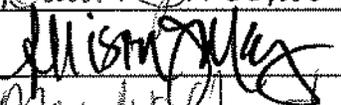
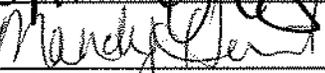
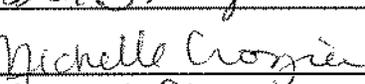
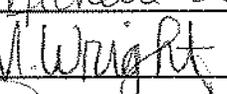
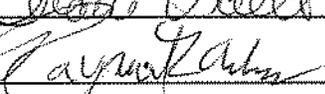
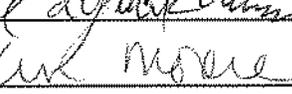
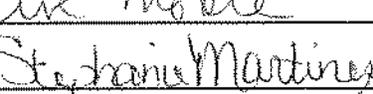
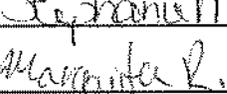
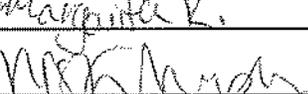
Springdale School District, School of Innovation, conversion charter

The Springdale School of Innovation conversion charter meeting is scheduled for June 30, 2015 from 6:00 p.m. - 7:00 p.m. at the Jones Center at 922 East Emma Avenue in Springdale, Arkansas. The School of Innovation will continue to provide students with accelerated pathways for students to earn an Associate's degree and/or industry-level certification(s) in addition to a high school diploma by the end of their twelfth grade school year. The combination of nationally emerging best practices of competency-based and blended learning will be the keystone of the instructional plan of this school. A fully digital K-12 curriculum will be added to the existing instructional model to provide personalized self-paced learning thereby ensuring student voice and choice.

Springdale School District

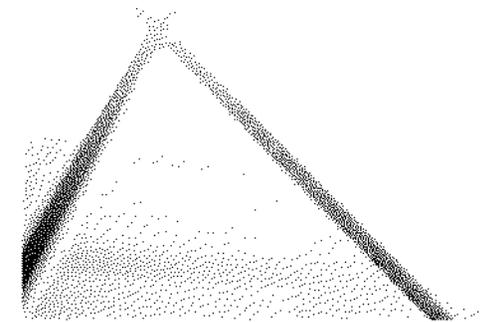
District Charter Conversion

Meeting 6/30/2015

Printed Name	Signature	email
Wayne Peterson		
Brandelyn Peterson		
Jordan Peterson	Jordan Peterson	
Dawn Manos		
Allison McElroy		
Mandy Hunt		
Dan + Amy Flanigan	Dan Flanigan	
Michelle Crozier		
Missy Wright		
Diane Scott		
Raymond L. Anders		
Kim Moore		
Stephanie Martinez		
Margarita Rodriguez		
Misty Murphy		
Miguel Castillon		
Laura Huck		
Matt + TREVOR G...		

Springdale School of Innovation District Charter Conversion

Leading in Innovation



Vision Statement

Personalized Learning Designed for Student Success

The Springdale School of Innovation is a technology-rich STEM-focused school. It embraces personalized, real world application, flexible, digital and blended learning opportunities for all students, allowing for student agency, opportunities for digital course offerings, self-pacing and a project-based learning environment that promotes career and college readiness.

Philosophy

Learning Today, Leading Tomorrow

Delivered through initiatives such as 1:1 technology for all students, Real World Wednesday Initiative to incorporate community business, industry, STEM, and Career and Technical

The Springdale School of Innovation is dedicated to the education of the whole child by promoting excellent communication skills, a collaborative environment, and innovative approaches to teaching and learning. Our students are self-directed and have the perseverance and skills needed to be career and college ready.

Goals

improve opportunities for personalized learning

create a fully digital campus K-12

- include students we are not currently able to serve
- controlled content, locally branded

provide a dual language opportunity for students K-12

enhance opportunities through additional waivers not currently afforded

Current Reality

- raise the bar for what is provided for our students
- meet students where they are
 - Ability to personalize learning to a higher level
 - Project Based – Digital – Global
 - Students choosing a different path
 - If not us – who?
 - Community Need
- Standards vs. Competency Based

How Did We Get Here?

Springdale has been growing at a rapid pace with a changing demographic

Traditional model does not always meet the needs of all students

Local industry calls for skilled workers with diverse skills to meet industry standards

Universities seek students who are prepared for college

College is costly and many students attend without a clear path

Waivers

Certification and Teacher Fair Dismissal

- Allows skilled professionals to instruct students in certification area

Digital

- 100% on-line offerings

Charter

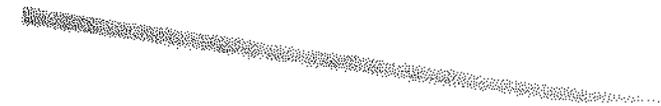
- School of choice, expanded outreach for students
- Learning opportunities to match student need

Dual language instruction

Clock Hours

SPRINGDALE SCHOOL DISTRICT Will Lead the Way

SCHOOL OF
INNOVATION



SOI Expectations

Associates Degree and/ Industry Standard Certification in applied career field

Competency Based Performance

Senior Thesis/CAP Stone Project

EAST required during Jr. High experience

At least one EAST course required during 10th-12th grade

Up to two major cross-curricular projects per year

SOI Expectations

International Study between Junior and Senior Year

Dual-Language offerings

PSAT required by 9th grade for dual-enrollment purposes

Career interest Groups

Senior Internships

Continuous Access

- Open 24/7
- Continued coursework through summer

All students involved in at least one extra-curricular program

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Full Comprehensive K-12 Curriculum

Meet the needs of a population we are not serving

- Immigration
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- Homebound
- Medically Fragile
- Institutionalized
- Families who are required to travel due to career

www.infinitespringdale.com

- Offer to students who transfer late or with unique situations
- Customized to Springdale standards by Springdale teachers
 - Ability to upload lessons, assessments, videos, and offer on-line office hours and student support
- Community and state partnerships

Next Steps

Presentation to the Springdale School Board in June

Public Meeting, June 30th 6:00 p.m. at the Jones Center

Application to the Charter State Office

Hearing before the Charter Authorizing Panel

Hearing before the Arkansas State Board of Education

Continued curriculum development

- SOI and Digitally

Growth plan, review staffing needs

Establish systems at SOI to allow for growth and provide flexibility

Questions



SCHOOL OF INNOVATION LETTERS OF SUPPORT

The following letters of support for the Springdale School of Innovation district charter conversion application are on file. Any additional information or copies of the letters will gladly be provided.

- United States Congressman Steve Womack
- Randy Zook – President and CEO Arkansas Chamber of Commerce
- Kim Davis – Senior Program Officer – Home Region Program
- Denise Airola – Director for the Office of Innovation for Education
- Russell Tooley – Executive Vice President Tyson Foods
- State Senator Jon Woods
- State Representative Lance Eads
- State Representative Micah Neal
- State Representative Jana Della Rosa
- Doug Sprouse – Mayor, City of Springdale
- Cathi Swan – State Coordinator of Digital Learning
- Perry Webb – President and CEO Springdale Chamber of Commerce
- Murry Cline – Vice President of Operations NWA
- Chris Stecklein – Executive Director Springdale Public Schools Education Foundation
- Mitchell Johnson – President and CEO Ozark Electric Cooperative
- Arthur Thurman – President and COO Mathias Properties
- Charles R. Nickle – Chief Executive Officer USI Consulting Engineers
- Mr. Ed Clifford- CEO Jones Family Trust
- Shane Acosta – General Manager Cargill
- Kathy McFetridge - Owner Ozark Film and Video
- Nate Robinson – AVP Retail Lending Today's Bank
- Stephanie Robinson – Owner SIRE Mercantile
- James Couch – Partner Cypert, Crouch, Clark, & Harwell, PLLC
- Mike Luttrell – President Walker Brothers Insurance
- Dr. Blake Robertson – President Northwest Technical Institute
- Heath Ward – Executive Director Springdale Water Utilities
- Alford Drinkwater – Sr. Vice President AERT, Inc.
- Dr. Ajay Malshe – Distinguished Professor of Mechanical Engineering, University of Arkansas
- Dr. Chase Rainwater – Associate Professor of Industrial Engineering, University of Arkansas
- Dr. Richard Cassady – Professor of Industrial Engineering, University of Arkansas
- Mike Morgenthaler – President, First Security Bank Springdale
- Lisa Ray – President and CEO of Arvest Bank Springdale
- Justin Cole – General Manager Northwest Arkansas Naturals
- Derek Gibson – Executive Vice President Legacy National Bank
- Nathan Gairhan – President and CEO United Bank
- Mike McFarland – Senior Vice President, Business Development Arvest Bank
- Rick Barrows – President Multi-Craft Contractors

Congress of the United States
House of Representatives
Washington, DC 20515-0403

September 4, 2015

Mr. Johnny Key
Commissioner
Arkansas Department of Education
4 Capitol Mall, Mail Slot 26
Little Rock, AR 72201

Dear Commissioner Key,

It is my privilege to submit this letter expressing support of the Springdale School of Innovation (SOI) district conversion charter application. I understand that the SOI application enjoys the support of local and state elected officials who represent the community served by the school, and I am pleased to add my endorsement to those already expressed. Northwest Arkansas enjoys a wide variety of education options for families to consider, and if approved the SOI district conversion charter would enhance those offerings.

SOI is a blended learning STEM-focused school that focuses on project-based learning to foster student achievement. Opened in 2014, SOI has already experienced success. However, greater opportunities exist through the requested district conversion charter – specifically, the flexibility to implement dual language immersion in Spanish and Mandarin Chinese, enhance digital content and course offerings, and increase involvement of industry professionals.

It is for these reasons that I respectfully request every possible consideration that the SOI district conversion charter application can be afforded. If I can be of further assistance, please let me know.

Sincerely,



Steve Womack
Member of Congress

SW/kw

For
WALTON FAMILY
FOUNDATION

P.O. Box 2030
Bentonville
AR 72712-2030

August 10, 2015

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

Commissioner Key,

I am writing in support of the conversion charter grant application for the Springdale School District that will be addressed by the Charter Authorizing Panel in the near future. As you know, the Springdale School District has served families and students well throughout its history, and has been recognized by numerous education organizations throughout the country for outstanding work with all students. During the 2014-2015 academic year, the school district was honored with a discovery visit from White House officials to observe best practices by the district for working with the ELL community.

A specific initiative within the foundation's "Home Region" Program is to assist area industries to attract and retain quality associates. A significant portion of this initiative is having quality educational options for families in the region. Area industries are attracting families from all over the world to live and work in Northwest Arkansas. These families have been accustomed to a variety of experiences and educational options for their children.

While we have been blessed with excellent schools in Northwest Arkansas, rapid population growth in the area is driving need for innovative school settings in order to serve the families industries are recruiting. They often seek smaller, more personalized or specialized school settings and this conversion charter school will help meet that need.

Please don't hesitate to contact me if you have any questions.

Sincerely,

Kim Davis
Senior Program Officer – Home Region Program



September 8, 2015

Arkansas State Board of Education
Mr. Johnny Key, Commissioner
4 Capitol Mall #26
Little Rock, AR 72201

Dear Commissioner Key,

I would like to express my strong support for the Arkansas State Board of Education to grant approval for the Springdale School of Innovation's request for conversion into district conversion charter status.

During the past year, the Springdale School of Innovation has brought forth changes to public education and created new relationships with business and industry partners, allowing students to observe the business community first-hand. This involvement with industry professionals and the content delivery as it applies to their respective fields of work, better prepares them to contribute to the world of work upon their graduation.

By granting the School of Innovation a district conversion charter, students will have opportunities not previously afforded to them such as self-paced and accelerated learning through blended instruction, 1:1 technology, digital course offerings that can be accessed by students in the district and beyond both as a program of study, or as individual courses when they are not available to them in their current school. Additional benefits are dual language immersion in Spanish and Mandarin Chinese, recorded teacher lessons/curriculum that students can access anytime, anywhere, and career credentialing programs of study. Early college experiences provide students with the opportunity to achieve a two-year associate's degree prior to high school graduation. This remarkable school's opportunities to students is unmatched in any other public school in our state.

Thank you for your consideration of this critical request by the Springdale School of Innovation.

Sincerely,

A handwritten signature in cursive script that reads "Russell Tooley".

Russell Tooley
EVP Continuous Improvement



Business matters.

September 1, 2015

Arkansas State Board of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Members of the Board:

On behalf of the Arkansas State Chamber of Commerce / Associated Industries of Arkansas and the 1,400 company members these organizations represent, it is my pleasure to offer my recommendation of and support for the Springdale School of Innovation and its efforts to seek District Conversion Charter Status by the State of Arkansas and the State Board of Education.

This school, under Principal Rollins's leadership, demonstrated an extraordinary ability to create much needed change. For far too long, a disconnect has existed between Arkansas's public education system and the state's business community. The School of Innovation has made incredible strides in bridging that gap, bringing all parties together, and implementing a curriculum and utilizing tools reflective of today's global marketplace and its increasingly technical and technological landscape.

Principal Rollins continues to improve upon the school's inaugural year success. Through extensive use of technology and partnerships with school and community college personnel coupled with area business and industry leaders, the School of Innovation has developed highly responsive lessons and blended education plans to maximize learning. Students now have the opportunity to meet with and see first-hand regional business and industry facilities and engage directly with employers on a regular basis to gain better perspective of the demands they will face in today's workplace. This has proven to be highly effective and motivational for all involved.

The School of Innovation is placing its students on a fast-track to success. Accelerated learning encourages students to obtain a two-year associate's degree prior to high school graduation and encourages market-driven career credentialing opportunities. Graduates will be well positioned to take advantage of a wide range of career opportunities and maximize their individual income potential wherever their careers may take them.

The intellectual and capital investments made by the Springdale School of Innovation will continue to bolster the economy of Northwest Arkansas and enrich the lives of those it serves. Principal Rollins, the staff and faculty and its partners are to be commended for their collective vision and efforts and the Arkansas State Chamber of Commerce / Associated Industries of Arkansas proudly supports and encourages their efforts.

Sincerely,

A handwritten signature in black ink that reads "Randy Zook". The signature is written in a cursive, flowing style.

Randy Zook
President & CEO



OFFICE of
INNOVATION
for EDUCATION

September 2, 2015

Dear Charter Authorizing Panel Members:

I am writing in support of Springdale School District's application for conversion charter status for its School of Innovation (SOI). As Director of the Office of Innovation for Education I direct and engage in research of innovative practices and programs on a regular basis.

Our office's goal is to find those practices and programs that have a high likelihood of improving student learning outcomes. Personalized learning (<http://www.inacol.org/wp-content/uploads/2015/02/mean-what-you-say.pdf>) shows promise for increasing student engagement in learning, as well as student development of 21st Century competencies-the so-called soft skills students need to be successful in college and careers. The evidence is beginning to support positive student learning outcomes when you improve student engagement and 21st Century competencies (http://www.inacol.org/resources/resource-search/?resource_topics=17).

I have found a few consistent elements that are critical to supporting personalized learning for all students: a mindset that focuses on students as partners and drivers of their learning, expectations of and accountability for teacher/leader change in practice, school staff who seek to remove school/classroom barriers to personalized learning, and an administrative team that seeks to remove obstacles to provide the necessary supports to schools to ensure positive progress.

Springdale School District has incorporated these elements into their long term innovation plan. Leaders have built a strong foundation for personalizing learning through the district's Race to the Top grant activities which provide a comprehensive framework from which to focus on district-wide change in teacher and leader practices to support student-driven learning. This comprehensive framework allows for innovation to occur on micro- and macro-scales, incubating the more innovative approaches while nurturing the foundation for district-wide change.

Teachers and leaders throughout the district are incorporating student-led conferences and expanding student advisory opportunities. These are occurring under efforts guided by the Center for Secondary School Redesign a strong partner for managing change toward student-driven, personalized learning. These efforts are leading to macro-level, incremental changes in the practices of the adults.

Springdale's SOI is an example of incubating innovation at the micro-scale. Leaders, teachers, and students are designing personalized learning paths and using technology as a tool to enable students to have some control over pace, path, and place for their learning. Students at the SOI are able to pursue

- self-paced learning using blended learning instruction and 1to 1 technology;
- advisory from school faculty, as well as community college advisors, business and industry professionals;
- exposure to work-place culture through weekly opportunities to meet with and see first-hand regional business and industry facilities;
- accelerated learning and support using recorded teacher lessons for anytime, anywhere access to teachers and curriculum;
- early college experiences with the opportunity to achieve a two-year associate's degree prior to high school graduation;
- internships prior to graduation and access to digital course offerings that can be taken from home; and
- career credentialing programs of study.

Springdale is seeking a conversion charter for its SOI to expand the reach of personalized learning to more students with more options-potentially capturing more of the educationally unengaged students in the community. Students would be able to access additional course offerings, including dual language immersion, and benefit from increased involvement of workplace professionals in augmenting the course content with workplace context.

Through this conversion charter the SOI will be able to build on its progress at the micro-scale, iterating its design to continue to expand both the innovation and the reach of its programs for students.

Innovative endeavors are not without risk. Therefore, accountability for implementation and outcomes goes hand in hand with plans for change. Through the application process and through its district Race to the Top grant, Springdale commits to monitoring the outcomes and impact of these endeavors on their students' outcomes. I support their effort to remove the remaining policy barriers that would limit their innovative efforts. Through this effort Arkansas will have the opportunity to learn and grow from informed innovation in its own backyard.

With respect,

Denise Airola
Director

**Springdale Public Schools
2016-2017 School Calendar**

Days Required

- * Student Days - 178
- * Prof. Dev. Days - 10
- * P/T Conference - 2 per year
- * Teacher Days- 190

August 2016						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2016						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2016						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2016						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2016						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
January 2017						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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

- * Aug 1-10 - Break
- * Aug 8-10 - Prof Dev. Non-student Days
- * Aug 22-26 - Prof Dev. Non-student Days
- * Sept 5-9 - Labor Day Break
- * Oct 10-21 - Fall Break
- * Nov 7-9 - Parent Teacher Conferences
- * Nov 11 - Veterans Day
- * Nov 21-25 - Thanksgiving Holiday
- * Dec 19-Jan 6 Christmas Break
- * Jan 5-6 - Teacher Workday
- * Feb 13- 24 - Winter Break
- * Mar 6-10 - Break
- * March 13 - Teacher Workday
- * April 3-14 - Spring Break
- * May 8-10 - Parent Teacher Conferences
- * May 29 - Memorial Day
- * June 5-16 Summer Break
- * June 15-16 - Prof Dev. Non-student Days
- * Jul 3-7 - Independence Day
- * Jul 17 - Teacher Workday



Springdale School Of Innovation 2016-2017 Daily Schedule

Time	Monday BLOCK A	Tuesday BLOCK B	Wednesday ENRICHMENT BLOCK	Thursday BLOCK A	Friday BLOCK B
8:45-9:15 30 Minutes	Goal Setting Advisory	Goal Setting Advisory	Goal Setting Advisory	Goal Setting Advisory	Goal Setting Advisory
9:20-10:35 75 Minutes	PERIOD 1	PERIOD 5	8th grade: iTime 9th grade: RWW 150 Minutes	PERIOD 1	PERIOD 5
10:40-11:55 75 Minutes	PERIOD 2	PERIOD 6		PERIOD 2	PERIOD 6
A Lunch 11:55-12:30 35 Minutes	8th Lunch 9th Advisory	8th Lunch 9th Advisory	8th Lunch 9th Advisory	8th Lunch 9th Advisory	8th Lunch 9th Advisory
B Lunch 12:30-1:05 35 Minutes	9th Lunch 8th Advisory	9th Lunch 8th Advisory	9th Lunch 8th Advisory	9th Lunch 8th Advisory	9th Lunch 8th Advisory
1:10-2:25 75 Minutes	PERIOD 3	PERIOD 7	8th grade: RWW 9th grade: iTime 150 Minutes	PERIOD 3	PERIOD 7
2:30-3:45 75 Minutes	PERIOD 4	PERIOD 8		PERIOD 4	PERIOD 8

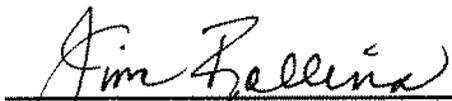
Typical Daily Expectation for Elementary School		
8:00-10:00	ELD	Writing
	ELD	Writing
10:00-11:30	Social Studies	Writing
	Social Studies	Writing
11:30-12:00	Lunch / Break	Writing
12:00-2:00	Math	Writing
	Math	Writing
2:00-3:30	Science	Writing
	Science	Writing
3:30-4:30	Elective / Extension	Writing
	Elective / Extension	Writing
	Elective / Extension	Writing
	Elective / Extension	Writing

**2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

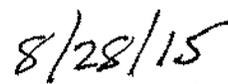
The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion 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 district conversion 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 any other qualified employee of the school district is covered.
7. The district conversion 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.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. 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.



Signature of Superintendent of School District



Date



Printed Name

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	CENTRAL JUNIOR HIGH SCHOOL		
Grade Levels	8-9		
Campus Status	<i>Needs Improvement Focus</i>		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	83.26	80.24	
Targeted Achievement Gap Group	70.74	66.59	
African American	n<10	63.64	
Hispanic	78.91	69.47	
White/Caucasian	87.69	87.43	
Economically Disadvantaged	70.00	65.63	
English Language Learners/ Limited English Proficient	67.92	55.05	
Students with Disabilities	24.32	52.11	

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	GEORGE JUNIOR HIGH SCHOOL		
Grade Levels	8-9		
Campus Status	<i>Needs Improvement</i>		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	78.41	77.13	
Targeted Achievement Gap Group	75.77	73.51	
African American	50.00	37.50	
Hispanic	81.35	75.65	
White/Caucasian	83.33	90.41	
Economically Disadvantaged	76.80	73.37	
English Language Learners/ Limited English Proficient	70.25	67.41	
Students with Disabilities	30.00	61.19	

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	LAKESIDE JUNIOR HIGH SCHOOL		
Grade Levels	8-9		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	71.71	60.97	
Targeted Achievement Gap Group	68.17	56.79	
African American	N<10	50.00	
Hispanic	70.07	59.63	
White/Caucasian	82.14	75.13	
Economically Disadvantaged	68.36	56.83	
English Language Learners/ Limited English Proficient	60.36	45.67	
Students with Disabilities	27.27	41.79	

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	SOUTHWEST JUNIOR HIGH SCHOOL		
Grade Levels	8-9		
Campus Status	Needs Improvement Focus		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	83.75	83.10	
Targeted Achievement Gap Group	76.92	76.81	
African American	80.00	75.00	
Hispanic	82.28	81.27	
White/Caucasian	89.17	90.88	
Economically Disadvantaged	77.03	76.36	
English Language Learners/ Limited English Proficient	74.80	71.48	
Students with Disabilities	47.50	58.67	

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	HELEN TYSON MIDDLE SCHOOL		
Grade Levels	6-7		
Campus Status	Achieving		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	79.07	80.86	
Targeted Achievement Gap Group	74.38	75.26	
African American	71.43	71.43	
Hispanic	75.95	76.58	
White/Caucasian	87.39	92.47	
Economically Disadvantaged	74.73	76.25	
English Language Learners/ Limited English Proficient	66.67	66.43	
Students with Disabilities	40.91	45.45	

CAMPUS DATA – CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	SPRINGDALE		
Campus Name	HELLSTERN MIDDLE SCHOOL		
Grade Levels	6-7		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	82.32	83.58	
Targeted Achievement Gap Group	71.03	72.96	
African American	64.29	42.86	
Hispanic	75.21	76.45	
White/Caucasian	87.99	89.87	
Economically Disadvantaged	71.90	72.38	
English Language Learners/ Limited English Proficient	66.52	69.53	
Students with Disabilities	32.29	50.00	

CAMPUS DATA – OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	SPRINGDALE		
Campus Name	J. O. KELLY MIDDLE SCHOOL		
Grade Levels	6-7		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	71.45	81.24	
Targeted Achievement Gap Group	69.30	79.53	
African American	60.00	53.33	
Hispanic	69.74	82.27	
White/Caucasian	82.47	87.63	
Economically Disadvantaged	69.69	79.67	
English Language Learners/ Limited English Proficient	65.76	78.16	
Students with Disabilities	28.92	50.60	

CAMPUS DATA – OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	SPRINGDALE		
Campus Name	SONORA MIDDLE SCHOOL		
Grade Levels	6-7		
Campus Status	Achieving		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	70.41	73.57	
Targeted Achievement Gap Group	67.22	70.30	
African American	72.73	63.64	
Hispanic	70.99	75.69	
White/Caucasian	81.53	84.23	
Economically Disadvantaged	67.81	70.48	
English Language Learners/ Limited English Proficient	56.29	61.01	
Students with Disabilities	29.23	46.15	

Kindergarten- Year at a Glance 2015-2016

For each unit below are the FOCUS standards that will be ASSESSED during that unit. Just because they are assessed in a particular unit *does not mean* they should not be addressed other parts of the year.

Unit 1: Concepts about Print	Unit 2: Making Stories Come Alive	Unit 3: Researching Our World	Unit 4: The Natural State
<p style="text-align: center;">RF.K.1 Concepts about Print</p> <p style="text-align: center;">RI.K.5 Front cover/Back cover of book</p> <p style="text-align: center;">RL.K.6 Author/Illustrator of story books</p> <p style="text-align: center;">W.K.1 Opinion Writing</p>	<p style="text-align: center;">RL.K.2 Retell familiar stories with key details</p> <p style="text-align: center;">RL.K.3 Identify characters, setting, events</p> <p style="text-align: center;">RL.K.5 Difference between storybook and poem</p> <p style="text-align: center;">RL.K.7 Relationship between picture and text</p> <p style="text-align: center;">RL.K.9 Compare and contrast character's adventures</p> <p style="text-align: center;">SL.K.4 Describe familiar people, places, events</p> <p style="text-align: center;">W.K.3 Narrative writing</p>	<p style="text-align: center;">RI.K.2 Identify main idea and key details</p> <p style="text-align: center;">RI.K.3 Describe connections within a text</p> <p style="text-align: center;">RI.K.7 Relationship between picture and text</p> <p style="text-align: center;">RI.K.9 Identify similarities and differences between two books on the same topic</p> <p style="text-align: center;">SL.K.1 Collaborative conversations</p> <p style="text-align: center;">SL.K.4 Describe people, places, and events</p> <p style="text-align: center;">SL.K.6 Speak audibly to express thought/feelings</p> <p style="text-align: center;">W.K.2 Informative Writing</p> <p style="text-align: center;">W.K.7 Participate in shared research/writing</p> <p style="text-align: center;">W.K.8 Recall or gather information</p>	<p style="text-align: center;">RI.K.2 Identify main idea and key details</p> <p style="text-align: center;">RI.K.6 Author/Illustrator of informational Texts</p> <p style="text-align: center;">RI.K.8 Identify reasons an author give to support points in text</p> <p style="text-align: center;">SL.K.1 Collaborative conversations</p> <p style="text-align: center;">SL.K.5 Add visuals when needed</p> <p style="text-align: center;">W.K.2 Informative Writing</p> <p style="text-align: center;">W.K.5 Add detail when needed</p> <p style="text-align: center;">W.K.6 Explore digital tools to publish writing</p> <p style="text-align: center;">W.K.7 Participate in shared research/writing</p> <p style="text-align: center;">W.K.8 Recall or gather information</p>

Supporting Standards: These standards should be taught and used throughout the year, not just at *one point in the year*.

Language	Reading Foundations	Reading Information	Reading Literature	Speaking and listening
L.K.1	RF.K.1	RI.K.1	RL.K.1	SL.K.2
L.K.2	RF.K.2	RI.K.4	RL.K.4	SL.K.3
L.K.4	RF.K.3	RI.K.10	RL.K.10	
L.K.5	RF.K.4			
L.K.6				

First Grade- Year at a Glance 2015-2016

For each unit below are the FOCUS standards that will be ASSESSED during that unit. Just because they are assessed in a particular unit does not mean they should not be addressed other parts of the year.

Unit 1: Stories We Read	Unit 2: Researching the World	Unit 3: How Characters Change	Unit 4: Fiction vs. Nonfiction
<p>RL.1.2 Retell stories with key details and understanding the moral/lesson</p> <p>RL.1.3 Describe characters, setting, and major events</p> <p>RL.1.7 Use illustrations to describe characters, setting, or events</p> <p>RL.1.9 Compare and contrast characters' adventures</p> <p>W.1.3 Narrative Writing</p>	<p>RI.1.2 Identify main idea and key details</p> <p>RI.1.3 Make connection within a text</p> <p>RI.1.5 Know and use text features</p> <p>RI.1.8 Identify reasons an author gives to support points in a text</p> <p>RI.1.9 Identify similarities and differences between two texts on the same topic</p> <p>SL.1.1 Collaborative conversations</p> <p>W.1.2 Informative Writing</p> <p>W.1.7 Shared research/writing project</p> <p>W.1.8 Recall/gather information</p>	<p>RL.1.2 Retell stories with key details and understanding the moral/lesson</p> <p>RL.1.4 Find words or phrases that appeal to the senses or feelings</p> <p>RL.1.6 Identify who is telling the story</p> <p>RL.1.9 Compare and contrast characters' adventures</p> <p>SL.1.5 Add drawings or visuals to clarify thoughts, feeling, ideas</p> <p>W.1.1 Opinion Writing</p> <p>W.1.6 Use digital tools to publish writing</p>	<p>RI.1.6 Information from pictures vs. text</p> <p>RI.1.7 Use illustrations and details in a text to describe key ideas</p> <p>RL.1.5 Difference between fiction and nonfiction</p> <p>RL.1.7 Use illustrations to describe characters, setting, or events</p> <p>W.1.1 Opinion Writing</p> <p>W.1.5 Adding Detail when needed</p>

Supporting Standards: These standards should be taught and used throughout the year, not just at one point in the year.

Language	Reading Foundations	Reading Information	Reading Literature	Speaking and listening
L.1.1	RF.1.1	RI.1.1		SL.1.2
L.1.2	RF.1.2	RI.1.4	RL.1.1	SL.1.3
L.1.4	RF.1.3	RI.1.10	RL.1.10	SL.1.6
L.1.5	RF.1.4			
L.1.6				

Second Grade- Year at a Glance 2015-2016

For each unit below are the FOCUS standards that will be ASSESSED during that unit. Just because they are assessed in a particular unit *does not mean* they should not be addressed other parts of the year.

Unit 1: The Stories We Read	Unit 2: Informational writing: How does it work?	Unit 3: Life Before We Were Born	Unit 4: The Stories We Tell
<p>RL.2.1 Ask and answer wh- questions</p> <p>RL.2.3 Describe how characters respond to major events</p> <p>RL.2.5 Describe overall structure of a story</p> <p>RL.2.7 Use information from illustrations and print to understand characters, setting, or plot</p> <p>W.2.3 Narrative Writing</p>	<p>RI.2.2 Identify main topic of multi-paragraph text</p> <p>RI.2.5 Know and use various text features to locate key facts</p> <p>RI.2.6 Identify main purpose of a text</p> <p>RI.2.7 Explain how specific images clarify text</p> <p>RI.2.8 Describe how reasons support specific point in a text</p> <p>SL.2.1 Collaborative conversations</p> <p>W.2.2 Informative Writing</p> <p>W.2.6 Use digital tools</p> <p>W.2.8 Recall/gather information</p>	<p>RI.2.1 Ask and answer wh- questions</p> <p>RI.2.3 Describe connections between two events, ideas, steps in a text</p> <p>RI.2.9 Compare and contrast most important points presented in two texts on the same topic</p> <p>SL.2.2 Recount/describe key details</p> <p>W.2.1 Opinion Writing</p> <p>W.2.7 Participate in shared research/writing project</p>	<p>RL.2.2 Recount stories (fables and folktales) & determine morai</p> <p>RL.2.6 Acknowledge differences in point of view</p> <p>RL.2.9 Compare and contrast two or more versions of the same story</p> <p>SL.2.4 Tell a story with descriptive details</p> <p>SL.2.5 Create an audio recording of stories or poems</p> <p>W.2.3 Narrative Writing</p> <p>W.2.5 Revising and Editing</p>

Supporting Standards: These standards should be taught and used throughout the year, not just at one point in the year.

Language	Reading Foundations	Reading Information	Reading Literature	Speaking and listening
L.2.1				
L.2.2				
L.2.3	RF.2.3			SL.2.3
L.2.4	RF.2.4	RI.2.4	RL.2.4	SL.2.6
L.2.5		RI.2.10	RL.2.10	
L.2.6				

**Third Grade Year at a Glance
2015-2016**

UNIT 1 Connections With Characters Social Studies: Citizenship and Government	UNIT 2 People and Places Social Studies: My community	UNIT 3 Stories Worth Telling Social Studies: Communities around the world	UNIT 4 What's Your Point of View? Social Studies: Economics
FOCUS STANDARDS			
<p>RL.3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting)</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RI.3.2 Determine the main idea of a text, recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).</p> <p>SL.3.3 Ask and answer questions from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RI.3.2 Determine the main idea of a text, recount the key details and explain how they support the main idea.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).</p> <p>RI.3.9 compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>SL.3.3 Ask and answer questions from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluent reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details</p> <p>W.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>LANGUAGE PROGRESSION</p> <p>Language standards should be integrated into the curriculum as appropriate the entire year. This progression shows a sequence in which certain of the Language standards should be a focus of explicit instruction.</p>			
<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, verbs, and adjectives in general and their functions in particular sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>c. Use commas and quotations in dialogue.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps).</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of adverbs in general and their functions in particular sentences.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas in addresses</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>
<p>Supporting Language Standards</p> <p>These Language standards should be integrated into the curriculum all year long.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful parts) in writing words.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion).</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. Distinguish shades of meaning among related words that describe states of minds or degrees of certainty (e.g. knew, believed, suspected, heard, wondered).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).</p>			

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Reading Foundations</p> <p>Reading Foundations should be integrated into the curriculum as appropriate the entire year. This progression shows a sequence in which certain of the Language standards should be a focus of explicit instruction.</p>			
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>c. Decode multisyllable words</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words</p>
<p>Supporting Reading Foundation Standards</p> <p>These reading standards should be integrated into the curriculum all year long.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose with and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			

**Fourth Grade Year at a Glance
2015-2016**

<p align="center">UNIT 1 The Heart of a Story</p> <p>Social Studies: Citizenship and Government</p>	<p align="center">UNIT 2 Our Place in the World</p> <p>Social Studies: Regions and Geography of Arkansas and the United States</p>	<p align="center">UNIT 3 The Natural State</p> <p>Social Studies: Arkansas History</p>	<p align="center">UNIT 4 Accounting for Point of View</p> <p>Social Studies: Economics</p>
FOCUS STANDARDS			
<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).</p> <p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RI.4.2 Determine the main idea of a text, and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical, text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.1 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.4.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.5 Describe the major differences between poems, dramas and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RI.4.9 Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.</p> <p>SL.4.2 Paraphrase portions of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>RI.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided..</p> <p>W.4.9 Draw evidence from literature, informational texts to support analysis, reflection, and research.</p> <p>a. apply grade 5 Reading standards to literature (e.g. compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g. "Explain how an author uses reasons and evidence to support particular points in a text.")</p>

UNIT 1	UNIT 2	UNIT 3	UNIT 4
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LANGUAGE PROGRESSION

Language standards should be integrated into the curriculum as appropriate the entire year. This progression shows a sequence in which certain of the Language standards should be a focus of explicit instruction.

<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that).</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag)</p> <p>g. Correctly use frequently confused words (e.g. to, too, two, there, their)</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas and quotation marks to direct speech quotations from a text.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.</p>	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g. I was walking, I am walking, I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g. can, may, must) to convey various conditions.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p>	<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical (synonyms).</p>	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Form and use prepositional phrases.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph).</p>
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Supporting Language Standards

These Language standards should be integrated into the curriculum all year long.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Spell grade appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

b. Choose punctuation for effect.

c. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion).

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, and endangered when discussing animal preservation).

Reading Foundations

Reading Foundations should be integrated into the curriculum as appropriate the entire year.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and suffixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Fifth Grade Year at a Glance
2015-2016**

UNIT 1 Tales and Tribes	UNIT 2 Connections Across Continents	UNIT 3 Conflict and Change	UNIT 4 Coming of Age
Social Studies: Pre-Columbian Peoples of North America	Social Studies: Colonization and Settlement of North America	Social Studies: American Revolution	Social Studies: Forming a New Nation

FOCUS STANDARDS

<p>RL.5.2 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together.</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RI.5.2 Determine two or more main ideas of a text, and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.5.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s).</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>SL.5.2 Summarize a written text read aloud or information present in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>RL.5.9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>W.5.9 Draw evidence from literature to support analysis and reflection.</p> <p>a. apply grade 5 Reading standards to literature (e.g. compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions)).</p>
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UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>LANGUAGE PROGRESSION</p> <p>Language standards should be integrated into the curriculum as appropriate the entire year. This progression shows a sequence in which certain of the Language standards should be a focus of explicit instruction.</p>			
<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses</p> <p>c. Use verb tenses to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g. either/or, neither/nor).</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g. Yes, thank you), to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?) and to indicate direct address (e.g. Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors in context.</p>	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).</p> <p>L.5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).</p>	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions in general and their function in particular sentences.</p> <p>e. Use correlative conjunctions (e.g. either/or, neither/nor).</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g. Yes, thank you), to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?) and to indicate direct address (e.g. Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word (e.g. photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of prepositions in general and their function in particular sentences.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g. Yes, thank you), to set off a tag question from the rest of the sentence (e.g. It's true, isn't it?) and to indicate direct address (e.g. Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use relationships between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

Supporting Language Standards

These Language standards should be integrated into the curriculum all year long.

- L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - d. Recognize and correct inappropriate shifts in verb tense.
- L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e. Spell grade-appropriate words correctly, consulting reference materials.
- L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - c. Consult reference materials (e.g. dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).

6th Grade ELA Year at a Glance 2014-15

Below are the FOCUS standards addressed in each unit.

Unit 1	Unit 2	Unit 3	Unit 4
RL.6.2 RL.6.3 RL.6.4 RL.6.6 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.7 W.6.2	RL.6.2 RL.6.3 RL.6.6 RI.6.6 RI.6.8 W.6.1 W.6.3	RL. 6.3 RL. 6.4 RL. 6.5 RL. 6.6 RL.6.7 RL.6.9 RI.6.7 RI.6.8 W.6.1 L.6.5 SL.6.4	RL.6.2 RL.6.6 RL.6.9 RI.6.2 RI.6.9 W.6.2 W.6.7 W.6.8 SL.6.4 SL.6.5 SL.6.6

These standards are not necessarily identified as "focus standards" as they should be a focus in all units.

Reading Literature	Reading Information	Writing	Language	Speaking and listening
RI.6.1 RI.6.10	RL.6.1 RL.6.10	W.6.4 W.6.5 W.6.6 W.6.9 W.6.10	L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	SL.6.1

7th Grade ELA Year at a Glance 2014-15

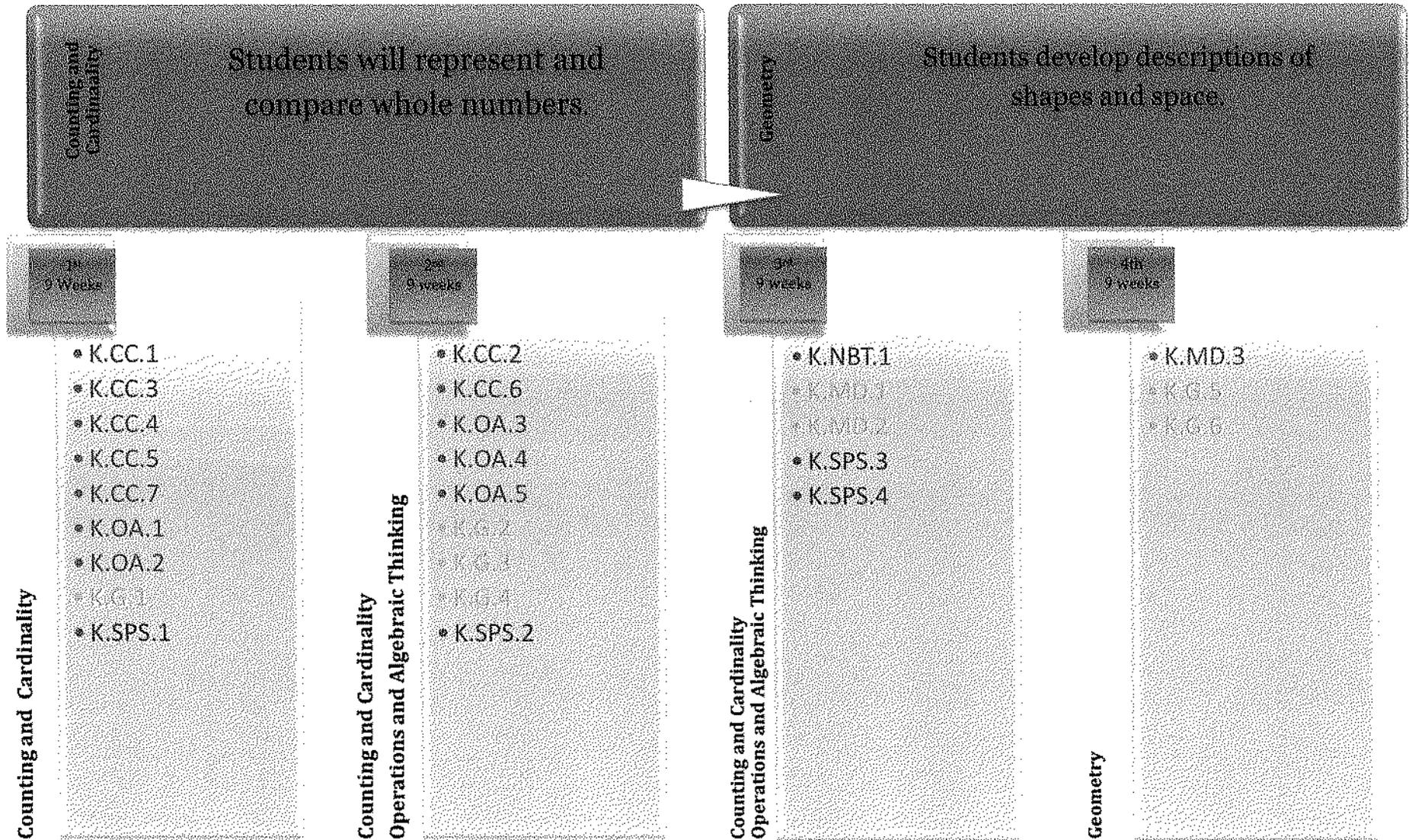
Below are the FOCUS standards addressed in each unit.

Unit 1	Unit 2	Unit 3	Unit 4
RL.7.2 RL.7.4 RL.7.6 RL.7.9 W.6.3 L.7.1 L.7.2 L.7.3	RL.7.3 RL.7.5 RL.7.7 RI.7.2 RI.7.3 RI.7.7 RI.7.8 RI.7.9 W.7.1 W.7.7 W.7.8 L.7.5 SL.7.2 SL.7.6 (12 week unit)	RL. 7.2 RI.7.2 RI.7.4 RI.7.5 RI.7.6 W.7.1 SL.7.3 SL.7.4	RL.7.3 RL.7.5 RI.7.3 RI.7.5 W.7.2 W.7.7 W.7.8 SL.7.4 SL.7.5 SL.7.6

These standards are not necessarily identified as "focus standards" as they should be a focus in all units.

Reading Literature	Reading Information	Writing	Language	Speaking and listening
RI.7.1 RI.7.10	RL.7.1 RL.7.10	W.7.4 W.7.5 W.7.6 W.7.9 W.7.10	L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6	SL.7.1

Kindergarten Curriculum

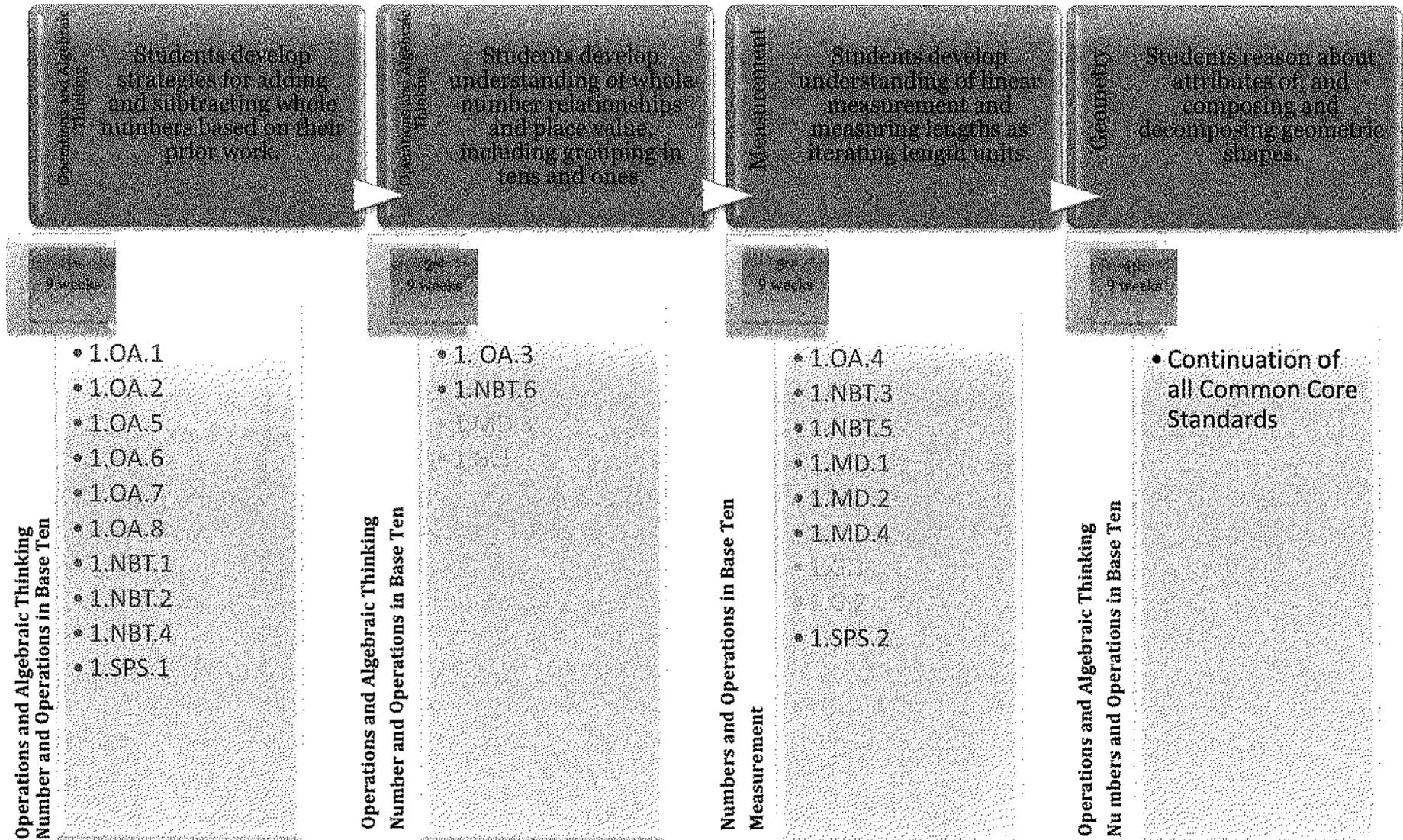


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

1st Grade Curriculum

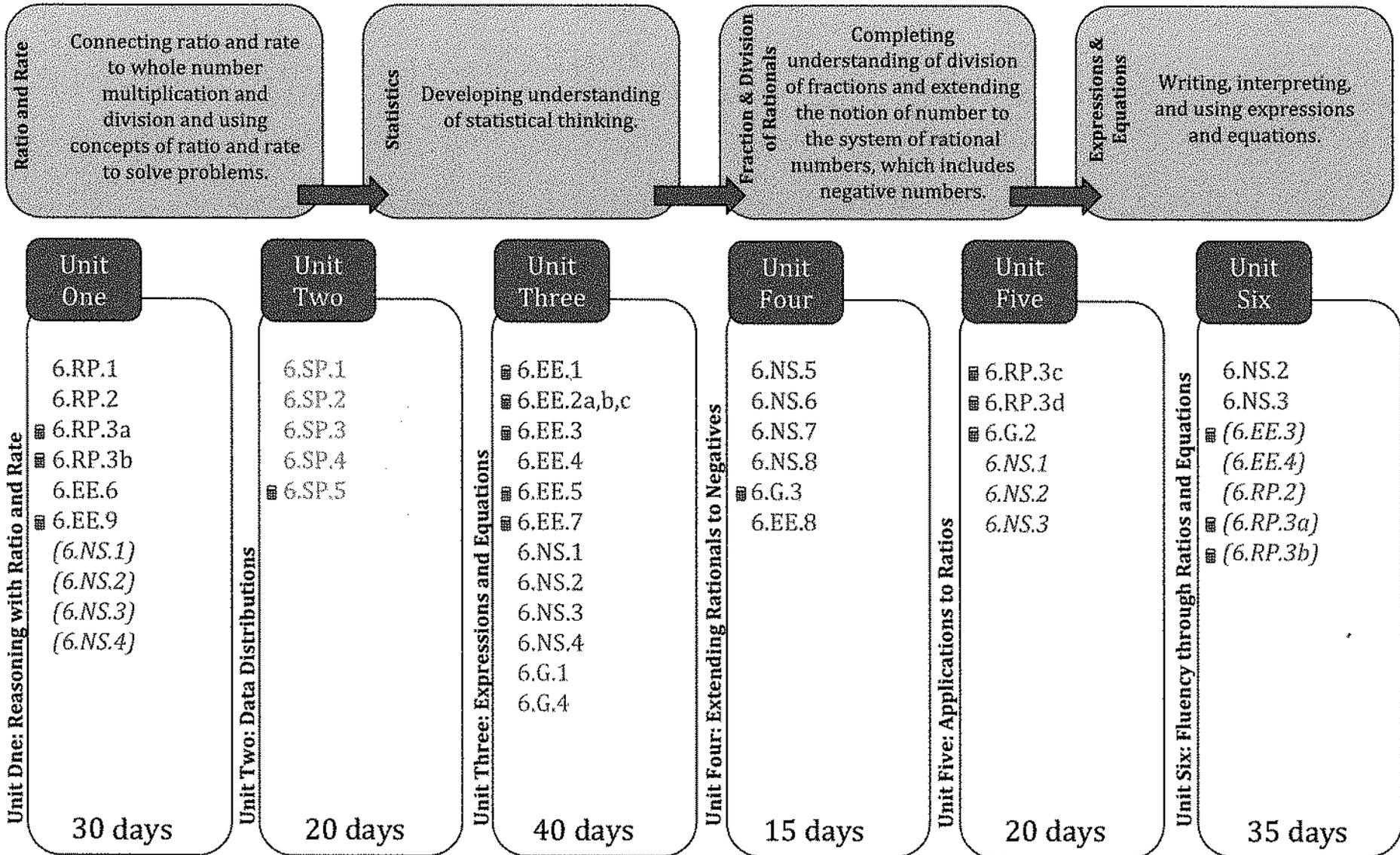


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

6th Grade Scope and Sequence



Green-Major Cluster

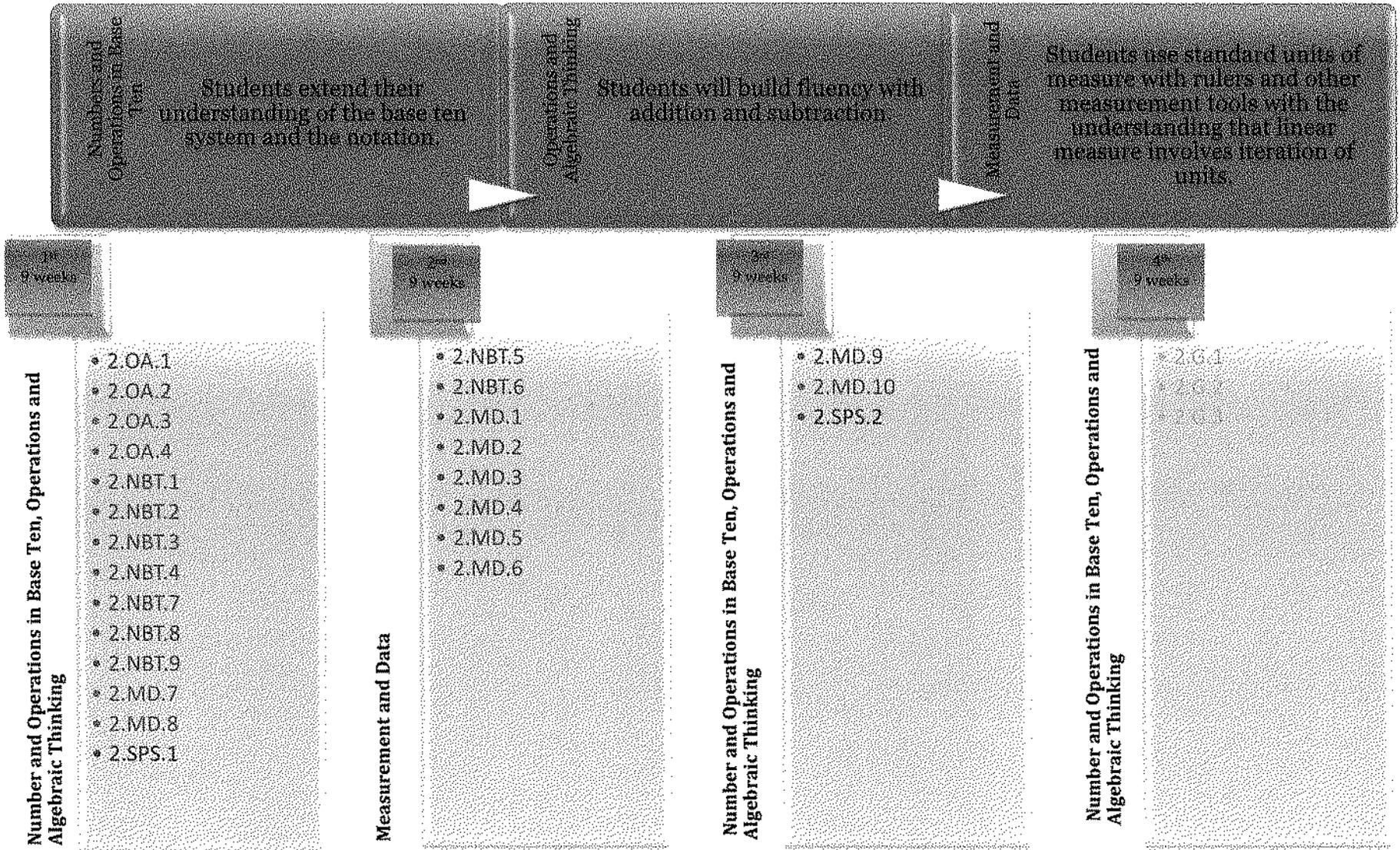
Blue-Supporting Cluster

Yellow- Additional Cluster

■ Calculators may be used in assessment

6.NS.1, 6.NS.2, 6.NS.3 Addressed all year, in every unit

2nd Grade Curriculum

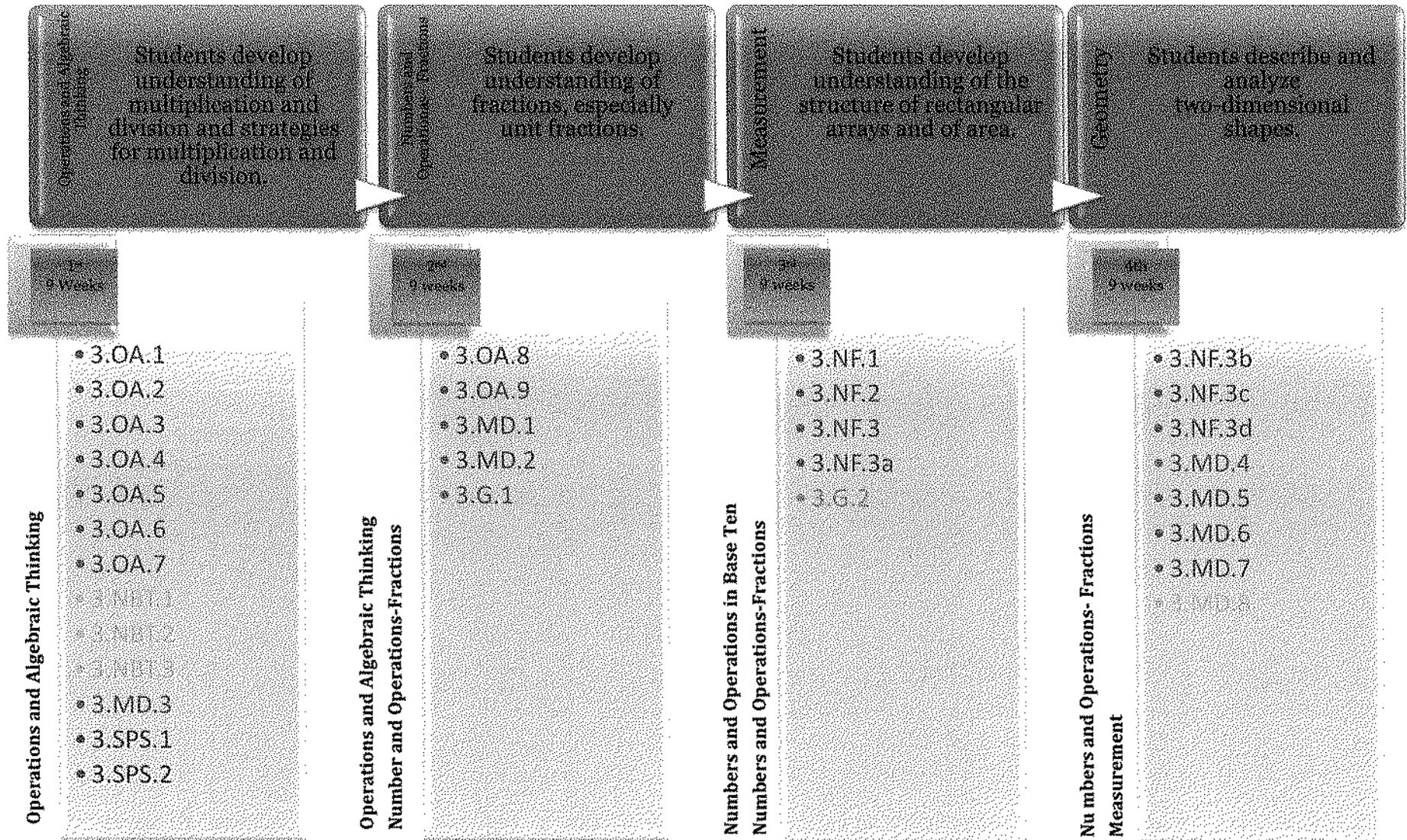


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

3rd Grade Curriculum

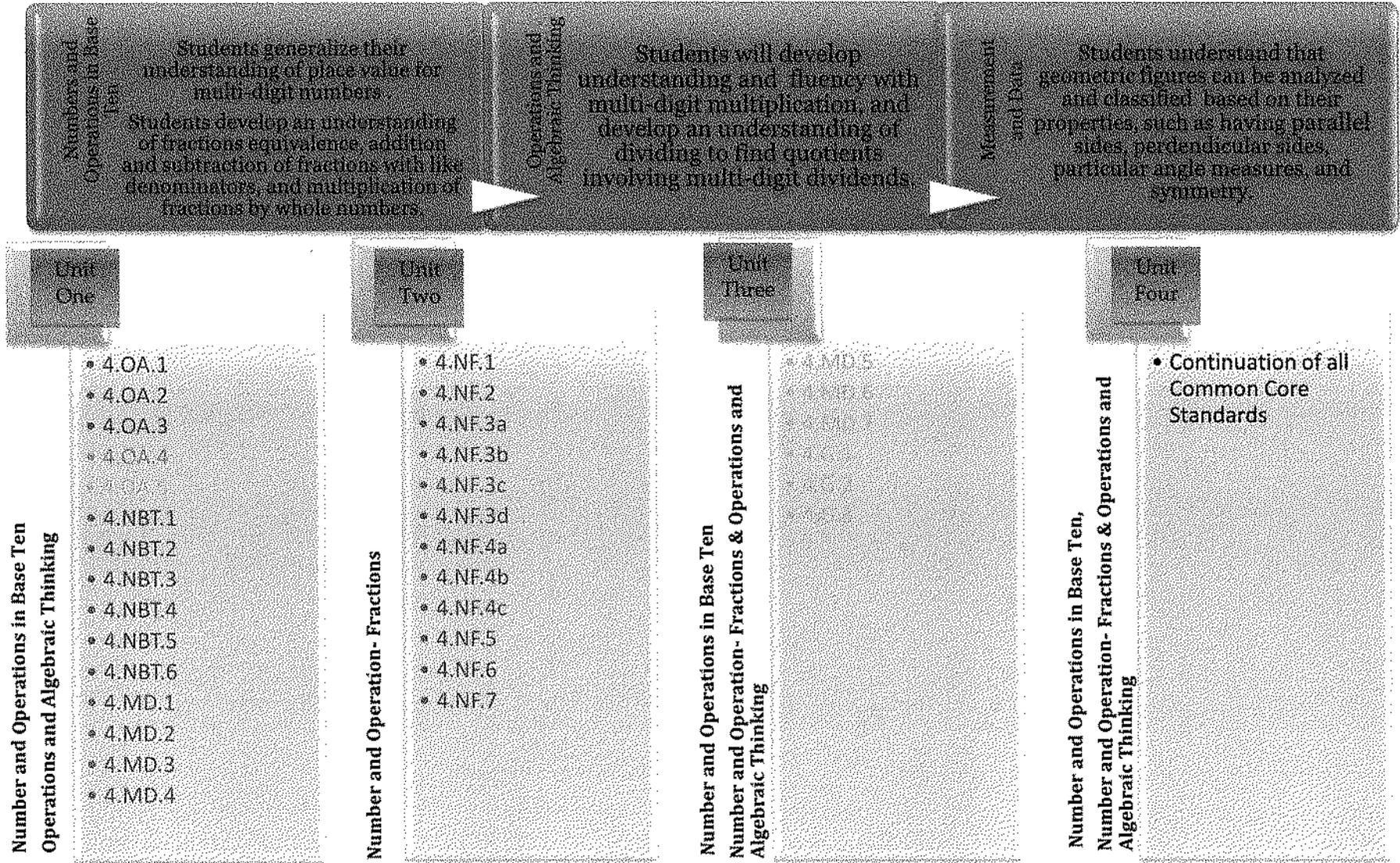


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

4th Grade Curriculum

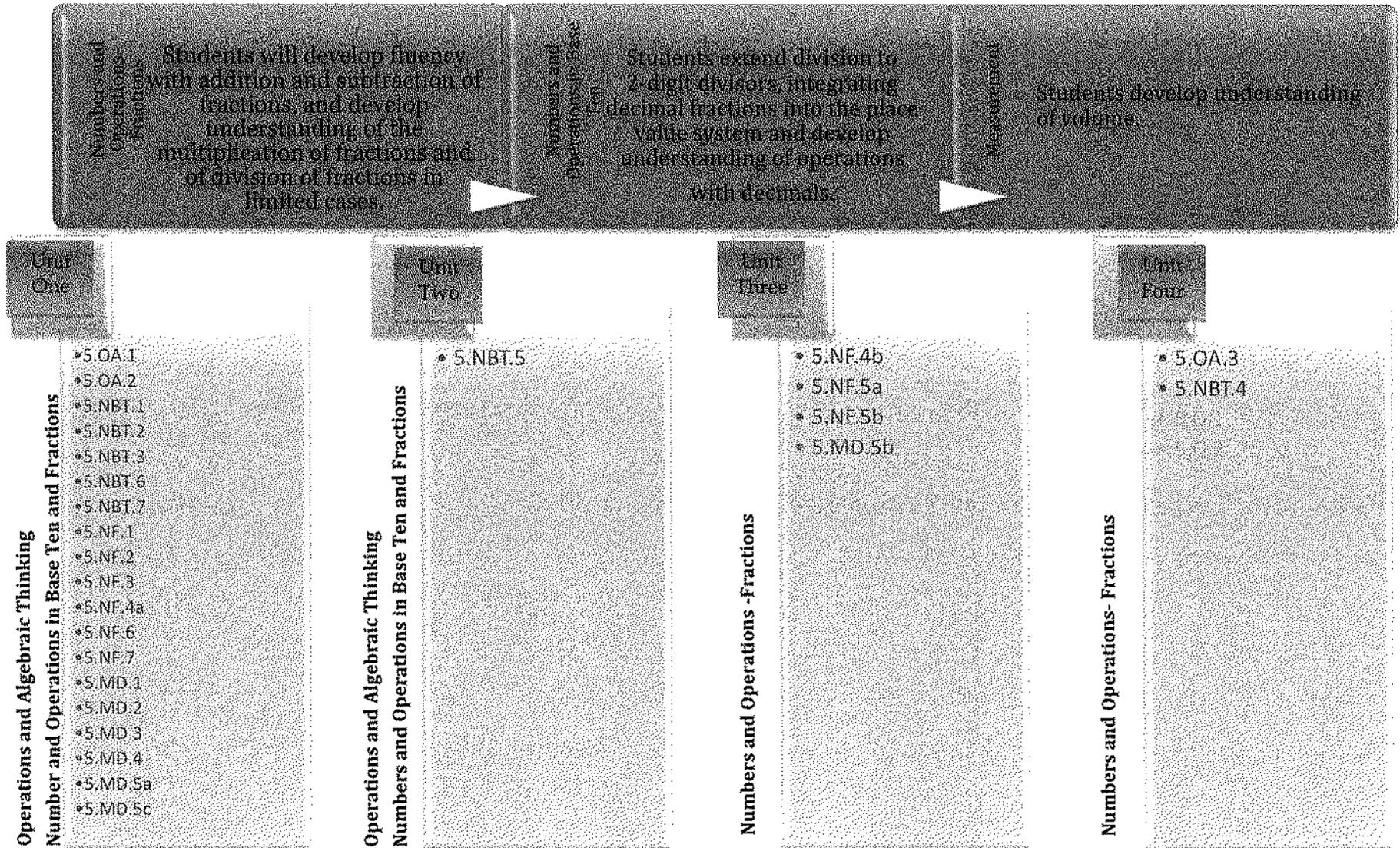


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

5th Grade Curriculum

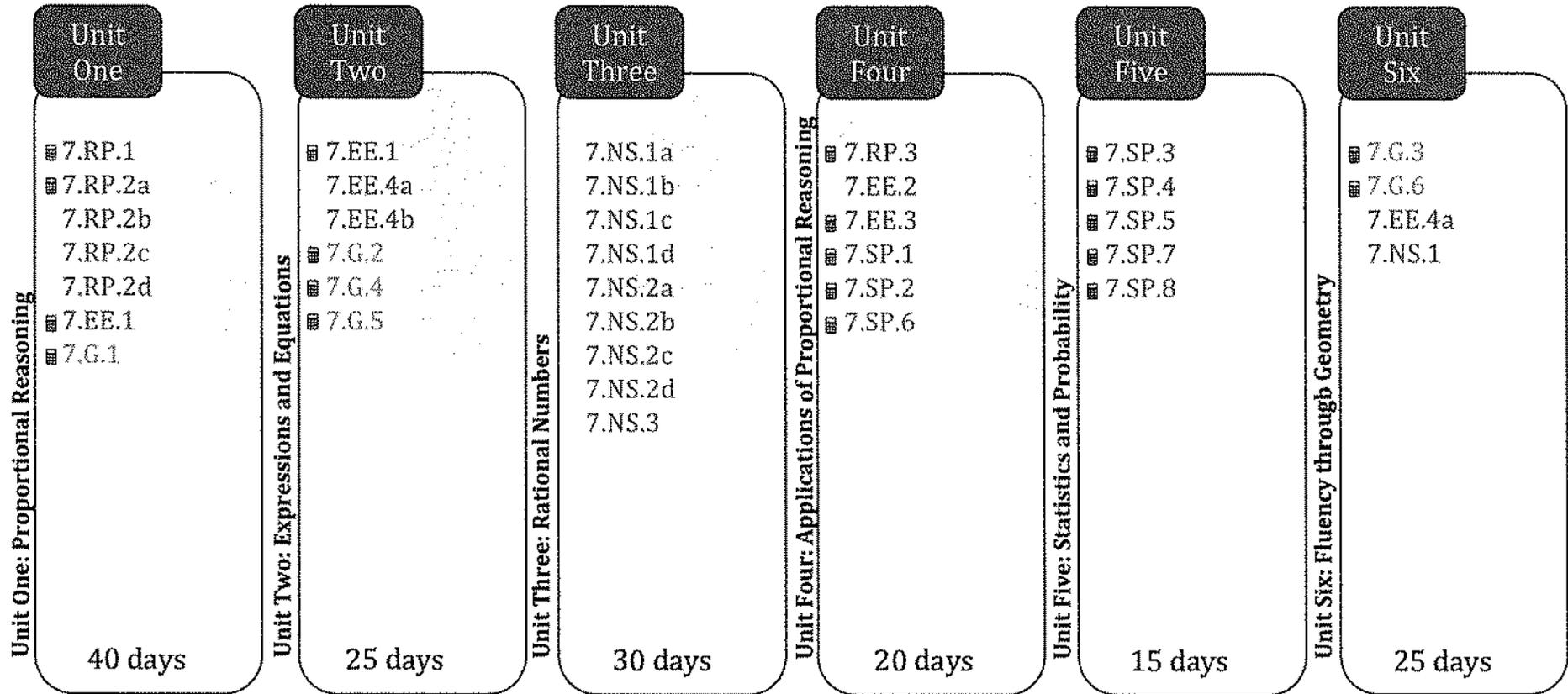
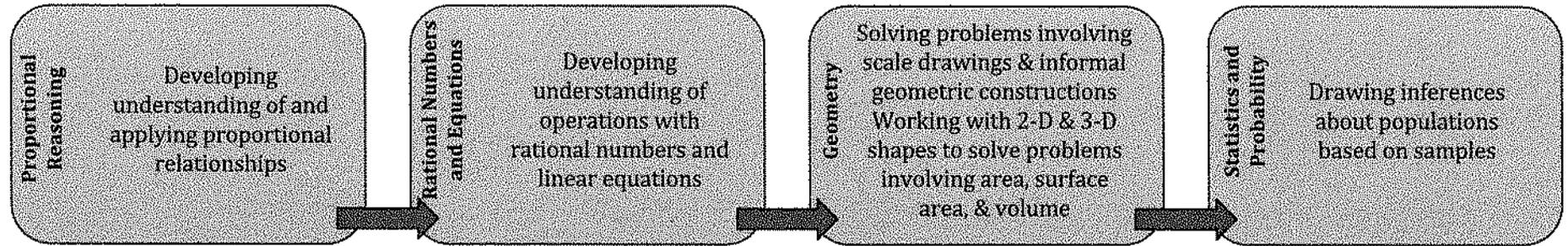


Green: Major Cluster

Blue: Supporting Cluster

Yellow: Additional Cluster

7th Grade Scope and Sequence



Green-Major Cluster

Blue-Supporting Cluster

Yellow-Additional Cluster

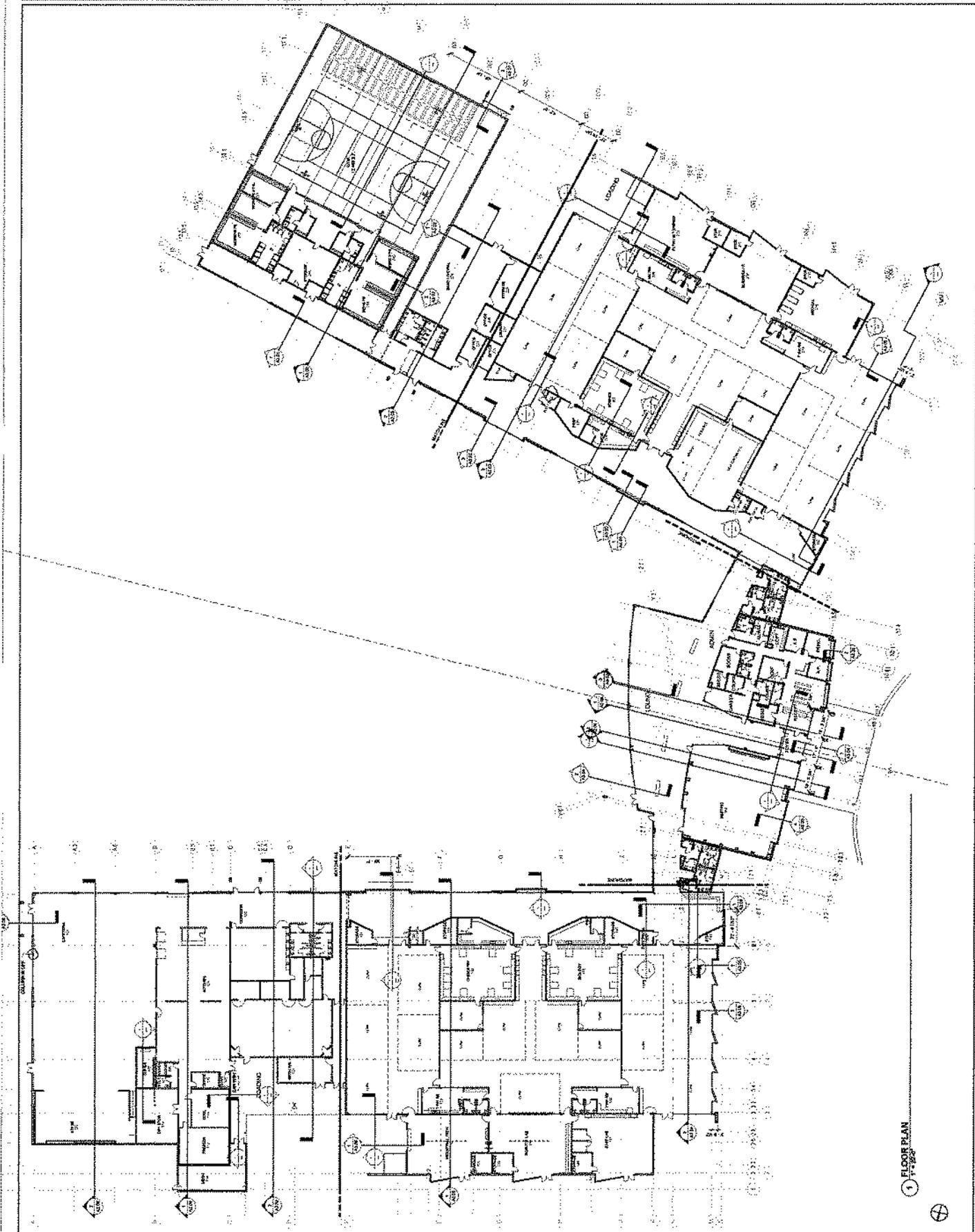
▣ Calculators may be used in assessment

Typical Daily Expectation for Elementary School

8:00-10:00	ELD	Writing
	ELD	Writing
10:00-11:30	Social Studies	Writing
	Social Studies	Writing
11:30-12:00	Lunch / Break	Writing
12:00-2:00	Math	Writing
	Math	Writing
2:00-3:30	Science	Writing
	Science	Writing
3:30-4:30	Elective / Extension	Writing
	Elective / Extension	Writing
	Elective / Extension	Writing
	Elective / Extension	Writing

Additional curriculum and links can be found:

<https://sites.google.com/a/sdale.org/sps/divisions/curriculum-and-instruction/curriculum>



1 FLOOR PLAN
17-001

2014 ESEA DATA

District: SPRINGDALE SCHOOL DISTRICT
LEA: 7207000
Address: P.O. BOX 8
 Address: SPRINGDALE, AR 72765
Phone: 479-750-8800

Superintendent: JIMMY ROLLINS
Enrollment: 20542
Attendance: 95.34
Poverty Rate: 67.34

Report created on: 11/12/2014

% Prof/Adv.
2014 Math + Literacy 79.5
2013 Math + Literacy 77.2
2012 Math + Literacy 79.5

OVERALL DISTRICT STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	10652	10795	98.68	12393	12573	98.57
Targeted Achievement Gap Group	7799	7907	98.63	9102	9243	98.47
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	254	265	95.85	304	310	98.06
Hispanic	4760	4805	99.06	5514	5578	98.85
White	4159	4213	98.72	4789	4861	98.52
Economically Disadvantaged	7322	7419	98.69	8521	8647	98.54
English Language Learners	4568	4623	98.81	5344	5422	98.56
Students with Disabilities	1125	1148	98.00	1227	1250	98.16

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	PERFORMANCE -LITERACY					GROWTH -LITERACY				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	7915	9959	79.48	80.65	91.00	5497	6923	79.40	85.59	93.00
Targeted Achievement Gap Group	5310	7245	73.29	74.57	91.00	3773	5042	74.83	81.83	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	23555	29845	78.92	80.65	91.00	16629	20412	81.47	85.59	93.00
Targeted Achievement Gap Group	15744	21706	72.53	74.57	91.00	11474	14920	76.90	81.83	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	146	213	68.54	69.86		103	143	72.03	78.18	
Hispanic	3458	4522	76.47	76.22		2452	3188	76.91	84.12	
White	3445	3927	87.73	88.44		2305	2717	84.84	89.16	
Economically Disadvantaged	5027	6820	73.71	74.89		3589	4774	75.18	82.02	
English Language Learners	2926	4263	68.64	70.55		2177	3010	72.33	80.60	
Students with Disabilities	382	1042	36.66	48.38		278	632	43.99	56.13	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	9121	11469	79.53	81.69	92.00	4469	7108	62.87	76.53	81.00
Targeted Achievement Gap Group	6142	8329	73.74	76.29	92.00	2947	5198	56.69	71.47	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	26634	33905	78.55	81.69	92.00	13440	20666	65.03	76.53	81.00
Targeted Achievement Gap Group	17980	24714	72.75	76.29	92.00	8934	15145	58.99	71.47	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	168	255	65.88	73.78		77	150	51.33	64.74	
Hispanic	4006	5176	77.40	78.27		1922	3260	58.96	72.84	
White	3996	4518	88.45	89.02		1977	2761	71.60	83.25	
Economically Disadvantaged	5788	7842	73.81	76.28		2793	4920	56.77	71.51	
English Language Learners	3341	4866	68.66	72.16		1637	3134	52.23	67.81	
Students with Disabilities	585	1130	51.77	48.38		211	655	32.21	53.94	

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
	All Students	1053	1302	80.88	77.59
Targeted Achievement Gap Group	579	761	76.08	71.07	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	3083	3851	80.06	77.59	94.00
Targeted Achievement Gap Group	1641	2187	75.03	71.07	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	14	19	73.68	69.54	
Hispanic	423	536	78.92	72.45	
White	537	620	86.61	82.92	
Economically Disadvantaged	506	660	76.67	72.27	
English Language Learners	292	384	76.04	70.05	
Students with Disabilities	74	93	79.57	71.32	

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Springdale School of Innovation Application

Springdale School of Innovation application for district conversion charter

Motion

To approve the request

Barnes-2	Lester	Rogers
Gotcher	Liwo	Saunders
Jones-M	Pfeffer	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			This concept embodies innovation in motion. It's responsive, exciting, and it feels like this is a glimpse of education meeting the needs of today's students.
Gotcher	X			The applicant has demonstrated a quality idea/concept for students. We expect you to maintain a high quality education for all kids and encourage you to continue to maintain meaningful relationships with community partnerships.
Jones	X			Springdale has proposed a strong charter program that takes into consideration the needs of that community. It truly offers options for students to be successful.
Lester	X			The applicant has designed a high level, flexible plan to offer alternative options through digital or blended learning opportunities.
Liwo	X			This introduced a new concept of personalization of teachers. The Dual Language Learner is a new way of tackling academic growth and achievement. Competency based learning will aid in not leaving any student behind. There are options

				for online, blended online, and face-to-face learning. The teacher licensure waiver request is broad, but acceptable in this situation, because students have a choice. Exceptional talent may be attracted to licensure, and licensed teachers will not be displaced.
Pfeffer	X			I think that this is an opportunity for the Springdale School District to work with the students, parents, teachers, and citizens of Springdale to “create a school of their dreams.”
Rogers	X			The Springdale School of Innovation will enable students to have a personalized education experience, allowing those students to focus on college or career at their own pace.
Saunders	X			This is a well thought-out plan that is designed to meet the needs of the diverse community. Optional pathways are provided to meet the student's unique needs.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: November 20, 2015

Dermott School District: School Improvement Progress Report
Richard Wilde, Lasonia Johnson, Brandon Morrison, John Calloway and LaDonna Spain

Background

The Dermott High School was identified in Academic Distress and had standards violations in 2014-2015. As a result, the superintendent and an administrative team presented during the summer months to the State Board of Education. The State Board of Education requested to have quarterly progress reports throughout the 2015-2016 school year.

Support Provided

During the fall semester of 2015, members of the Arkansas Department of Education, School Improvement Unit provided technical assistance and progress monitoring to the district leadership team, school leadership team, district personnel and the local school board. On-site teams reviewed the 45 Day Action Plan progresses, Priority Improvement Plan (PIP) objective and task development, diagnostic analysis development and plan implementation.

On Thursday, October 15, 2015, a technical assistance review was conducted by the Arkansas Department of Education, School Improvement Unit for the Dermott High School to provide a quarterly visit to check the schedule, teacher certification, student transcripts, and time allotted for the instructional day. A full master schedule review was completed along with a licensure check for each teacher. The master schedule was inclusive of the required 38 units. The time allotted for the instructional day within the bell schedule consisted of 370 minutes while 360 are required. The team reviewed the teachers who were on Additional Licensure Plans (ALP's) and waivers were on file. One third of the senior transcripts were reviewed to ensure students were on track for graduation. The review team also looked over the students who were taking a math class during their senior year. All students but one were in a math class while the majority of the students were taking Transitional Math classes.

Technical assistance was provided on Thursday, November 12, 2015 by the Arkansas Department of Education, School Improvement Unit to the local school board to clarify the reasons for the State Board of Education requesting Dermott to present to the Academic Distress. In November, a written notification reminder was sent to the Board President and Superintendent officially requesting them to attend the December meeting of the State Board of Education. A School Improvement Unit representative attended the November meeting of the Dermott School Board and clarified for the board that schools in academic distress and/or in fiscal distress or school districts with substantive standards violations could be recommended for state intervention that could include up to the removal of the board and/or superintendent.

The superintendent and local board president were advised to include with them in reporting to the State Board of Education the high school principal, locally hired school improvement specialist, and anyone else appropriate in the communicating of current year student progress.

Current Progress

In summary, the School Improvement Unit's current perception is that there is substantial improvement over the previous year. The school staff have embraced the responsibility and urgency for student outcomes. The School and District Leadership Teams have been receptive to coaching and have acted upon the suggestions made by the Arkansas Department of Education, School Improvement Unit.

The district leadership continues to collaborate with the school to explicitly define roles, duties, responsibilities and communicate the responsibilities of instructional support personnel. The roles to be clarified for current employees as indicated in the ADE recommendations include, but are not limited, to the superintendent, federal program's coordinator, K-12 curriculum coordinator, district school improvement specialist, local educational agency (LEA) special education supervisor, principal, and instructional facilitators.

During the first quarter of 2015- 2016 school year, representatives from the Arkansas Department of Education, School Improvement Unit provided on-site technical assistance and progress monitoring of school improvement efforts related to indicators of Teacher and Leader Practices, Student Progresses and Achievement, Student Safety and Discipline, and Family and Community Engagement. A 45 Day Action Plan was reviewed during a site visit related to these focus areas.

During the month of October, the Dermott High School had visible evidence of the following:

- objective and task completion regarding the development of a District Governance Policy
- activities calendar
- records of meeting agendas and minutes of meetings
- Professional Learning Community (PLC) Feedback form and process with teacher input and unit modifications
- an in-service agenda
- clarification of disciplinary procedures and observations from staff
- a school compact was distributed to all students and parents for review and signing upon enrollment
- a list of students who were administered the Kuder interest inventory
- college tour opportunities
- locally-hired school improvement specialist reports to the local school board

Additional notes from site visits include:

1. The leadership team describes the learning climate as improved from the previous school year. The students are more involved in the learning process. The principal reports to the Arkansas Department of Education School Improvement Unit concerns regarding resistant teachers and new teachers to the school.
2. Dermott High School submitted a quarterly report that describes their implementation of key indicators of effective practice as well as their analyses of student and teacher data. The ADE reporting format is being appropriately used as a guide in analyzing data points that were not previously discussed.
3. The high school continues to develop three week instructional units in both literacy and math that include pre-/posttests in order to track students' academic progress. The leadership team continues to develop tasks throughout the second quarter that will guide the implementation of indicators.

Recommendations from the School Improvement Unit to the Arkansas State Board of Education December 2015

All levels of leadership appear to be more empowered and functional than in the previous year as roles and responsibilities are being defined and communicated. All levels appear to be focused on improving student outcomes. Given that much of the behavior change by leadership is in the initial stage, and not yet established as common practice, it is recommended that the State Board of Education continue with quarterly review of progress and practices being implemented by the Dermott School Board, District Leadership, and School Leadership.

Given the progress related to standards compliance and given the leadership's apparent embracing of the school improvement process it is recommended that the Academic Subcommittee of the State Board of Education continue to monitor the district progress quarterly. No additional intervention is recommended at this time.

It is noted that the current Dermott Superintendent is not fully certified, but has enrolled in a certification program. It is recommended that completion of the certification program also be monitored by the School Improvement Unit and progress reported to the Academic Subcommittee of the State Board of Education in the quarterly progress report.

*Interim Assessment Data
2 Year Comparison*

***Values represent percent correct*

	7th Grade Math			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	26.6	40.7	21.2	11.2
Module 2	24.8	30.6	26.8	33

	8th Grade Math			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	35.4	45	28.8	65.5
Module 2	25.2	39.3	13.6	47.2

	Geometry			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	28	33	0	18.4
Module 2	38	41.3	8.8	42.1

	Geometry A			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	23.8	30.6	0	17.9

	Geometry B			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	28.6	32.7	0	47.2

	Algebra 2			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	26.9	41.1	37.5	42

	Algebra 1			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	29.2	32.9	18.1	53.6
Module 2	37.7	32.7	38.3	45

	7th Grade Reading			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	36.4	48.1	19.5	43.8

	8th Grade Reading			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	33.8	33.3	6.8	59.7

	9th Grade Reading			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	41.7	37.5	46.3	42.1

	10th Grade Reading			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	55	39.4	29.5	80.6

	11th Grade Reading			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	40	59.1	32.1	80.2

	7th Grade Language			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	49.1	44.6	NA	NA

	8th Grade Language			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	42	51.5	NA	NA

	9th Grade Language			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	42.9	40.2	NA	NA

	10th Grade Language			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	45.8	50	NA	NA

	11th Grade Language			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	34.5	42.6	NA	NA

	7th Grade Science			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	35.9	53.9	41.7	34.7

	8th Grade Science			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	34.4	48.5	13.5	61.9
Module 2	42.3	44.8	27.1	11.8

	Biology			
	Multiple Choice		Open Response	
	2014-2015	2015-2016	2014-2015	2015-2016
Module 1	44.2	47.6	59.7	85.5
Module 2	36.4	38.8	46.6	78.8

Dermott School District

Meeting Date: 08/25/2015 - 10:00

Title: DLT

Location: Superintendent's Office

I. Team/guest attendance

Team Members in Attendance:

Amanda Bittle, Mike Duncan, Arneice Gardner, Shakelia Jackson, Kristi Ridgell

Guests in Attendance:

Dawn Campagna, Special Education Supervisor

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

Principal's Report

- Open House Results
- Cafeteria Concerns
- Transportation/Bus Concerns
- First Week of School
- Enrollment

Curriculum Report

- Credit Recovery/21 CCLC
- PD Oct 20

Safety and Security/Panic Button App

Safety Issues

Google/Calendar Dates

Achieve 3000

Upcoming Professional Training

Miscellaneous

Action Taken:

Principal's Report

- Open House Results - not ready for either building
- Cafeteria Concerns - Elem Adding Lunch Counts in eSchool - High School has no concerns
- Transportation/Bus Concerns - Elem Buses getting to school too early - High School no concerns
- First Week of School - Elem good 1st week DHS great 1st week - best since Duncan has been here
Teachers teaching - Students studenting
- Enrollment - DES - 213 have shown up DHS - 145 have shown up Total 358 for district
- Safety and Security - Elem Keys to doors and camera/buzzer at front door also wants insect spray around doors
- Pests - Elem Classrooms and Teachers Lounge still crawling with pests - Have a contract with Mr. Bug. Ridgell will make contact to make sure he is spraying every room. Mention spraying after school hours.
- AAA Eligibility - Any student who went legally through school choice is eligible to play athletics - if didn't go legally not eligible for athletics

Curriculum Report

- Credit Recovery - Odyssey Ware Proposal for 21st CCLC - Rep will offer us the program from now until December for training fee of \$3500. 25 Licenses
- World Book online - Ms. Vicky could be here on Oct 20 to do a training - Has the Dermott website already set up and ready to go.
- Oct 20 PD 1.5 hours World Book and 1.5 hours Building Level PD
- Keyboarding Program for Elementary school -
 - All the Right Type 4 for grades 4, 5, & 6 - Level 1 Licenses - \$742.50
 - Talking Fingers - K - 3 Program - pricing to come later
- Cursive Writing - Presenting 2 Programs to elementary teachers for them to choose from
- General Curriculum Concerns
 - August Unit Development had some really solid training and planning
 - Unit Rubrics will begin begin applied to the units by Ms. Gardner beginning tomorrow
 - Process for Units not submitted in BYOC by deadline - Gardner is going to send information to Principals and Principals will address teachers
 - One on one assistance in unit building will be provided to teachers as needed

Safety and Security/Panic Button

- Duncan and McMickle watched the webinar
- McMickle is working on floor plans
- Getting App instructions out for teachers

Safety Issues

- Getting Keys for Elementary Teachers
- Exploring Camera and Buzzer for front door
- How will high school students get into the building if the doors are locked. Duncan will look at options.

Google Calendar

- Please share calendars with Gardner
- Keep it updated

Achieve 3000

- Ms. Gardner will develop a schedule for using
- Schedule a day to work with teachers
- wait til Jackson develops her plan

Professional Training

- Bloomboard University - get registerd - Sept 23
- Blomboard for New Administrators - get registered if you need it - Sept 22
- Science Alt Portfolio Training - Sept 23 - Mrs. G and Ms. Rose will attend
- Oct 20 PD was planned during Curriculum Discussion

Miscellaneous

- Leadership Team Governance Document was updated by local School Improvement Specialist. Going to run by Dr. Wilde before approved for use this year.
- Sped will be monitored in February
- AdvancED review will be in February
- 52 kids in SPED - with Population that is 20% which is too high - will draw a flag in monitoring
- Jackson questioned the Governance document requiring 3 lead teachers - Ridgell said if she can justify not using 3 lead teachers, that would be fine.

VIII. Next Meeting

Next Meeting Date: 09/09/2015

Next Meeting Time: 10:00

Next Meet Title: DLT

Next Meeting Location: Superintendent's Office

IX. Adjourned Time 11:25

Dermott School District

Meeting Date: 09/09/2015 - 1:00

Title: DLT

Location: Superintendent's Office

I. Team/guest attendance

Team Members in Attendance:

Amanda Bittle, Mike Duncan, Arneice Gardner, Heather Hardin, Shakelia Jackson, Kristi Ridgell

Guests in Attendance:

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress.(29)
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Indicators to Create Improvement Plans

IC02	The district will designate a central office contact person for the school, and that person will maintain close communication with the school and an interest in its progress.(29)
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VII. Other Business:

Updates from the following:

- a. DES
 - b. DHS
 - c. Curriculum Coordinator
 - d. Professional Development Coordinator
 - e. School Improvement Specialist/Indistar Process Manager
 - II. AIPs
 - III. Assess an Indicator (IC02)
 - IV. Other Concerns
 - V. Adjournment
-

Action Taken:

Updates from the following:

a. DES

Ms. Jackson shared that Thursday, September 10, 2015, the elementary will host a Boy Scout meeting at 6:00 PM and a PTA meeting the following Monday at 5:00 PM. Mrs. Ridgell asked for an overview of how meetings and observations are going. Ms. Jackson shared that most teachers are doing what is expected and most students are engaged. Data shows that the lowest engagement is at 78%. Students have been doing what is expected.

However, Ms. Jackson noted that objectives are not being posted in student friendly language. She stated that what is mostly observed is the standard itself written as the objective. She has observed teachers using phrases and words such as, Hocus Pocus and Snap as classroom management strategies to regain the students' focus. At this this time, she is considering adding bells at lunch for to ensure timeliness in transition. All PLCs are occurring but not all are going as smoothly as possible. The instructional facilitator is in the process of creating AIPs. It has been decided that 2014-2015 TLI data will be used to create the AIPs.

Ms. Ridgell asked for concerns from Ms. Jackson. Ms. Jackson said there were none. Mrs. Gardner asked to share a concern. She stated that a teacher shared during a PLC last week that she is stressing and is questioning choosing teaching as her career. She said her she does not feel like her students are learning and she feels as if she needs support. Miss Bittle asked Ms. Jackson what she has observed when she has been in her room. Ms. Jackson shared that she feels that her problems are management related. She stated that she has observed her doing a lot of yelling. Miss Bittle shared that during the one time she observed her last year; her class seemed very well managed. Ms. Jackson shared that she has requested content professional development for science. The data suggests this and it is documented in the needs assessment for the elementary. Mrs. Hardin asked to share a positive and stated that she has seen lots of evidence that elementary teachers are implementing strategies and ideas presented during her professional development session at in-service.

b. DHS

Mr. Duncan shared that PLCs are going great. However, there is more of a need to review data and address students who are failing now. There are plans to inform instructional facilitators of this and request that teachers bring this data to meetings. Mr. Duncan shared that Mrs. Hardin has created a google form that has made observations easy and allows him to provide feedback instantly to teachers. Ms. Jackson asked about the feedback he had received from his teachers regarding this. Mr. Duncan said that several teachers have replied to the feedback email and provided him more information. He shared that one teacher stopped him in the hall to inform

him that his feedback had stated that she had not posted an objective and wanted to show him where in the room it was actually stated. He corrected her and told her that what was posted was not an objective and he was able to notify his facilitators of her misconception and ask that they provide her assistance. A specific teacher was discussed regarding her lack of classroom management and planning. The curriculum coordinator, principal, and district SIS shared the support that is currently being offered to her. Mr. Duncan shared that recently he has been reviewing 2014-2015 grade distribution data, discipline data, and TLI data. Several things have been highlighted and noted such as the lack of consistency when comparing grade distribution data with interim tests data.

c. Curriculum Coordinator

Ms. Gardner shared that last week she had notified the teachers that she would be checking units in BYOC to ensure that units were in place and instruction was planned for the first weeks of school. She noted that in reviewing the units, she noticed that the core areas seemed to have lots of good things in place. Today she sent an email to all teachers requesting they provide her an electronic or paper copy of their pre-assessment and post-assessment if it was not administered through TLI. Mrs. Hardin stated that she has shared with the teachers that pre assessments could be done through a series of short bell ringers prior to beginning the next unit. Mr. Duncan shared that he has requested that the technology coordinator ensure core teachers have a set of handheld clickers and training for those. This would allow the teachers to have a tool for formative assessment. He also stated that he has asked the teachers to keep a binder with all the daily assessments they give. Ms. Gardner shared that the new PE coach has done an excellent job with keeping the students active and writing the curriculum. Mrs. Hardin shared that the new math teacher has done an excellent job of planning. His daily plans detail increments of 10-15 minutes at a time. Ms. Gardner asked for information about the requirements for the website.

d. Professional Development Coordinator

Miss Bittle asked Ms. Gardner if plans had been made regarding the PD for encyclopedia. Miss Bittle asked the principals to ensure the teachers who had received emails regarding their license renewal acted promptly to complete this. Miss Bittle has emailed the staff the pre-approval forms for professional development. Principals were asked to ensure teachers are completing the forms at least two weeks prior to the desired training. Miss Bittle shared that she has been working on the 1003(a) grant for the high school. The deadline for submission is September 30, 2015.

e. School Improvement

Mrs. Hardin shared that both buildings are continuing work on the 45-Day Plan and there have been lots of congruency in procedures and forms between the high school and elementary.

II. AIPs

AIPS were discussed earlier in the building updates.

III. Assess an Indicator (IC02)

Mrs. Hardin shared that after reading the Wise Ways, she believed that the district was at full implementation for this Indicator. She stated that with a district SIS in place who meets regularly with both principals and the superintendent and a curriculum coordinator who provides constant support to teachers and facilitators, the district was in full implementation of the indicator.

IV. Other Concerns

Other items to note: the next board meeting will be Thursday, September 10, 2015 at 6:00 PM.

V. Adjournment

VIII. Next Meeting

Next Meeting Date:

Next Meeting Time:

Next Meet Title:

Next Meeting

Location:

IX. Adjourned Time

2:15

Dermott School District

Meeting Date: 09/29/2015 - 1:30

Title: District Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Amanda Bittle, Mike Duncan, Arneice Gardner, Heather Hardin, Shakelia Jackson, Kristi Ridgell

Guests in Attendance:

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

Principal's Report

- a. Upcoming events
- b. School Wide-updates

Curriculum Report

- a. PD Oct. 20-Training-Gardner
- b. Achieve 3000

Federal Programs Coordinator

- a. Updates

School Improvement Specialists

- a. Updates

Miscellaneous

- a. Academic Distress Visit October 14
- b. Advanced Ed Visit-February 7-10, 2015

Advanced ED

October 1 Requirements Annual Report to the Public

Action Taken:

Principal's Report

a. Upcoming events

Mr. Duncan shared the information he received from the recent local Safety Meeting. This included information about the Pillow Case Project showcased by the Red Cross. Coach Duncan shared concerns about the tornado drill held this morning. He has spoken with the Fire Chief to schedule a time to walk the building to give advice for tornado drill procedures.

Ms. Jackson stated that there were no upcoming events this week. There is a PTA meeting on October 12th at 5:00. The PTA has requested to host a Fall Festival on October 16th but she has not given them approval yet due to ensuring there is no conflict on the calendar. A flu clinic is scheduled for October 15th. The first Rise and Shine awards event is scheduled for Thursday, October 22nd at 1:00 and 2:30. Red Ribbon week will be October 26th-30th. Donuts for Dads is scheduled for October 30th.

b. School Wide-updates

Ms. Jackson stated that there are no school wide updates at this time. Mrs. Ridgell asked about the Leadership Team meetings that are occurring. Ms. Jackson stated that the Core Leadership Team meets twice a month and the Building Leadership Team meets once per month. Coach Duncan stated that his Core Leadership Team meets weekly due to their priority status and the Building Leadership Team meets monthly.

Mrs. Ridgell asked for updates on signatures about AIPs. Ms. Jackson stated that she currently had more AIPs that were not signed than those that are signed. Mr. Duncan shared that he has not sent his AIPs out for signature yet due to the last minute items that needed to be added.

Curriculum Report

Ms. Gardner stated that she has been reviewing the master schedule to check for the 38 required credits. The only concern was finding the Art class on the master schedule. The counselor printed the master schedule located in eschool that showed there was an art class on the schedule. It has not been added to the master schedule

accessible to teachers. She shared that the two typing programs that have been put into place at the elementary have been successful. The computer lab teacher has stated that she may need to purchase more ink due to the program that requires certificates to be printed for the students. Ms. Bittle stated that the computer lab teacher is given a \$500 budget each year to purchase those items. The cursive writing program materials have been distributed. Ordering extra books for each class was discussed. Ms. Gardner shared that all students have been uploaded in to the Odysseyware program with the help of Mrs. Hardin. She is unsure as to how this program will be used in the afterschool program. Mr. Duncan shared that the Odysseyware program would be useful in providing the information for the state related to the math and literacy students that are 3 or more years below grade placement

a. PD Oct. 20-Training-Gardner

Ms. Gardner shared that the Encyclopedia training is scheduled for one and half hours on October 20th. The other one and half hours could be used for formative assessment training. Mrs. Ridgell shared that Dr. Wilde has stressed the importance of analyzing pre-test data. Mrs. Hardin has shared that she has attended three of the literacy PLCs at the high school and relayed this information to the teachers. She also shared that Ms. Cabiness has done a great job of showcasing her data and adjustments.

b. Achieve 3000

Ms. Gardner shared that after discussing the use of Achieve3000 with the facilitators, it was determined that the only place to implement the program would be into the Tools for Learning course. Ms. Ridgell asked about training needed for the teachers who are assigned to those classes. Mr. Duncan stated the teachers who are assigned and whether or not they may need training. Ms. Ridgell stated that we have two days contracted with the Achieve3000 representative to provide these teachers a refresher. Ms. Jackson shared that two teachers who use the program regularly in their classes have requested the usernames and passwords for the current students. There was some uncertainty among some members present on the use of Achieve3000 in the math classes. Mr. Duncan shared that there are passages related to math but there are no computation problems.

Federal Programs Coordinator

a. Updates

Ms. Bittle shared that State Categorical Funds General Descriptions are due October 1 and she has already submitted them. She asked the principals to let her know if there were any problems sent back. Ms. Bittle shared that she is planning on requesting an extension of the deadline for the Supplemental School Compliance form so that the school health committee can meet to complete that portion of the form. There are plans to ask for technical assistance in completing this. The Title I Part I and Part 2 district report has been submitted. The Title IIA application is still being completed. The parent improvement plan has been submitted. The 1003a grant amendments for the high school have been approved. After each TLI test, a teacher and curriculum leader should work together to review the data, peer review open responses, and develop intervention plans. Also approved was the Flocabulary program. Mr. Duncan shared that some teachers have begun using the program. Ms. Bittle shared that she has registered the four teachers and dean of students for the discipline conference that Mr. Duncan has requested. Ms. Bittle told Ms. Jackson that after October 1st she would work with her on her 1003a grant.

Ms. Bittle shared information from the Federal Programs Conference. She stated that a speaker from the conference was very influential and was very informative about what poverty is and where your kids really are.

School Improvement Specialists

a. Updates

Mrs. Hardin shared that she has applied for a grant with ISEP to help supplement items the Clothing Closet she has started. Awards for the grant should be announced in the middle of October. She also stated that only one parent had requested to be on the School Community Council. Mrs. Hardin suggested that the small group of parents who help with most events and the one parent be a part of the School Community Council.

Ms. Gardner stated that she is concerned about the number of students who have missing assignments in the Virtual Arkansas classes. Members discussed concerns about the number of students in virtual Arkansas classes and their level of readiness for that level of unstructured environment. Mr. Duncan stated that he has moved a student to the media center before to ensure he had a quiet environment so he could be more focused.

Miscellaneous

a. Academic Distress Visit October 14

Dr. Wilde will be here to check progress on October 14th.

b. Advanced Ed Visit-February 7-10, 2015

Ms. Ridgell shared information from the visit with Kenny Pennington yesterday. The staff should be divided into groups so that each standard is represented. The groups self-assess each standard and bring their findings to the building leadership team meetings. After that, each BLT will bring the results to the DLT. The DLT will then conduct self-assessments as a whole on based on each building. Mrs. Ridgell set a deadline for November 1st to complete this.

Mr. Duncan shared that the parent survey could be administered during parent-teacher conference. For the students, the survey could be administered during an English class since all the students are enrolled in English. The teachers could be administered the survey on October 20th.

October 1 Requirements

These items were discussed earlier.

Annual Report to the Public

Mrs. Ridgell stated that she is presenting a slide show for the district part. She asked the building principals to prepare updates for their buildings. She provided the principals with a copy of the Report to the Public from the previous year.

VIII. Next Meeting

Next Meeting Date:

Next Meeting Time:

Next Meet Title:

*Next Meeting
Location:*

IX. Adjourned Time 2:40

Dermott School District

Meeting Date: 10/16/2015 - 1:00

Title: District Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Amanda Bittle, Mike Duncan, Arneice Gardner, Heather Hardin, Kristi Ridgell

Guests in Attendance:

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

I. Principal's Report

a. Upcoming Events

b. School Wide--Updates

II.. Curriculum Report

a. PD Oct. 20-Training-Gardner

III. Federal Programs Coordinator

a. Updates

b. Title I Paraprofessional Report

IV. School Improvement Specialists

a. Updates

b. Academic Distress Visit October 15 (feedback)

V. Miscellaneous

a. Advance Ed Visit - February 7-10, 2015

b. Updates on surveys

Action Taken:

I. Principal's Report

a. Upcoming Events

Mr. Duncan stated the Orange and Black game is tonight. On Monday, October 19th, the student surveys will be administered in the English classes. The teacher surveys will be done on October 20th. The Parent Surveys will be done at Parent-Teacher Conference. There is a band progressions concert tonight. October 21st, Mrs. Bunn has arranged an Anti Bullying presentation. Mr. Duncan shared that there was a speaker who spoke to the 9th -12th graders yesterday about his experience living in New York. Ms. Bittle shared that a Dermott resident is currently a new anchor for Fox 16 news of Memphis. She shared his contact information with Mr. Duncan.

b. School Wide--Updates

II. Curriculum Report

Mrs. Gardner shared that it was presented in the HS Core Leadership Team meeting this morning that the Instructional Facilitators will begin to exam the unit and lesson plans of the team members. Ms. Bittle stated that there are funds available for materials and supplies in the Curriculum Director account. A tasks on the HS Core Leadership team reflects a checklist of unit pre- and post-tests. She would like it revised. Mrs. Hardin noted that the conversation behind that task was to put a task in place to ensure that the items are being developed. The next quarter tasks would focus on checking the quality of the assessments.

It was noted that several teachers at the elementary level are not submitting daily lesson plans. Ms. Bittle shared that the presenter at the Testing training shared that more teaching of science needs to occur since Science will be tested on the ACT Aspire.

a. PD Oct. 20-Training-Gardner

Ms. Bittle asked for details on the PD so she could create session numbers and agendas for the trainings. Ms. Gardner shared the details of the trainings.

III. Federal Programs Coordinator

a. Updates

Ms. Bittle wanted ideas for November 5th and November 6th. She suggested doing First Aid training. A staff member choked during lunch on Wednesday. Ms. Bittle stated that any student in the cafeteria could choke and would like for staff to be prepared for a situation like this. The team discussed whether to do a general First Aid training or provide a certified First Aid Training.

Mrs. Bittle stated that those days could also be used for other professional development other than a formal presented professional development.

Mr. Duncan shared that the time could be used to prepare lesson and unit plans. Ms. Bittle also suggested using the time to review exemplar items released by ACT Aspire.

Ms. Bittle stated that AEA has shared a list of items that has been brought to their attention throughout the state. They have suggested presenting the items to staff because they have discovered that the teachers are more responsive to the information when it comes from an AEA representative.

b. Title I Paraprofessional Report

Ms. Bittle stated that she will finish Title I Paraprofessional Report. All paraprofessionals must meet Title I qualifications are due October 29th.

IV. School Improvement Specialists

a. Updates

Ms. Bittle shared that there are three indicators left to assess at the district level. Ms. Bittle shared an Indicator report that showed the progress of the high school and elementary indicators assessment.

b. Academic Distress Visit October 15 (feedback)

Ms. Bittle stated that the December ACT Aspire assessments will be available. The district test coordinator, technology coordinator, and curriculum coordinator will attend training on the technology components. The responsibility of planning and administering the tests would be that of the building test coordinators. Mrs. Hardin asked if the tests would be as "secure" as they have been in the past. Ms. Bittle stated that they would not be but some of the modifications would no be available.

V. Miscellaneous

Mrs. Ridgell praised the group for monitoring and putting systems in place. She urged the team members to continue to follow up on items. Mrs. Ridgell shared that she would be out on Wednesday for a Superintendent Board Meeting and a LEADS training. She shared that she would close out PGPs after she attended the training.

a. Advance Ed Visit - February 7-10, 2015

Mr. Duncan asked if November 5 -6th could be used to work on some of the Advanced Ed requirements. For example, the self-assessment that is required.

b. Updates on surveys

VIII. Next Meeting

Next Meeting Date:

Next Meeting Time:

Next Meet Title:

Next Meeting

Location:

IX. Adjourned Time

2:10

Dermott School District

Meeting Date: 10/22/2015 - 9:30

Title: DLT

Location: Superintendent's Office

I. Team/guest attendance

Team Members in Attendance:

Amanda Bittle, Mike Duncan, Arneice Gardner, Shakelia Jackson, Kristi Ridgell

Guests in Attendance:

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

Professional Development for 11/5/2015 and 11/6/2015

Miscellaneous

- updates on AdvancED surveys
-

Action Taken:

High School:

11/5/2015

AdvancED - AM 8-11

Peer Observation - PM 12-3

11/6/2015

Unit Writing - AM 8-11

Interwrite - PM 12-3

Elementary

11/5/2015

AdvancED - AM 8-11

Classroom Mgmt - PM 12 - 3

11/6/2015

Interwrite - AM 8-9

Unit Planning - AM 9-11

Science - PM 12-3

Planning Time - PM 12-3

AdvancED Surveys

High School Teacher, Student, and Parent are done.

Elementary Teacher and Parents done. Student in progress.

VIII. Next Meeting

Next Meeting Date: 11/09/2015

Next Meeting Time: 9:00

Next Meet Title: DLT

Next Meeting Location: Supt's Office

IX. Adjourned Time 10:00

Dermott School District

Meeting Date: 11/09/2015 - 9:00

Title: DLT

Location: Supt's Office

I. Team/guest attendance

Team Members in Attendance:

Amanda Bittle, Mike Duncan, Arneice Gardner, Heather Hardin, Shakelia Jackson, Kristi Ridgell

Guests in Attendance:

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Discussed

Indicators to Assess

IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)
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Indicators to Create Improvement Plans

IA14	The district will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement.(14)
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VII. Other Business:

Principal Reports

Curriculum/AdvancED Report

Federal Programs/Testing/PD Report

School Improvement Report

Superintendent Report

Miscellaneous

Action Taken:

Principal Reports

Elementary:

Ms. Jackson shared that tomorrow the Math and Reading Night will be held, the Thanksgiving Lunch is this week, and Progress Reports go home next week. Mrs. Ridgell asked if she had any concerns or if she needed any assistance from the team. Ms. Jackson did not have any at this time.

Mrs. Ridgell shared that last Monday she began meeting privately with each member to hear concerns. She shared that this provided her with beneficial information. She will continue to do this each Monday morning before she meets with the School Improvement Specialist.

High School:

Mr. Duncan shared that he and the Elementary principal will attend a Leadership Coaching Training at UAM on Thursday and Friday. He also confirmed that there will be a School Board meeting on Thursday. He also stated that on Saturday the 14th, there will be a 7th Grade Jamboree for the girls and boys. Local schools will compete.

Mrs. Ridgell asked if there were any concerns. Mr. Duncan shared that there were none at the moment but there are plans in place for events that could occur.

Curriculum/AdvancED Report

Ms. Gardner shared that the teachers were expected to print a hard copy of the work they were to complete during the professional development last week. She shared that Mrs. Hardin and she would meet to review the lesson plans against the rubric and provide meaningful feedback. She stated that she believed that the one-on-one conversations with the teachers have proved to be very beneficial. A specific elementary teacher's progress and lack of progress was discussed. Ms. Gardner shared that she has previously arranged for the High School Math Instructional Facilitator to provide assistance to her. Other teachers and their individual needs were discussed. Mrs. Ridgell asked that Ms. Gardner ensure that she follow up with the teachers.

Ms. Gardner stated that she is noticing that several teachers are struggling with writing effective objectives. Mr. Duncan stated that there is a faculty meeting at the high school on Monday and time could be used during this meeting to provide a short PD to the teachers during that time.

Ms. Gardner asked the principals if they had completed the self-assessment for AdvancED. The principals shared that they have completed the self-assessment but have not entered the information into the computer. Mr. Duncan shared that he would like Mr. Pennington to review his before he submits. Ms. Bittle stated that the district would submit a self-assessment based on the buildings. Mrs. Ridgell stated that Mr. Pennington would be called after the District does the final assessment.

Federal Programs/Testing/PD Report

Ms. Bittle provided updates on the Annual Title 1 Meeting that will be held tonight. Also, there were no findings by the Title 1 Audit by Division of Legislative Audit. She shared updates on the recent PARCC scores that were released last week. She shared the number of students scoring 1s, 2s, 3s, 4s, and 5s for each grade level. The 11th grade literacy scores were very good. The 11th grade students had the same teacher for 10th and 11th grade. Mr. Duncan mentioned possibly having that teacher teach grades 9-12 next year instead of 10-12.

Ms. Bittle provided the teams with information about the ACT test that will be given in March. The team discussed having a meeting with the 11th grade students and the 11th grade parents to discuss a waiver that is required to be provided to the parents to opt out from taking the test. Due to possible confusion, Ms. Bittle suggested holding a meeting to clarify what the form is for.

For the ACT Aspire, Ms. Bittle shared information about the recent trainings that staff has attended. She gave detailed information about what is required of SPED for the test. Ms. Bittle shared the information she knew about Periodic Assessments and asked the Curriculum Coordinator and Principals to consider omitting some of the scheduled TLI Interim assessments if Periodic Assessments are given.

She shared information about the NCSC exam the scores that have been released.

Ms. Bittle provided the team with the survey results from the professional development that was conducted last Thursday and Friday. The team reviewed the concerns that teachers listed in the comments. The overall results were very good.

Ms. Gardner shared updates from the Poll Everywhere training she provided. She shared that 2/3 of the teachers stated they would use the program in their classroom. She stated that the free version does not allow for the

students names to be assigned to their responses. However, the version that allows for this has a fee attached. Ms. Bittle asked Mrs. Gardner to contact the company and provide her with quotes.

Ms. Gardner mentioned a concern related to a post that a teacher had put on Facebook. Mrs. Ridgell asked Mr. Duncan to arrange a meeting with the teacher.

School Improvement Report

Mrs. Hardin shared that a grant that she has applied for has been granted. This grant will provide items for the Clothing Closet. She also shared that the high school has completed their 45-Day Plan for second quarter and asked that Mr. Duncan share the plan with the teachers during the next faculty meeting. Also, the elementary has assessed all but one of the required indicators for second quarter.

Superintendent Report

Mrs. Ridgell asked for any additional comments, reports, or concerns. Ms. Jackson shared that 46 kids were represented at Donuts for Dad. Ms. Bittle shared that the weather is getting cold and there are often home fires when this happens. If a student's home burns, let her know because there are funds to help purchase items.

Miscellaneous

Ms. Gardner mentioned purchasing the Oddessyware program. The free trial is about to expire. Mrs. Ridgell mentioned that the 21st Century Coordinator has stated previously that she would purchase the program since it is used afterschool.

VIII. Next Meeting

Next Meeting Date:

Next Meeting Time:

Next Meet Title:

Next Meeting

Location:

IX. Adjourned Time

10:15

Dermott School District

Meeting Date: 11/17/2015 - 9:00 am
Title: District Leadership Team
Location: Superintendent's Office

I. Team/guest attendance

Team Members in Attendance:

Amanda Bittle, Mike Duncan, Arneice Gardner, Shakelia Jackson, Kristi Ridgell

Guests in Attendance:

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

1. Updates from the following:
 - i. Principals
 - ii. Curriculum Coordinator
 - a. Advanced Ed findings and ratings/District level
 - iii. Federal Programs Coordinator/Professional Development Coordinator
 - a. School Report Card
 - iv. School Improvement Specialist
 - a. Academic Distress visit—Friday
 - b. All Tasks must be met in the 45 day plan
2. Other Concerns
 - i. Staff Absentees
 - ii. Student Absentees
 - iii. Consequences for teachers(not doing their job)
3. Adjournment

Action Taken:

HS Updates:

- Issues concerning Monticello Ballgame were discussed. A meeting has been scheduled with the athletes.
- Ms. Toney had 46 people in attendance for the Health and Safety Fair last night.

ES Updates:

- Need a way to track after school program.
- Math Intervention talked with Marvel Elaine about programs used.
- Discussed math intervention with Ms. Leonard 21st CCLC Coordinator.

Curriculum Updates:

- AdvancED Self Assessment for the District was completed.
- 7-9 English situation was discussed. Gardner and Culley will meet today to make a plan using the Core Guides to finish plans while the teacher is out.
- Mrs. Ridgell noted that Mrs. Wright-Calbert is reviewing the elementary unit plans and giving very detailed feedback. She asked if this was happening at the high school. It was stated by Ms. Gardner that this was not happening at the high school
- Mrs. Ridgell instructed Ms. Gardner to suggest that Dr. Culley and Ms. Jordan do the same. Feedback should be sent from the IF to the Principal, Curriculum Coordinator, Teacher, and Superintendent. Dr. Culley and Ms. Jordan can use Mrs. Wright-Calbert's feedback as an example.

Federal Programs/Testing/PD Updates:

Federal Programs

- No Updates

Testing

ESEA FLEXIBILITY REPORTS

- Preliminary ESEA Flexibility Reports have been released
- Working on submitting corrections
- Students who moved before testing (Science Grades 5 & 7)
- Students who already took test (Biology EOC)
- Students who were only repeating one semester and were not required to take PARCC (Algebra I)

PARCC

- 70% of Students in the State of Arkansas were not proficient on PARCC
- Only Levels 4 & 5 are considered proficient
- Students scoring Levels 1, 2, and 3 are required to have an AIP
- AIPs will look different for different levels
- Level 3 interventions can be in classroom and AIP can be exited very quickly
- Levels 1 and 2 will require more interventions and will take longer to exit the AIP
- Double Blocking
- Computer Assisted Instruction
- After School Tutoring
- Saturday School
- Pull Out Interventions
- Make an effort to get AIPs signed – document the effort

ACT

- Accommodations Requests have been submitted for 4 Special Education Students
- 2 Requests have already been approved for Human Reader/Triple Time over Multiple Days
- No Accommodations Requests have been submitted for 504 Students
- Deadline for submitting accommodations requests is Friday, November 20

ACT Aspire

- STC and DTC will have a webinar tomorrow at 2:00 p.m. in DTC's office over the Cognos Report for the ACT Aspire Student Data Upload (SDU) File

NCSC

- No Updates

ELPA 21

- Technology Webinar on December 2

Professional Development

- No Updates

School Improvement Updates:

- Academic Distress Visit Friday - Want copies of Post Assessments in Science, English, and Math
- All Tasks in the 45 Day plan need to be met in a timely manner

Other Concerns:

- Staff Absentees - Absentee Forms need to be turned in to April in a timely manner - Time clocks will be set up this week. Start using after Thanksgiving.
- Studnet Absentees - Make sure the policy is being followed.
- Consequences for teachers not going their jobs - Mrs. Ridgell wants a plan developed. Ms. Gardner is going to forward Mrs. Ridgell a copy of the Unit Development Plan from last year.

VIII. Next Meeting

Next Meeting Date: 12/01/2015
Next Meeting Time: 9:00 a.m.
Next Meet Title: District Leadership Team
Next Meeting Location: Superintendent's Office

IX. Adjourned Time 11:00 a.m.

Dermott School District

Meeting Date: 12/01/2015 - 9:00 a.m.
Title: District Leadership Team
Location: Superintendent's Office

I. Team/guest attendance

Team Members in Attendance:

Amanda Bittle, Mike Duncan, Arneice Gardner, Heather Hardin, Shakelia Jackson, Kristi Ridgell

Guests in Attendance:

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

- I. Principal's Report
 - a. Updates/ Concerns
 - II. Curriculum Coordinator/ Advanced Ed
 - a. Updates/ Concerns
 - III. Federal Programs Coordinator
 - a. Updates/ Concerns
 - IV. School Improvement Specialist
 - a. Updates/ Concerns
 - V. Indistar
 - a. Assess and Plan IA15
 - b. Review IA10
 - VI. Miscellaneous
-

Action Taken:

I. Principal's Report

a. Updates/ Concerns

Elementary: Ms. Jackson shared about an upcoming event sponsored by the PTA called A Warm Touch. This event is supposed to occur on December 10, 2015. She expressed concerns about the lack of details she has been provided about the event. There are also conflicting events that evening. It was recommended that the event be changed to a later date. Mrs. Ridgell shared that she has not received a Request for Facilities Use form from the PTA for this event. Ms. Bittle shared that the event at Mr. Graham's house will be from 4:00-9:00 on December 11, 2015.

High School: Mr. Duncan shared that the fire department has requested a copy of the Safety Plan. Ms. Jackson shared that she has a Crisis Plan in her office. Mrs. Ridgell shared that there needs to be updates made to the document. Mrs. Hardin suggested putting room numbers on the outside windows of the classrooms. Mr. Duncan asked for clarity on the requirements for having a long term substitute. Ms. Bittle clarified that the teacher would have to be absent for 30 consecutive days and the substitute would have to have a teaching license or a bachelors degree. Mr. Duncan shared that there is someone who is seeking certification that he is considering as a long term substitute if needed.

Mrs. Ridgell asked if there has been any staff state that they are not coming back. Ms. Jackson stated she has had two teachers tell her that they are not coming back and Mr. Duncan stated that he has had two teachers as well.

b. Semester Test Schedule

II. Curriculum Coordinator/ Advanced Ed

a. Updates/ Concerns

Ms. Gardner shared that it has been brought to her attention that the computer labs are very dirty. Food and art supplies are being scattered throughout the room. Mrs. Ridgell suggested that the students only be in lab on the days the teacher is collaborating with the teacher. The other days the students should be in the old art classroom doing their work. Ms. Gardner suggested that the technology guy survey the computer labs weekly for repairs and damage. Ms. Bittle suggested that the teachers complete a form each time the lab is used.

Mrs. Ridgell asked for updates on curriculum relating to lesson plans. Mrs. Ridgell asked for the names of teachers who are not completing lesson plans in a timely manner or are not completing them effectively. She stated that the majority of the staff is working effectively and complying but there are teacher who are not complying.

III. Federal Programs Coordinator

a. Updates/ Concerns

Ms. Bittle asked the principals if the buildings have allocated funds from Title I and NSLA. She stated that for Materials and Supplies no monies have been spent. The only monies spent have been for salaries and benefits. She expressed concerns that the monies are not being spent.

Ms. Bittle shared that corrections have been submitted for PARCC. She shared details about the corrections that were submitted. The scores for Grades 3-8 have been released and printed for the principals. The state will mail the school copies of the scores to be given to parents. Accommodation requests for the 5 special education have been made. Ms. Bittle asked for a date to share information with the parents of the 11th grade students about the waiver for the ACT. Mr. Duncan shared that the date that the report cards will be sent out in January would be a good date.

The ACT Aspire test scheduled are due today. Ms. Bittle has collaborated with the elementary counselor to finalize this. The high school counselor has not been available. Mr. Duncan said he would take care of this. Ms. Bittle shared that student schedules have been changed to reflect the correct course code for any student taking the NCSC in ELA or Math and Science APA.

There is a technology webinar for ELPA 21 on December 2 and there is an administration webinar on January 7th.

Ms. Bittle asked for the final ACCIA Conference Attendees ASAP. She has expressed that she would like the registration to be completed by December 4th. Mr. Duncan pointed out that the day of conference is Homecoming. There was discussion about what an alternative to the sending principal.

IV. School Improvement Specialist

a. Updates/ Concerns

Mrs. Hardin shared that both buildings have assessed and planned for the required Indicators for first and second quarter. The Snapshot was submitted in Indistar yesterday. The deadline is today. The district will submit today after we assess and plan the last indicator.

V. Indistar

a. Assess and Plan IA15

The team reviewed the Wise Ways for the Indicator and discussed the current level of implementation. It was determined that the district is in full implementation of this Indicator.

b. Review IA10

Ms. Bittle and Mrs. Ridgell previously reviewed the tasks that were assigned for this Indicator during the previous year. It was determined that the tasks were delayed due to the change in leadership. New dates were assigned to the tasks that are currently in Indistar.

VI. Miscellaneous

Mrs. Ridgell shared memorandums addressed to different staff that list the standard procedures completing Employee/ Student Absentees, Consequences for teachers who are not complying with expectations, and consequences for employees who are not complying with expectations. She asked that these memorandums be shared with the appropriate staff. Mrs. Ridgell stated that she would post these in Google Drive and share the documents with the principals so that they may be edited. Mrs. Ridgell stated that she would work with the Personnel Policy Committee to place the document in the Personnel Policy Committee book. Mrs. Ridgell stated that she was notified that at the next State Board meeting, we will not go before the subcommittee as thought, we would speak before the State Board.

VIII. Next Meeting

Next Meeting Date: 12/15/2015

Next Meeting Time: 10:00

Next Meet Title:

***Next Meeting
Location:***

IX. Adjourned Time 11:00

Dermott High School

Meeting Date: 10/23/2015 - 10:00

Title: HS Core Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Beverly Culley, Mike Duncan, Heather Hardin, Sandra Jordan

Guests in Attendance:

Arneice Gardner

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

Review PD for November 4th & 5th

Other Business

Action Taken:

Review PD for November 4th & 5th

Mr. Duncan asked Ms. Gardner to share the final PD schedule with the staff. Ms. Gardner began by sharing that the teachers will be reviewing Advanced Ed Standards. Mr. Duncan suggested the teachers be assigned to their PLC groups to review the various Indicators. There are four PLCs so one group will self assess two standards. Mr. Duncan will state that the Literacy PLC will assess Standards 1 and 2, science will assess Standard 3, math will assess Standard 4, and Social Studies will assess Standard 5.

After the teachers self-assess the Advanced Ed Standards, Ms. Gardner noted that the high school teachers who have not modeled a lesson to the staff will be required to model during a PD session that day.

On Friday, there will be an Interwrite training provided by the Johnathon. Mr. Duncan noted that Mr. Gharis is wanting to use the Response system in his class. The other teachers will observe Mr. Gharis do a lesson using the system. Mrs. Hardin noted that the questions teachers often put into response systems are at the knowledge level so the formative assessment should be monitored to ensure that assessment is occurring at a variety of levels.

12/02/2015 09:50

Mr. Duncan shared that the afternoon of Friday will be used for unit and lesson development. Ms. Gardner asked what was expected of her that day. Mr. Duncan stated that he would like her to be available to those teachers who need assistance.

Other Business

Mrs. Hardin brought to Mr. Duncan's attention that Dr. Culley has previously reached out to the district LEA Supervisor requesting the grade placement of the SPED students simply because the students are showing up on several TLI rosters. She would like for the SPED students to take only one TLI test, the test for the grade level they are in. She requested from the LEA Supervisor the grade placement and was not given the information. Mrs. Hardin stated that she wanted to bring this to Mr. Duncan's attention since she advised Dr. Culley to reach out to the LEA Supervisor.

VIII. Next Meeting

Next Meeting Date:

Next Meeting Time:

Next Meet Title:

***Next Meeting
Location:***

IX. Adjourned Time 10:45

Dermott High School

Meeting Date: 09/01/2015 - 10:00

Title: High School Core Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Beverly Culley, Mike Duncan, Heather Hardin, Sandra Jordan

Guests in Attendance:

Kristi Ridgell

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

1. Grant money ideas
2. Focus walk results
3. PLC reports
4. other?

Action Taken:

1003a Grant Funds

1003a grant monies must target school improvement and address items listed in our current needs assessment for the district. A portion of these funds must be disbursed by September 30, 2015 (\$7970.23). Suggestions for spending included:

- Sending four teachers and the Dean of Students to a seminar on October 27, 2015, called "Proactive Discipline for Reactive Students"
- Updating equipment for the Interwrite systems, and the student PRS (clickers)

- Purchasing copy paper for teachers to give pre-tests/teacher-made assessments
- Purchasing “Thinking Maps.” (Mrs. Hardin will give a presentation on this)
- Purchasing books for the media center to support AR and the Core Guides
- Pay substitutes for half-days so that teachers can have time to analyze data after administering summative assessments/post-tests
- Possible ACT enrichment (after school) for 11th graders who will take the ACT in the spring

There is a need to create a tentative post-test schedule date so that we can identify when subs will be needed for these half-day sessions.

Focus Walks

Coach Duncan has been conducting focus walks in all the classrooms. It has been determined that the Teachscape CWT for does not match well with what is required in TESS, therefore a new form has been developed, and can be found in Google DOCS.

PLC Reports

Reports on math and literacy PLC’s were given by Ms. Jordan and Dr. Culley. Teachers were reminded to pre-tests their students prior to module testing/unit testing. It was determined that data analysis needs to be done following post-tests and summative assessments. When teachers report in the PLC’s the number of students who have not mastered taught standards, they must also be prepared to explain why students did not reach mastery, what will be done to address this, and how they will bring them to that mastery level. Also if a student is repeating a class that he/she failed the previous year, what is being done to assure that the student does not fail again.

Other Items

All teachers must keep student portfolios, which should contain samples of student work and assessments given. Teachers will also begin keeping a portfolio containing work that they give to their students. This is a way to keep up with what teachers are doing on a daily basis in the classroom. Coach Duncan sent out an email detailing more explicitly what is required of classroom teachers as it pertains to these portfolios.

Next Steps

Report on finalizing 1003a grant money expenditures.

Post-test dates to determine when half-day subs will be needed.

Update on teachers going to student discipline seminar in October.

VIII. Next Meeting

Next Meeting Date: 09/10/2015

Next Meeting Time: 10:00

Next Meet Title:

**Next Meeting
Location:**

IX. Adjourned Time 11:15

Dermott High School

Meeting Date: 09/10/2015 - 10:00

Title: HS Core Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Beverly Culley, Mike Duncan, Heather Hardin, Sandra Jordan

Guests in Attendance:

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

ID01	A team structure is officially incorporated into the school governance policy.(36)
ID04	All teams prepare agendas for their meetings.(39)
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)
IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)
IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)
IIIC10	All teachers reinforce classroom rules and procedures by positively teaching them.(165)

Indicators to Create Improvement Plans

ID01	A team structure will be officially incorporated into the school governance policy.(36)
ID04	All teams will prepare agendas for their meetings.(39)
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting).(42)
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level.(88)
IIB02	Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction.(92)
IIB04	Teachers will individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)

VII. Other Business:

1. Grant money-\$25 per hour for disaggregating data
 2. Focus walk result from last week
 3. PLC data reports
 4. Finalize 45-Day Plan
 5. Credit Recovery Ideas
-

Action Taken:

1. Grant money-\$25 per hour for disaggregating data

Mr. Duncan shared that he and Miss Bittle have discussed offering the teachers of science, literacy, and math as well as the facilitators \$25 per hour to desegregate data. This could be done after school or on Saturday. However, Mr. Duncan shared his concerns/ questions: What if they don't want to stay after school? Would they want to come on Saturday? The facilitators need to be present also. Would they be willing to stay as well? Could the time be used to grade open response?

Mrs. Hardin suggested that it be written in the grant to state that the desegregation of the data be for "unit or interim assessments" so that it is not limited to TLI assessments. Mr. Duncan agreed. Dr. Culley asked if teachers were going to be required to administer 9-week exams. Ms. Jordan shared that teachers have not been required to but some do administer them. Mr. Duncan confirmed.

1. Focus walk result from last week

Mr. Duncan shared that the classroom observation data showed that this week was much better than last week. He also shared that he followed up with the teacher who had misunderstood what an objective was and while she still has not mastered writing an effective objective, he has noticed a slight improvement in what she is posting in the room. Mrs. Hardin distributed the data from the classroom observations conducted from September 1, 2015 - September 4, 2014. There were 13 observations conducted using the google form Mrs. Hardin developed for Mr. Duncan. Mr. Duncan shared that many teachers were improving with objective writing.

For 3C, engaging students in learning, Mr. Duncan shared that he saw labs being conducted and therefore, some Level 4's were given. He shared that he observed a math teacher telling the students they did not have to take notes, that he would provide them with the notes. Mrs. Hardin pointed out that providing the students with notes could be used as a form of differentiation or remediation for some students but should not be distributed to all students. She suggested that a note template with blanks or an outline be provided to all or some students. She asked Mr. Duncan if he had made Ms. Jordan aware of the issue and asked her to provide the math teacher with support and guidance. Mr. Duncan shared that he had plans to discuss this issue with her today during the meeting. (Ms. Jordan stepped out briefly during the meeting and returned shortly.) When Ms. Jordan returned, she stated that she had observed this as well and had made the suggestions noted by Mrs. Hardin. Since she has made the suggestions, the math teacher has implemented what was suggested by Ms. Jordan. The students are now taking notes themselves. Ms. Jordan shared that she has observed several good formative assessments occurring in the math teacher's classroom. One example included the use of white boards for students to record their answers to a short number of questions posed by the math teacher. Mrs. Hardin asked if he was documenting the data from the formative assessment. Ms. Jordan said that she did not see the teacher document the data. However, only two students

had an incorrect answer and he corrected their misconception. Mr. Duncan shared that he has asked Johnathon to ensure that two specific teachers had all the necessary software and hardware for the clicker system. Mrs. Hardin noted that if the teachers are observed using the clickers successfully, then other teachers could observe them using the system in their classrooms. The English teacher needing support could observe the History teacher using the system. Mr. Duncan shared that this was part of his plan.

For 3C, Using Assessment, Mr. Duncan shared that he is concerned that in some classrooms students are not aware of what they are being assessed on. He noted that he observed one teacher say, "Make it pretty, its going on the wall."

For 2A, Environment of Respect/Rapport, Mr. Duncan noted that there are still several Level 2s. He stated that he has observed several instances where students are disrespecting each other. This is an area that must be worked on.

For 2B, Culture for Learning, Mr. Duncan shared that he was very impressed with what he observed in the Band classroom. He noted that several students were encouraging each other. Mrs. Hardin pointed out that 2A and 2B had similar data, as it should. She stated that the environment affects the learning. Mrs. Jordan pointed out that contraire to the history of a particular science teacher's grade distribution; she learned in the recent Science PLC that no students are currently failing science.

For 2C, Classroom Procedures, Mr. Duncan noted that the few problems he observed were related to transitioning. There is disruption and wasted time when students transition from one activity to the next. Dr. Culley shared that she recently observed an English teacher's students transitioning beautifully from one activity to the next. She shared that the transition was quick with no disruptions.

For 2D, Student Behavior, Mr. Duncan shared that there seems to be a lack of consistency with the teachers enforcing classroom rules and procedures. For example, sometimes the students are allowed to talk and do what they want but other times, they are scorned for doing such.

For Teacher Practice, Mr. Duncan shared that he has observed lots of questioning occurring in the classrooms but most of it has been at the lower level. Dr. Culley shared that she has provided teachers with Blooms Taxonomy.

For Student Engagement, Mr. Duncan noted that Practice/ Homework were noted more than the other strategies and practices. He did share that group work appears to be more effective.

For Classroom management, Mr. Duncan shared that the majority of classrooms appeared to be well-managed. He asked those present for insight on the difference between well-managed and compliant. Mrs. Hardin found the Teachscape Classroom Walkthrough training manual and read, "Well-Managed: students are willingly compliant, ritually engaged. Compliant: Temporarily compliant, based on commands." Mrs. Hardin asked Mr. Duncan if he would like for her to add this description to the Classroom Walkthrough Google Form so that he and the teachers would be more aware of the difference. Mr. Duncan agreed. Mrs. Hardin immediately updated the google form.

1. PLC data reports

Mrs. Hardin asked if the grades teachers are giving are reflecting students' mastery of the standards. Mr. Duncan referenced the data in the needs assessment and the comparison he had made between the TLI scores and the grade distribution. He pointed out that at the end of first semester in math, the majority of students had C's and at the end of second semester, the majority of students had F's. He questioned how this could happen. He then noted that the

science TLI data showed that the majority of students were scoring 61%-80%. However, their grade showed a high percentage of F's. He stated that he was curious how the TLI tests which measures students mastery of the standards does not reflect in their grades. Dr. Culley pointed out that policy states that the grades must be weighted as 33 1/3% Classwork, 33 1/3% Homework, and 33 1/3% Test. Mrs. Hardin asked if this could be changed. Ms. Jordan stated that this policy was put into place three principals ago. She stated that she understood the policy to say, "as much as 33 1/3%." Mrs. Hardin suggested that changing this policy be discussed in the next faculty meeting and the feedback that is given be brought to the handbook committee. Mr. Duncan then pointed out that the majority of the science students received Ds at the end of first semester and at the conclusion of second semester, the majority reflected F's. In Literacy, Mr. Duncan point out that last year the 48% of students averaged below a D on the TLI test but there were few Ds and Fs issued on report cards for the semester. Dr. Culley pointed out that she was not sure if the TLI tests were being counted as grades in some classes. Mr. Duncan shared that if AIPs are going to be based on TLI data and TLI tests are not counted as grades, then students will not take the test seriously. Mr. Duncan asked for an update on the development of current AIPs. Ms. Jordan and Dr. Culley shared that the plan is to ensure that there is consistency across the district in what data will be used to develop the AIPs. As of now, the plan is to use last year's TLI data. Mrs. Hardin suggested that in PLCs, the facilitators emphasize to teachers that grades must reflect the students mastery of the content taught, not the submission of documents.

4. Finalize 45-Day Plan

Mrs. Hardin shared the detailed tasks, the elementary core leadership team developed to reflect the work they are doing in their PLC related to analyzing assessment data. Dr. Culley and Ms. Jordan agreed that the tasks for the high school could be more specific to reflect the work being done in the PLCs. Tasks were adjusted to state, "The Math Instructional Team will...The Literacy Instructional Team will...The Science Instructional Team will..." Dr. Culley, Ms. Jordan, and Mrs. Hardin discussed making the Target Date for the task be the end of the quarter since the quarter is half over. However, next quarter, specific dates related to specific tests administered will be reflected in the 45-Day Plan.

5. Credit Recovery Ideas

Mr. Duncan noted that Odessyware will be used for credit recovery. This will be implemented after school in the tutoring program and in ALE. The program has been approved for purchase but has not been ordered.

VIII. Next Meeting

Next Meeting Date: 09/17/2015

Next Meeting Time: 10:00

Next Meet Title:

**Next Meeting
Location:**

IX. Adjourned Time 11:45

Dermott High School

Meeting Date: 09/17/2015 - 9:30

Title: HS Core Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Beverly Culley, Mike Duncan, Heather Hardin, Sandra Jordan

Guests in Attendance:

Arneice Gardner
Kristi Ridgell

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

1. TLI Science Data
2. Student Failures from PLCs
3. Grade Percentage
4. Credit Recovery Ideas

Action Taken:

TLI Science Data

Mr. Duncan shared that the recent science TLI assessment results for Biology and 8th grade were good. However, there is concern that the 8th grade may have had help during the test. This will be monitored in the future. He also shared that the literacy teachers have only had one PLC to date due to teacher absences causing there to not be a full team present.

Student Failures from PLCs

Mr. Duncan presented a list of all students who currently had a failing grade on their recent Interim Progress Report.

He shared that he plans to meet with each student individually. He recently met with all the seniors as a group and shared with them that several would not graduate if they failed anything. After the meeting, three individuals approached him concerned and he told them to not be afraid to ask for help.

Grade Percentage

Mr. Duncan shared that he has researched other schools weighted grades policy and has not found a school that implements a 33 1/3% for Classwork, Homework, and Test. He plans to present to the school board to have this changed. Mrs. Ridgell asked to be notified when he would like this to be put on the agenda. She would be having a call meeting soon to have the budget approved.

Mr. Duncan shared that from the student failure list, he noticed that regular classroom teachers are not following IEP's and there is a high rate of SPED students failing regular classroom teachers. Mrs. Hardin asked if the LEA SPED Supervisor had been monitoring the teachers and their modifications. Mrs. Ridgell was unsure but stated that she would check with her.

It was shared that the IEP modifications were addressed in the recent Social Studies PLC yesterday. Some ideas were shared about ways to creatively modify for SPED students. There was concern about a comment a Social Studies teacher made concerning the lack of time to do modifications.

Credit Recovery Ideas

Mr. Duncan shared that the meeting would be cut short today due to the Odysseyware webinar. There would be an in-house training tomorrow.

Other Business

Ms. Gardner asked Mr. Duncan to address the one teacher who has not submitted units into BYOC. She shared that this teacher created no units last year and has continued the practice this year.

Mr. Duncan left the meeting and Mrs. Ridgell, Ms. Jordan, Ms. Gardner, and Mrs. Hardin reviewed the list of students with failing grades and made notes to address identified students in after school tutoring or with a parent phone call.

VIII. Next Meeting

Next Meeting Date: 09/24/2015
Next Meeting Time: 10:00
Next Meet Title: HS Core Leadership Team

**Next Meeting
Location:**

IX. Adjourned Time 10:00

Dermott High School

Meeting Date: 09/25/2015 - 10:00

Title: HS Core Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Mike Duncan, Heather Hardin, Sandra Jordan

Guests in Attendance:

Arenice Gardner, Kristi Ridgell

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

1. Review post-assessment data
2. Review completed and upcoming tasks
3. Teacher Absentees in Core Areas
4. Results of Student Failure Conferences
5. Students with 5 more referrals
6. Students who 5 or more absences
7. Students that are 2 or more years below grade placement in math and literacy

Action Taken:

Review post-assessment data

The Literacy Instructional Facilitator was absent so no literacy data was reviewed. Ms. Jordan shared post test data for the recent grade 8 module 1 TLI assessment. The only information available was the multiple choice data which showed that 12/16 had met the proficient benchmark. The open response is being administered today. Mr. Jordan

shared that she has reviewed the open response question feels somewhat confident that the students will do well.

Ms. Jordan noted that there are several upcoming TLI assessments. Mrs. Hardin pointed out that to date, the 8th grade math and Algebra I students have been administered TLI interim assessments. Ms. Jordan shared the Algebra I MC scores. The open response has not been administered yet. Ms. Jordan noted that 6/14 students had met the proficient mark on for the MC. Mrs. Hardin noted that in reviewing the data, all the current Algebra I students had a 2014-2015 average score on MC, OR, and Combined that did not meet proficiency. Mrs. Hardin shared the names of the three students who had a MC score that was lower than their previous year's average. Team members discussed the three students and the normal or abnormal score results.

Review completed and upcoming tasks

Mrs. Hardin reviewed the upcoming tasks related to Instructional Teams. The team reviewed the completed tasks on the large charts on the wall and clarified the expectations and emphasized the need to have the appropriate evidence to show completion. Mrs. Hardin suggested that the facilitators begin to bring the PLC Feedback forms to the Core Leadership Team meetings.

Teacher Absentees in Core Areas

Mr. Duncan reported that there have been a total of 5 days of English Teacher absences and 5 days of Math Teacher absences. All of the English teacher absences were classified as sick leave and 4 of the math teacher absences were classified as professional development. Mr. Duncan did not there were two other teachers in other areas who have 9 documented absences.

Results of Student Failure Conferences

Mr. Duncan reported during his conferences with failing students, while only a few noted that they were struggling, the majority of the students said they were not turning in work. He encouraged the students who were struggling to sign up for tutoring or reach out for additional assistance. He noted that he encouraged a particular eighth grader who is failing digital Spanish to get help from the student in the school who speaks Spanish fluently. Mr. Duncan introduced the two students and learned that the failing student had not sought help from the Spanish speaking student when he followed up.

Ms. Jordan stated that she is concerned about the six 8th grade students who are taking Algebra I virtually. She stated that these students will not be administered the TLI interim assessment since they are a part of a class that does not follow TLI pacing. She is concerned at how much the students are learning due to their behavior and disrespect towards the para pro. She stated that she has separated the students previously and their behavior and performance has not improved.

Mr. Duncan shared that he is concerned about a current 9th grade who shared with him that while he didn't pass most of his 7th or 8th grade classes, he was still promoted. He has several F's on his progress report now but still has the misunderstanding that he will be passed anyway as he has been in the past. Ms. Jordan shared that he required about semesters to be retained but was not retained. Mrs. Hardin asked why policy was not followed in the past. Everyone was unsure due to the fact that they had no control over those decisions.

Students with 5 more referrals

Coach Duncan shared that he has one student who has 4 referrals. The student is a current 7th grader. Mrs. Ridge, who was the principal to that student last year, shared that the student's current behavior was not the same in 6th grade. Mr. Duncan has met with him.

Students who 5 or more absences

Mr. Duncan shared that only one student has missed the same class 5 times. He has been reported to the truancy officer. The truancy officer reported that because the student was 18 years old there was nothing he could do. Ms. Jordan shared that when she reviewed his transcript, it appeared he had lost several credits at his previous school. This could be the reason for his transfer.

Students that are 3 or more years below grade placement in math and literacy

Team members discussed what to use to determine students who were 3 or more years below grade placement in math and literacy. It was decided to review students schedule. The students who were enrolled in classes that 3 or more years below grade placement who be identified by their Core or Smart Core classification and their current class assignments. These students would then be tested using Odysseyware. Mr. Duncan stated that he wanted to not only focus on those students who were 3 or more years behind but wanted to put just as much emphasis on the students who were one and two years behind.

VIII. Next Meeting

Next Meeting Date: 10/01/2015

Next Meeting Time: 10:00

Next Meet Title: Core Leadership Team

**Next Meeting
Location:**

IX. Adjourned Time 11:15

Dermott High School

Meeting Date: 10/09/2015 - 10:00

Title: HS Core Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Mike Duncan, Heather Hardin, Sandra Jordan

Guests in Attendance:

Arneice Gardner

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

1. Review post-assessment data
1. Review completed and upcoming tasks, is there anything else we need before Thursday?
1. Teacher Absentees in Core Areas: Ideas?
1. Number of students in after school tutoring by Ms. Jordan
1. Students with 5 more referrals: Get Discipline report from Kennedy
1. Students with 5 or more absences; Get report from Lewis
1. Students that need credit recovery: Generate list

Action Taken:

1. **Review post-assessment data**

Mrs. Hardin displayed the most recent TLI interim assessment data to team members. She pointed out on the 10th and 11th grade literacy scores for writing and reading and are very good and have improved very much from last year. The team compared the class data to the previous year and the teacher data. Both showed much improvement.

1. **Review completed and upcoming tasks, is there anything else we need before Thursday?**

Mrs. Hardin shared that she recently met with the literacy teachers to gather data and evidence for the literacy tasks. She shared that one literacy teacher does not have evidence of adapting lesson plans and their appeared to be discrepancy in her pre-/ post tests data.

Ms. Gardner shared that many teachers are not sharing their pre-/post assessments with her. She is considering adjusting the way she checks for pre-/posts tests. Mr. Duncan shared that it has come to his attention that when teachers use the copy machine to scan documents, the machine is considering the scan one of their allowed copies.

1. Teacher Absentees in Core Areas: Ideas?

Due to a student conflict this morning, Mr. Duncan unable to get a current count before the meeting. Mr. Duncan asks for ideas for incentives to encourage teachers to not take sick days. He shared that Mrs. Ridgell is considering some things. He noted that incentives might be more effective if they were in place monthly.

1. Number of students in after school tutoring by Ms. Jordan

Mrs. Jordan shared that she has sent out 46 letters to the parents of students who had D's and F's on their progress report stating that they must attend after-school tutoring. AIPs were attached to the letters for those students who had one. To date, about half the letters have been returned signed. Currently, an average of 11 students are attending tutoring.

1. Students with 5 more referrals: Get Discipline report from Kennedy

Mr. Duncan shared that one student has three referrals. This is the most referrals that one student has.

1. Students with 5 or more absences; Get report from Lewis

Mr. Duncan shared that one 7th grader has 5 absences, one eleventh grader has 7 absences, another eleventh grader has 8 absences, and one twelve grader has 7 absences. . Previously, Mrs. Ridgell shared with Mrs. Hardin that the 7th grader had several absences last year.

1. Students that need credit recovery: Generate list

Mrs. Jordan shared xxxxx is a 7th grader that should be in 8th grade. Mr. Duncan added his name to the list of students. Mr. Duncan asked Ms. Gardner to get with Mrs. Cashion and begin credit recovery for these students. Mr. Duncan shared that xxxxx has no courses to recover, however he must pass all the classes he is currently taking to receive enough credits to graduate. Mr. Duncan shared with Ms. Gardner each course each student on the current list needs to recover.

Other Business:

Ms. Gardner shared that she has contacted the lady scheduled to present professional development on October 20th. Mr. Duncan shared that the teachers will also do a self-assessment for AdvancEd that day.

VIII. Next Meeting

Next Meeting Date:

Next Meeting Time:

Next Meet Title:

***Next Meeting
Location:***

IX. Adjourned Time 11:15

Dermott High School

Meeting Date: 10/16/2015 - 10:00

Title: HS Core Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Beverly Culley, Mike Duncan, Heather Hardin, Sandra Jordan

Guests in Attendance:

Arneice Gardner
Kristi Ridgell

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

1. State Visit
2. IF ideas
3. PT Conference
4. When to plan for next plan
5. anything else

Action Taken:

State Visit

Mr. Duncan noted that there were many positives from the visit. In the debriefing with the superintendent in the afternoon, no immediate concerns were noted.

IF ideas

Mr. Duncan shared the Instructional Facilitator System of Support and Accountability Document with the team. He

stated that this was developed so that more uniform support would be provided throughout all PLCs. Details of the plan were discussed. He noted that there is an abundance of support that has been provided to the 7-9 Literacy Teacher but not as much to the new math teacher. He asked Ms. Jordan to arrange to meet with the new math teacher on Thursdays and review his plans in order to provide assistance in the moment.

PT Conference

Parent Teacher conference will be on Tuesday. AIPs should be signed during this time. Dr. Culley will prepare one of the computer labs for parents to be administered the survey for AdvancED. Teacher professional development for the day was reviewed.

When to plan for next plan

Mr. Duncan shared the most current list of indicators to be assessed during second quarter. The team decided to read the Wise Ways and assess the new indicators at the meeting next week.

anything else

VIII. Next Meeting

Next Meeting Date:

Next Meeting Time:

Next Meet Title:

***Next Meeting
Location:***

IX. Adjourned Time 11:00

Dermott High School

Meeting Date: 10/26/2015 - 9:30

Title: HS Core Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Beverly Culley, Mike Duncan, Heather Hardin, Sandra Jordan

Guests in Attendance:

Arneice Gardner

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Discussed

Indicators to Assess

IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)
IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)
IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)

Indicators to Create Improvement Plans

IF02	The Leadership Team will review the principal's summary reports of classroom observations and take them into account in planning professional development.(66)
IF06	Teachers will be required to make individual professional development plans based on classroom observations.(70)
IF11	The school will provide all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)
IID02	The school will test each student at least 3 times each year to determine progress toward standards-based objectives.(100)
IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (104)

VII. Other Business:

Review 1st quarter plan to develop 2nd quarter plan

Action Taken:

The team reviewed the tasks that were not completed for first quarter and discussed what changes will occur to ensure they are met during second quarter. Indicators were assessed and planned for second quarter. For most tasks, the team decided to make the target date be 11/19 to more closely monitor the tasks and make adjustments if the tasks are not being met.

VIII. Next Meeting

Next Meeting Date:

Next Meeting Time:

Next Meet Title:

***Next Meeting
Location:***

IX. Adjourned Time 11:15

Dermott High School

Meeting Date: 10/28/2015 - 3:30

Title: Building Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Beverly Culley, Mike Duncan, Heather Hardin, Emiliann Slamons

Guests in Attendance:

Megan Mixon, Rhiannon Cabaniss

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

45-Day Plan

Project Based Learning

Rewards for Proficient/ Advanced students on the Science EOC

Action Taken:

BLT Agenda 10/28

1. 45 day plan

There are a number of tasks for this quarter; some of them are carry-overs, some are new, with new indicators. The good thing about this year is the focus is a lot narrower. Previously, we had as many as 43 indicators to assess and plan for. This year, it's less than 10.

1. Teams will create a schedule for pre- and post- tests. This was not met last quarter, so that is a priority for this quarter. These plans are understandably tentative, but this should be done this week.
2. Core units will be reviewed by facilitators - this is a new task. There's a form that being used. Feedback from the teachers is that the form is useful and elicits constructive feedback. Is user friendly, and easy to

read.m There will be a lot of emphasis on lesson plans being turned in by Mondays. Slamons, for her units, labels that by weeks, which is useful for the facilitators. Teachers are encouraged to relabel their lesson plans accordingly.

3. Other tasks are carry over from previous quarter. A big focus, continuing for (A), is to bring the pre-test data to PLC meetings. A concern is that, when teachers do have the pre-test data, they have just the data, but no analysis. All the analysis has to be is whatever's appropriate to the pre-test, even if it's just notes about the general _____ of the class. The tests (both pre- and post-) have to be analyzed, broken down, and discussed in the team meetings. The analysis discussion is in the PLC feedback form.
 - i. Coach Duncan has the suggestion that we have a model PLC at the PD in early November. Dr. Culley points out that, while we are not where we want to be, but we are progressing at a decent clip, so we (as a school) will be where we need to be.
4. Project-based activities

If there are going to be project-based activities on lesson plans, please ensure there are checkpoints for the students. For the students' benefit, as well as ease of planning for teachers. Those checkpoints are also a form of assessment.

1. EOC in Biology and 7th grade science

Coach Duncan is eliciting suggestions for rewarding those students who passed the science tests last year. Of the 33 students who took Biology test, 13 scored below basic. The suggestions for students who passed are (a) food, potentially a trip to Monticello, as was done last year for the A/B honor roll. Teenagers like food. An additional suggestion is those nature things Mrs. McDaniel sends out.

VIII. Next Meeting

Next Meeting Date:

Next Meeting Time:

Next Meet Title:

***Next Meeting
Location:***

IX. Adjourned Time

4:15

Dermott High School

Meeting Date: 11/11/2015- 10:00

Title: HS Core Leadership Team

Location:

I. Team/guest attendance

Team Members in Attendance:

Mike Duncan, Heather Hardin, Sandra Jordan

Guests in Attendance:

Amanda Bittle, Kristi Ridgell

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

I. Discuss ideas for 7-9 Literacy

II. Review tasks

III. Discuss PLC Feedback

IV. Pre-/Post-Test Data

Action Taken:

I. Review tasks

Mrs. Hardin reminded Mr. Duncan to share classroom observation data with the staff and leadership team in order to meet the tasks assigned to Indicator IFO2. Mrs. Hardin asked if the science yearly goals had been developed and Ms. Jordan stated that they had not. Mrs. Hardin asked if those could be discussed and finalized in the next Science PLC. Mrs. Hardin asked if the math and science teachers had developed a schedule to administer pre-/post-assessments. Ms. Jordan stated that they had not. Mrs. Hardin reviewed the literacy Google Calendar that listed the tentative dates for the literacy pre-/post assessments and noted that one of the literacy teachers has entered the dates for her exams but the other literacy teacher has not.

II. Discuss PLC Feedback

Math: The PLC for this week is scheduled for tomorrow. Successes included students are developing jeopardy games and students who often are disruptive completed the tasks successful. Students are being successful in iXL work in after school tutoring. Ms. Bittle shared that when the free trial is up, if we wish to continue the program, bring the idea to the Leadership Team and funds could be allotted for this. Ms. Jordan stated that she assigns problems based on their weaknesses that she determines from classroom observations. Challenges include students not behaving appropriately in classes. Academically, the students who have not been performing have been attending after school tutoring. Ms. Jordan pulled select students out of a math class and worked individually with those students during the class period.

Science: No concerns have been shared about academics or behavior. Mrs. Wilson has shared that she has been doing more modeling activities and this has proven to be successful. Both teachers have stated that the pre-test has been effective in giving them the information needed to determine what standards need the most focus. Also, both have indicated that they would be implementing more hands on activities in their classes. Successes included that all Biology students except one met the benchmark for proficient on the module 2 TLI interim assessment. The 8th grade science scores for Module 2 were not as good as Module 1. Mrs. Wilson has stated that she has students doing presentations over the material that is being covered. This strategy has been successful for her. Ms. McDaniel gave a short presentation relating to the recent Discipline training she attended.

Literacy: Dr. Culley stated that she has noticed that teachers are struggling with developing true differentiation opportunities for the students. Also, enrichment and remediation opportunities are weak. She shared information that was presented a recent training provided by TLI. She was concerned that teachers are not implementing what they are sharing in the PLCs. She shared specific literacy skills that the students are showing deficiency with. She shared first quarter learning goals as they relate to the yearly learning goals developed by the PLC. She shared the data she had gathered related to the students' performance on TLI and how their success aligned with the PARCC results.

III. Pre-/Post-Test Data

Literacy: Pre-Test data has been analyzed for grades 7-12. The teachers have administered post-tests but not all data has been shared yet.

Math: No pre-/ post-assessment data has been reported in the math or science PLCs.

IV. Discuss ideas for 7-9 Literacy

Mr. Duncan requested ideas on how to continue literacy classes while the teacher is out and if she possibly does not return. Mr. Duncan shared that the Pre-AP 9th grade class and regular 10th grade occur during the same period. It would be possible to combine these classes. The 7th period regular 9th grade students' cannot be blended because the class is too large. One possible solution is to rotate the instructional facilitator and the other literacy teacher in that class. Ms. Bittle asked what the plans might be for 7th and 8th grade. Mr. Duncan stated that the current science teacher is certified in literacy. Mrs. Ridgell stated that the current PE teacher is certified to teach English as well. She stated that we need to do what is most effective, not just what is the best fit. The team discussed moving the instructional facilitator into the classroom for a couple of periods each day. Mrs. Ridgell suggested developing a written plan in place by next week.

V. Next Steps include:

1. Discuss with teachers the opportunity they have to grade open responses, disaggregate data, and develop intervention plans after school after each TLI test.
2. For math and science, have teachers develop the pre-/post-assessment schedule.
3. Instructional Facilitators should begin conducting classroom observations weekly using the Classroom Observation Google Form to ensure teachers are teaching what is in their lesson plans.

VIII. Next Meeting

Next Meeting Date:

Next Meeting Time:

Next Meet Title:

Next Meeting

Location:

IX. Adjourned Time

11:15

Dermott High School

Meeting Date: 11/18/2015 - 3:30

Title: HS Building Leadership team

Location:

I. Team/guest attendance

Team Members in Attendance:

Beverly Culley, Mike Duncan, Heather Hardin, Emiliann Slamons

Guests in Attendance:

Dianne Wilson

II. Celebrate recent successes - Not reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Not approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Not discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

Action Taken:

Improvements the school has seen over the past three years:

The science department saw an improvement in biology scores over previous years:

All teachers in the core areas have been trained in the new tests and procedures for this school year. In addition, instructional facilitators and the curricular coordinator attended the training.

All teachers teaching AP courses are up-to-date on their AP certifications.

Improvements that are desired over the next three year

Graduation rates

Math and English test scores

Aligning the curriculum

45-day plan

Literacy and math need to come up with a yearly goal for improvement. However, goals are not set yet in all subject areas. Additionally, literacy PLC has determined (of their own volition, and because they want to do well) to revisit those scores.

VIII. Next Meeting

Next Meeting Date:

Next Meeting Time:

Next Meet Title:

***Next Meeting
Location:***

IX. Adjourned Time 4:30

Dermott Special School District
Regular Session November 12, 2015
Draft Minutes

The Dermott Special School District met in regular session on November 12, 2015 at 5:25 p.m. in the Administration building.

Call to Order – Tommie Robinson

Prayer – Charlie Branch

Establish a Quorum: Tommie Robinson, Charlie Branch, Walter Donald, Clarence Thrower, and Lexa McMickle.

The Board went to the old Adult Education building to do an inspection of the building. When they returned, the meeting started at 6:00 p.m.

Re-organization of Board:

Charlie Branch nominated Tommie Robinson for President. Lexa McMickle seconded the nomination.

Charlie Branch nominated Walter Donald for Vice-President. Lexa McMickle seconded the nomination.

Charlie Branch nominated Lexa McMickle for Secretary. Clarence Thrower seconded the nomination.

Board Minutes:

Motion made by Lexa McMickle, second by Charlie Branch to approve the October 8, 2015 board minutes as presented. Passed 4-0

Superintendent's Report – Warrants & Balances:

Motion made by Lexa McMickle, second by Charlie Branch to approve the warrants and balances as presented. Passed 4-0

Principals' reports were given by Ms. Jackson and Mr. Duncan. Heather Hardin, School Improvement Specialist, gave the following report to the board:

DERMOTT SCHOOL DISTRICT

Leadership Team Meetings

- The District Leadership Team has met **6** times since the beginning of school. At each meeting, each team member shares updates related to what they are responsible for as well as any concerns or support needed.

Highlights

- During the current year, the district has assessed **3** of the required 7 Indicators for ACSIP. The District Team is well-informed of concerns that arise as well as updates to each building's school improvement plan. There are lines of communication that keep everyone informed.

Areas of Focus

- The District Leadership Team has focused on monitoring the buildings and ensuring they have the support they need to improve student achievement.

DERMOTT HIGH SCHOOL

Leadership Team Meetings

- The High School Leadership Team has met **10** times since school has started. In these meetings the team discusses teacher and student performance. Tasks are developed and monitored each quarter that aid in reaching the quarterly goals.

Students Progress

- *Math:* During the first quarter, students have scored much higher on the interim assessments than they did at this time last year. As the students begin taking the second round of interim assessments, it appears that they are scoring at the same level or, in some math classes, higher than they scored on the interim assessment during first quarter.
- *Literacy:* The results of the first interim assessment for literacy in grades 7-11 were satisfying. The students performed well but a lot of work and monitoring must be done to ensure that students maintain and/ or increase their level of proficiency.
- *Science:* The Biology students have done exceptionally well on the past two TLI interim assessments. Recently, the 8th grade science students were administered the second interim assessment. There was a significant drop in the performance from the first test.

ESEA Waiver

- The High School is currently in compliance with the requirements listed within the ESEA Waiver for Year 4 Priority Schools. One requirement states:

LEA's must reconstitute their District Leadership Team to address/ align support for their Priority Schools that failed to exit status.

- *District Leadership Team is required to participate in Leadership Team Training provided by ADE*
- *District Leadership Team are required to meet at least monthly and submit agenda's, minutes, and sign-in sheets to the assigned ADE SIS*

The District Leadership Team was reconstituted during the summer and received training from members of the ADE School Improvement Unit in July. Also, the District Leadership Team has held two meetings each month. The agenda, minutes, and sign-in sheets are entered into the Indistar system and are reviewed by the ADE Team.

Areas of Focus

- Currently, the High School's areas of focus include:
 - Ensuring teachers are developing units of instruction that include lesson plans (Instructional Facilitators and Ms. Gardner have assigned courses that they are expected to review the weekly lesson plans for and provide the teachers with feedback on the components.)
 - Ensuring that teachers of core subjects are analyzing the data of pre- and post-assessments and adjusting lessons as needed

DERMOTT ELEMENTARY SCHOOL

Leadership Team Meetings

- The Elementary Leadership Team has met **7** times since school has started. In these meetings the team assesses and plans for Indicators required for the Targeted School Improvement Plan. The team also monitors the tasks and student assessment data.

Students Progress

- *Math*: Math continues to be a low scoring area for the upper grades. Interim assessment data has revealed that many students are not meeting the benchmark set for proficiency.
- *Literacy*: The students take Reading, Writing, and Language tests. Students have performed better than expected on the new Writing test. Most grades have done satisfactory in Language. The Reading assessment data has shown that this is the area that students need the most improvement.
- *Science*: Some grades are performing better than others. Ms. Jackson has been working with the Science Specialist from the Co-op to make the science lab more functioning.

Highlights

- The Elementary has hosted several events that have invited parents and community members into the school.

ESEA Waiver

- The Elementary is currently in compliance with the requirements listed within the ESEA Waiver for Year 4 Focus Schools. In addition to the requirement listed above, another requirement states:

- *Must use Indistar to develop and monitor their School Improvement Plan*
- *District must assign a half time locally-hired, site-based School Improvement Specialist (SIS) who*
 - *Reports directly to the school principal/ and or LEA Superintendent*
 - *Provides required weekly reports to the assigned ADE SIS*
 - *Provides semi-annual reports to the LEA's Board*
 - *Attends required School Improvement trainings including any summer trainings*
 - *Attend ADE Summer School Improvement Conference*

Both buildings and the district use Indistar regularly to develop and monitor their School Improvement Plan. Also, my employment satisfies the requirement of assigning a locally-hired, site bases SIS.

Currently, I report to Mrs. Ridgell, provide weekly reports through Indistar to ADE, have attended the monthly Focus School SIS School Improvement Training at the Co-op and the Summer School Improvement Conference, and will provide the School Board with monthly reports beginning this month.

Areas of Focus

- Currently, the focus of the Elementary is much the same as the High School. Areas of focus include:
 - Ensuring teachers are developing units of instruction that include lesson plans (Mrs. Wright and Ms. Gardner have assigned grades that they are expected to review the weekly lesson plans for and provide the teachers with feedback on the components.)
 - Ensuring that teachers are analyzing the data of assessments and adjusting lessons as needed

The agenda was amended to allow LaDonna Spain to speak to the board. The following report was given:

ADE Report by LaDonna Spain:

Mrs. Spain made a presentation to clarify the reason for the State Board of Education requesting Dermott to present to the Academic Distress Sub-Committee.

Prior to the end of November, the Board President and Superintendent will be requested to attend the December meeting of the Arkansas Department of Education Sub-Committee. The District had standards violations in 2014-2015 and the High School was identified in Academic Distress. The superintendent and an administrative team presented during the summer months to the sub-committee and the State Board of Education identified that they wanted a review after the start of the current school year and quarterly progress reports. This monitoring process continues until the High School is out of Academic Distress. Being in Academic Distress, if there are fiscal distress or substantive standards violations that could result in a recommendation for state intervention (up to and including removal of the Board or Superintendent).

The State Board of Education will want to hear from district and school leadership the progress being made, and the next steps. They will want to see board minutes and review discussions by the Board related to support provided to the High School to support student progress. The School Improvement Unit will be asked to file a report prior to the first of December on the progress being observed. Dr. Wilde will file the report for the School Improvement Unit. The School Improvement Unit's current perception is that there is substantial improvement over the previous year.

You are there to answer any questions that the State Board of Education may have related to request that will be forthcoming.

At the meeting with the State Board of Education there should be the Superintendent, Board President or designee from the Board, the High School Principal, the School Improvement Specialist, and anyone that you deem appropriate to communicate your progress.

Executive Session – 6:30 – 7:20

Old Business:

Motion made by Charlie Branch, second by Lexa McMickle to table the discussion on the Adult Education Building.

New Business:

Mrs. Ridgell gave a synopsis on the annual report to the public.

Motion made by Lexa McMickle, second by Charlie Branch to approve the new transportation pay for bus drivers who drive for fieldtrips, school related events and athletic events. Passed 4-0

Motion made by Lexa McMickle, second by Charlie Branch to continue with the School Business Trip Insurance from ASBA. Passed 4-0

Motion made by Lexa McMickle, second by Charlie Branch to accept the bid from Krebs Brothers for a steamer for the cafeteria. Passed 4-0

Motion made by Charlie Branch, second by Clarence Thrower to approve having a baseball and softball team for the Dermott School District. Passed 4-0

Information was given to the board. A Master Facility Plan hearing will be December 10, 2015 before the board meeting.

Next regular school board meeting will be December 10, 2015 in the Administration Building.

Motion made by Lexa McMickle, second by Charlie Branch to adjourn. Passed 4-0

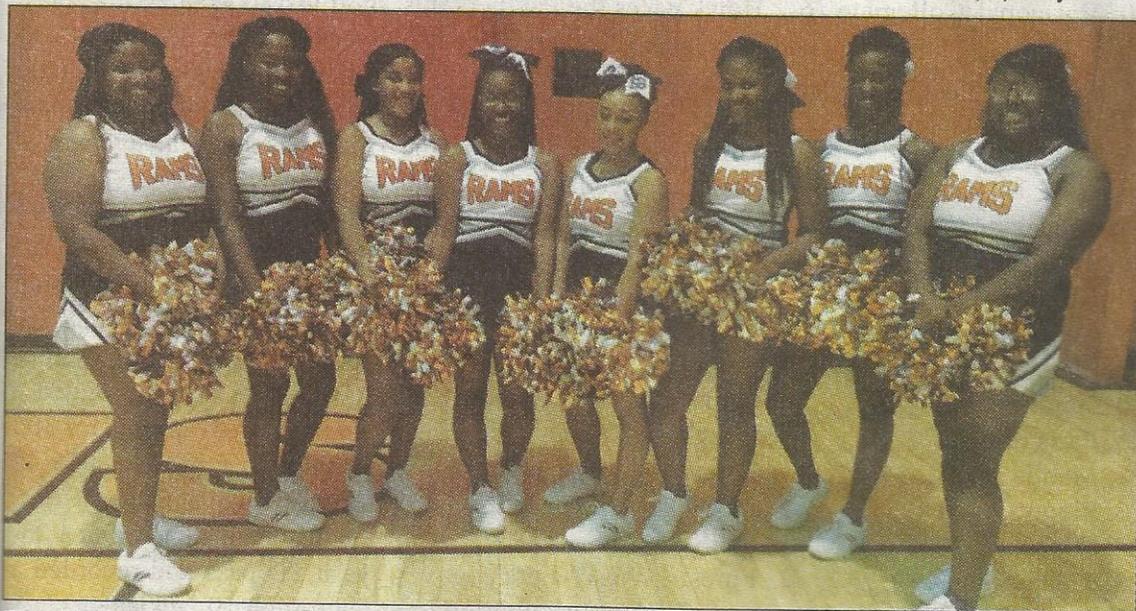
Adjourn – 7:30 p.m.

President

Secretary



The MHS cheerleaders show support for Breast Cancer Awareness at Friday's Pink Out pep rally.



The 2015-2016 Dermott Ram Senior High Cheerleaders show off their new uniforms at the game on Friday. The squad members are: (L-R) Makayla Binns, Co-Capt. Jada Burnett, Co-Capt. Tara Grey, Capt. Jasmine Green, Alaina Johnson, Ayannah Pitts, Alexis Wigfall, and Raquasha Mitchell.

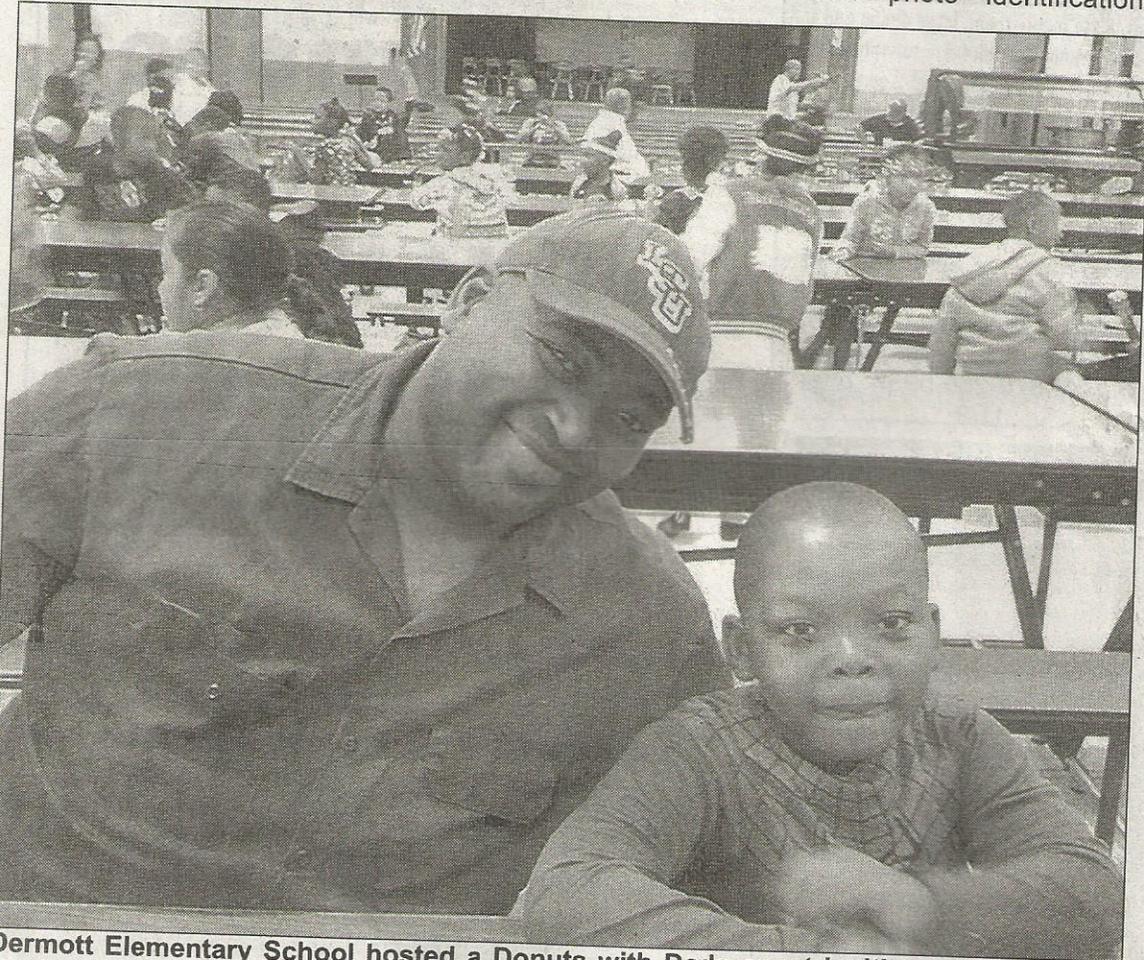


Food commodities distrib

Southeast Arkansas Community Action Corporation will receive U.S.D.A food commodities. Items available will be: UHT milk, applesauce, cranberry juice, dried cranberries, spaghetti sauce, mashed potatoes, vegetable soup, wheat cereal, peanut butter, apple

juice, and pink salmon. The rules for acceptance and participation in the U.S.D.A's temporary emergency program are the same for everyone without regard to race, color, religion, age, sex, disability, national origin, political affiliation, or veteran status. If your household's

income is at or below the federal poverty level, you may be eligible to receive surplus commodities. Households must meet income guidelines, live in the county that you apply for commodities, and show some type of identification (driver's license, or other photo identification,



Dermott Elementary School hosted a Donuts with Dads event inviting all male father figures to be involved in their children's environment. The event started from the Watch D.O.G.S (Dads with Great Students) plan to increase parental involvement. Roughly 20 percent of students participated. Principal Shakelia Jackson stated, "We plan to host other events similar to this such as Gravy with Grandfathers and Muffins with Moms." A Thanksgiving lunch will also be held Nov. 12.

Area students are recognize

Portland Elementary School has announced the honor roll for the first nine weeks.

Kindergarten

As: Luke Barley, Brei Blansett, Logan Carter, Holden Cingolani, Gisselle Gonzalez, Adrian...

Jaden Rice and Dulce Torrecillas.

Perfect Att: Allie Anderson, Danna Garcia, Miles Grice, Ann Marie Sabbatini, Avery Sise, Dulce Torrecillas, Michelle Torres, Annika Tuggle and Yamilet Vargas.

Yanez, Gracie Allison, Jared Chavez, Katherine Crow, Amaria Mitchell and Maritza Mondragon.

Fourth Grade

As: Emma Aycock, Nicholas Aycock, Nathan Crow, Amy Garcia, Annetta...

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Samantha Jones, Dermott High School 11th grader, received a monetary award from Science Teacher Diane Wilson for earning the highest score on last year's Biology 1 state exam. Jones is accompanied by her aunt, Sandra Jordan.

DERMOTT:

CONTINUED FROM PAGE 3

side effects and disabilities afterwards. According to Mr. Dintleman, "The best and most modern medicine and technology is useless if we don't know how to use it."

An easy way to determine the signs of stroke is to remember the word FAST:

Face-drooping or numb

Arms-weakness

Speech-slurred or confused

Time-call 9-1-1 to get help quickly

If you suspect that you or someone else is experiencing a stroke, it is also important to be aware of when the symptoms started. There is a 3-4 hour time span in which new medicine

might be given, which can limit the disability caused by stroke. Should you be around someone with any of these symptoms, remember to act FAST.

Being aware of other health issues is important too. High blood pressure can cause a person to be six times more likely to have a stroke. Smoking, diabetes, sickle cell anemia, and high cholesterol are other factors that increase stroke potential.

The door prize was won by Mrs. Nancy Jolly, and the meeting adjourned. The Dermott Chamber of Commerce meets at noon on the third Thursday of each month.



Academic Distress Recommendation Development Process

**Blytheville Middle School
Jacksonville Middle School
Dermott High School**

Once a school is classified as in “Academic Distress,” the assistant commissioner for the Public School Accountability Division authorizes the selection of a site review team. This task is delegated to the program manager of the School Improvement Unit. School improvement specialists within the unit are assigned to serve as members of the site review team. The onsite review and subsequent recommendations are completed within 60 days of the official announcement of the school’s “Academic Distress” classification. In preparation for the required site review, team members are tasked with reviewing available data related to the school and/or district. Additionally, team members collaboratively review the purpose for the visit, analyze the intent of interview questions, and review protocols for conducting the review.

Data Review

Prior to conducting the onsite review, school improvement specialists are assigned to serve as members of a data analysis team. Members of this team are tasked with summarizing state assessment data and/or ADE reports such as Scholastic Audit. The site review team collaboratively reviews these data to confirm or dispute previously-reported concerns have been addressed. The data analysis team also reviews the school’s current ACSIP in order to identify interventions included in the plan and whether expenditures included in the plan are targeted or generic in nature. Questions may be identified by the data analysis team and provided to the onsite review team for clarification.

Onsite Review

The team follows a standard set of questions (Appendices A, B, C) and uses a protocol in which responses to initial inquiries are followed with additional questions to better understand systems currently in place at the school.

The onsite review team interviews the following focus groups:

1. District Leadership Team and Internal/External School Improvement Specialists:
As the district leadership team and specialists are interviewed, site review team members seek to determine the district’s approach for addressing key indicators for school improvement. Indicators include the principal’s ability to lead a school turnaround process and the targeted support provided by the district.

2. **School Leadership Team:**
The site review team members attempt to uncover the purpose, structure, practices, and goals of the school's improvement efforts through interviews with members of the school leadership team. Questions are intended to determine currently-implemented interventions designed to improve student outcomes, how these interventions were selected, what training is provided, and how effectiveness of these interventions is monitored and evaluated.
3. **Instructional Facilitators:**
During interviews with instructional facilitators, team members seek to understand the support that is provided to teachers and levels of collaborative planning among instructional teams. Additionally, team members seek to obtain information regarding assessment practices, including the primary types and use of assessments and teachers' willingness to engage in analyses of student progress and achievement compared to personal instructional practices.
4. **Representative Teacher and Student Groups:**
Questions asked of teacher and student focus groups are intended to define the school's climate and culture. Support provided to teachers, safety and academic support for students, and teacher and student voice are a few of the topics addressed during these focus group interviews.
5. **Principal and/or Administrative Team:**
The purpose of the principal interview is to confirm congruity between district and school leadership's perceptions of support for reaching school improvement goals. Additionally, the principal's responses provide evidence of his/her knowledge of and experience in the science of school turnaround.

In addition to these interviews, the site review team may conduct a campus walk-through, but does not visit classrooms. School leadership is asked to complete a self-evaluation (Appendix D) of the school's current status related to key turnaround capacity indicators. This self-assessment is then compared and contrasted with results from onsite observations and interviews and data analyses conducted by the ADE site review and data analysis teams.

Recommendation Development

Following the onsite review, team members meet with data analysis team members to debrief and crosswalk findings. During this reflective conversation, the following essential questions are considered:

- Do the principal and leadership team members have the capacity to lead a school turnaround effort? How can necessary capacity be built?
- Is district leadership prepared to provide additional support? How?
- Is a system in place to monitor school improvement efforts and provide interventions if necessary?

- Has a plan been developed that defines the following key indicators for school improvement?
 - A vision collaboratively developed with representatives from all stakeholder groups that is reasonably calculated to create buy-in across the school community
 - Measurable levels of improvement anticipated
 - Roles and responsibilities of school and district leaders in the school improvement process
 - Research-based school improvement interventions that will be implemented to improve student outcomes, especially those of students who perform below proficient levels
 - Specific tools for monitoring levels of implementation grounded in student assessment
 - Methods for evaluating effectiveness of interventions.

Team members consider the school's current plan to determine the need for narrowed focus, modification, or complete redesign.

Based upon school improvement needs identified through the data review and onsite visit, team members consider various interventions and expected outcomes to determine two to five school-specific recommendations based on school turnaround research.



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

April 13, 2015

**State Board
of Education**

Dear Mr. Atwill,
Superintendent of Blytheville School District

Sam Ledbetter
*Little Rock
Chair*

Toyce Newton
*Crossett
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

As you are aware, your district has a school (or schools) identified to be in "Academic Distress" per the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program, Revised September 2014.

Section 10 of the Arkansas Department of Education Rules Governing the Academic Distress Program required a team of educators evaluate the public school's need for technical assistance and make written recommendations to the public school and the public school district. Attached is the set of recommendations developed from the required data review in combination with an onsite review.

The recommendations are not intended to be a list of activities for compliance implementation, but rather guidance to strengthen key processes of school improvement. In addition to the recommendations, the School Improvement Unit of the Public School Accountability Division of the Arkansas Department of Education has been assigned to provide technical assistance and or to broker Department expertise as resources to provide technical assistance to the school and district.

A copy of the recommendations will be posted to the May 15, 2015, State Board of Education public meeting agenda. The meeting will begin at 9 a. m. and the recommendations will be discussed with the State Board. Questions may be asked at this meeting that the Superintendent and or School Leader might want to respond to as it relates to present plans of action being taken to move a school or district out of the classification of "Academic Distress".

If you have questions or would like further clarification related to the recommendations, please do not hesitate to contact Dr. Richard Wilde at 501-683-3434.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "M. Annette Barnes".

M. Annette Barnes, Assistant Commissioner
Public School Accountability

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ArkansasEd.org

Encl.



ARKANSAS
DEPARTMENT
OF EDUCATION

**ACADEMIC DISTRESS ADE EVALUATION TEAM
RECOMMENDATIONS
BLYTHEVILLE MIDDLE SCHOOL**

Date: April 13, 2015

District: Blytheville School District

School: Blytheville Middle School

School Improvement Team Members: Dr. Richard Wilde, Roxie Browning, Pam Clark, Charlotte Earwood, Dr. Mitzi Smith and LaDonna Spain

School Improvement Specialist: To Be Determined

The following recommendations are based on research that indicates, when implemented with fidelity, there is a high probability of achieving school improvement goals. However, implementation of these recommendations does not guarantee immediate removal of Academic Distress status. Recommendations are not listed in order of priority.

Sources	Evidence/Background/Findings	Recommendations
<p>Interviews Team Meeting Agendas, Minutes, and Work Products</p>	<p>Members of the school leadership team reported data regarding school improvement efforts have not been systematically analyzed to determine effectiveness (pre-advanced placement courses, special education services, and Tier II interventions, etc.)</p> <p>While the leadership team collects and reviews data sources, no evidence of deep data analyses and program evaluations was evident during the site visit.</p>	<p>Recommendation 1: <u>School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts.</u></p> <p>Clarification: The system will include procedures for analyzing data (i.e., student achievement; personnel recruitment and retention; professional development programs; leader and teacher evaluation results; aligned, standards-based curriculum; instructional and assessment strategies, community and family engagement; and student groupings and services) to evaluate the level of effectiveness of efforts and interventions to improve student outcomes.</p>

Sources	Evidence/Background/Findings	Recommendations
Interviews	<p>Members of the leadership team identified high teacher turnover as a concern/barrier to improved student outcomes; however, no data regarding teacher recruitment, retention, and/or separation have been systematically collected and analyzed for the purpose of stabilizing staff and/or having cumulative benefit from professional learning.</p>	<p>Recommendation 2: <u>School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the school/district.</u></p> <p>Clarification: The plan will identify the following:</p> <ul style="list-style-type: none"> • an induction system that accelerates the assimilation of new staff • specific monthly activities related to recruitment, induction, and retention • quarterly evaluation of the activities • an analysis of the reasons teachers leave the district or remain.

Sources	Evidence/Background/Findings	Recommendations
<p>Interviews Team Meeting Agendas, Minutes, and Work Products Scholastic Audit Report</p>	<p>Staff members indicated the school has created a leadership team and content-area professional learning communities (PLCs); however, instructional teams (PLCs) do not provide student learning data related to units of instruction to the leadership team.</p> <p>Members of the leadership team indicated the school has not created structured parent/community or student teams to collect input regarding decision-making related to school improvement efforts.</p> <p>Evidence provided by the school leadership team during the site visit was consistent with a finding in the 2009 Scholastic Audit Report that stated, "All stakeholders are not involved in decision-making regarding teaching and learning."</p>	<p>Recommendation 3: <u>School leadership will implement a team structure that supports student learning and improved achievement as its primary purpose.</u></p> <p>Clarification: The leadership team is the recipient of data from instructional teams and provides guidance and support for improved student outcomes. Instructional teams are the primary source for planning, implementing, and assessing teaching and learning. In addition to instructional teams, the leadership team also develops a structure of support teams that include parent teams, student teams (when appropriate) and community teams.</p>

Sources	Evidence/Background/Findings	Recommendations
<p>ESEA IMO Quarterly Reports</p> <p>School Report Card</p> <p>Interviews</p> <p>ACSIP</p>	<p>As reported in the 2014-2015 ACSIP and confirmed during school and district interviews, a majority of students are reading significantly below grade level.</p> <p>"All Students" math data from the last three years of state assessments indicate a downward trend:</p> <ul style="list-style-type: none"> • 2012: 55.99% proficient and advanced • 2013: 52.37% proficient and advanced • 2014: 38.78% proficient and advanced <p>The high number of interventions and actions included in the 2014-2015 ACSIP reflects a sense of urgency regarding school improvement efforts. However, evaluation actions related to these interventions are not systematically completed.</p> <p>Concerns identified in the ESEA IMO Quarterly Report and verified during interviews with staff indicate that, based on recent STAR assessments, 65% of entering sixth-graders, 74% of entering seventh-graders, and 75% of entering eighth-graders read two or more levels below grade. Additionally, it was reported and verified that 32% of all students perform two or more levels below grade in math.</p>	<p>Recommendation 4: <u>School leadership, in collaboration with district administration, will facilitate an analysis of current English/language arts and math curricula across all grade levels and articulate in writing the process for deep curriculum alignment.</u></p> <p>Clarification: An aligned curriculum will address state and local standards, courses of study, pacing guides, instructional unit plans, daily lesson plans, and assessment and instructional strategies. The primary assessment of student learning will occur following the completion of each instructional unit (approximately two – three weeks) by the instructional team that is responsible for the planning and implementing instruction. This assessment will result in interventions for students who need additional support to master standards and enrichment for students who have mastered unit standards. The focus on unit assessments does not preclude the need for ongoing, daily, formative assessments within a classroom or assessments that occur at longer intervals, such as quarterly or semester exams. Leadership will regularly evaluate the process and determine the need for modifications.</p>

**Academic Distress
Rationale for Recommendations
Blytheville Middle School**

The ADE onsite review team conducted a review of various data sets prior to an onsite visit to Blytheville Middle School, and identified key findings related to school improvement needs. The onsite review was conducted on March 3, 2015, and members of the onsite review team identified key findings from interviews with numerous focus groups related to school improvement needs. Based on collaborative analysis of all findings the team identified four research-based recommendations to the school that support school improvement efforts.

Recommendation: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts.

Rationale/Explanation: The Onsite Review Team found that school and district leaders collected data from various sources that, on the surface, appear to inform school improvement efforts. A structure for collecting and analyzing data is in place. However, there was little evidence that the data was systematically analyzed to yield evaluative decisions about the school's improvement efforts, such as interventions to support student learning, instructional programs, methods of assessing student learning, and schedule development. This recommendation is intended to guide school leadership to utilize the existing structure to develop and implement a formal, systematic process to collect and analyze from all relevant sources in order to inform all school improvement decisions.

Recommendation: School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the school/district.

Rationale/Explanation: District and school leadership indicated high teacher turnover is a barrier to improving student outcomes. District leaders pointed out this same barrier applies to the high school. As a result, district leaders conducted informal exit interviews when teachers left the district. However, little evidence was provided to indicate this practice was consistently implemented and that information gleaned from interviews was used to inform recruitment, induction, and retention practices. These human resource functions require efforts at both the district and school levels. This recommendation is intended to guide district and school leadership to develop a systematic process for the recruitment, induction, and retention of quality staff are data based and consistently evaluated for effectiveness.

Recommendation: School leadership will implement a team structure that supports student learning and improved achievement as its primary purpose.

Rationale/Explanation: A team structure is in place at Blytheville Middle School. Leadership teams have been established at the district and building levels. These teams conduct approximately two meetings every month. Instructional teams, comprised of content-area teachers and instructional facilitators, have been established at the school. The master schedule includes one period each day for instructional teams to meet. Instructional teams do not collaboratively analyze classroom-level assessment data to determine instructional next steps. No structured parent and community team or student team has been established to collect input regarding school improvement efforts. This recommendation is intended to guide school leadership to expand the current team structure to include a parent/community team and an avenue for student voice, when appropriate, as well as ensuring each team understands its purpose and scope of work.

Recommendation: School leadership, in collaboration with district administration, will facilitate an analysis of current English/language arts and math curricula across all grade levels and articulate in writing the process for deep curriculum alignment.

Rationale/Explanation: District and school staff reported that a substantial number of students throughout the district read and solve math problems at levels significantly below grade-level expectations. This recommendation is intended to guide leadership's development of a systematic process for verifying implementation of the written curriculum and the depth of curriculum alignment.

**Academic Distress
Data Review Key Findings
Blytheville Middle School**

Members of the ADE Data Review Team for Blytheville Middle School were Dr. Sally Robison, Richard Myrick, and Dr. Robert Toney. This team was tasked with summarizing various data sets and reporting key findings to the ADE Onsite Review Team prior to that team's visit to the school.

Data sources include the following:

- District, elementary, and middle school report cards for 2011-2013
- Arkansas ESEA Accountability Reports for the middle school and district from 2012-2014
- Arkansas Consolidated School Improvement Plans (ACSIP) for 2013-14 and 2014-2015
- Scholastic Audit Report from 2009
- Arkansas Department of Education (ADE) Quarterly ESEA Interim Measurable Objectives Reports
- Blytheville School District website

Highlights from the data review include the following:

- District enrollment declined by 409 students between the 2009-2010 and 2012-2013 school years. Blytheville Middle School reported a drop of 82 students in 2012-2013.
- Blytheville Middle School was reconfigured from grades 7-8 to grades 6-8 to begin the in 2013-2014 school year.
- The percentage of students eligible for free and reduced meals reported on the district's school report card for 2013-2014 exceeds 82.9%.
- The percentages of students graduating and the student attendance rate were near the state averages. The 2013 graduation percentage was 83.9% and the district's attendance rate was 92.1%.
- The 2012 to 2014 ESEA Accountability reports benchmark percentages for all students who scored proficient and advanced were as follows:

Subject	2011-12	2012-13	2013-14
Literacy %	52.47	54.76	47.14
Mathematics %	55.99	52.37	38.78

- From the district's report cards and ACSIP report, a longitudinal analysis of literacy and mathematics percentages for all students scoring proficient and advanced is noted below:

Subject	2009-2010	2010-2011	2011-2012	2012-13	2013-14
Literacy 6	XX (2 nd)	51 (3 rd)	72.2 (4 th)	54.94 (5 th)	48 (6 th)
Literacy 7	49.8 (3 rd)	62.3 (4 th)	67.4 (5 th)	48.92 (6 th)	46 (7 th)
Literacy 8	62.1 (4 th)	43.6 (5 th)	48.3 (6 th)	46.97 (7 th)	32 (8 th)

Subject	2009-2010	2010-2011	2011-2012	2012-13	2013-14
Math 6	XX (2 nd)	71.8 (3 rd)	64.1 (4 th)	33.95 (5 th)	33 (6 th)
Math 7	64.7 (3 rd)	66.5 (4 th)	59 (5 th)	45.45 (6 th)	39 (7 th)
Math 8	68.5 (4 th)	59.7 (5 th)	50.3 (6 th)	48.48 (7 th)	35 (8 th)

- From the 2013-14 ESEA Accountability report, White students outperformed the African American students in both literacy and mathematics. A 22.54% literacy gap between White (64.84%) and African American students (42.30%) was identified. A 24.40% mathematics gap between White (58.16%) and African American students (33.76%) was identified. Of those taking the 2014 test, approximately 19% were identified as White and 78% as African American.
- The 2012-13 school report card identified the graduation rate for Students with Disabilities as 86.2%. The middle school attendance rate for Students with Disabilities was 95.3%. The percentage of Students with Disabilities who scored proficient and advanced in literacy and math from the ESEA Accountability report follow:

Item	2010-11	2011-12	2012-13
SPED Literacy %	11.32	13.51	6.25
SPED Math %	13.21	16.22	1.56

- The school report cards from 2010-11 to 2012-13 indicated approximately 100 Advanced Placement exams are taken per year. Yearly percentages range between 0% (2013-14) and 6% (2010-11) for students earning a grade of 3 or higher.

**Academic Distress
Onsite Review Key Findings
Blytheville Middle School**

The Arkansas Department of Education onsite review team visited Blytheville Middle School on March 3, 2015. The team consisted of Dr. Robert Toney, Dr. Richard Wilde, Dr. Mitzi Smith, Ms. Pam Clark, Ms. Roxie Browning, and Ms. Charlotte Earwood. The purpose of the visit was to conduct interviews with numerous focus groups in order to understand systems currently in place at the school. Key findings gleaned from the onsite review, along with key data findings, identified prior to the onsite review, were essential to the development of four school-specific recommendations that support implementation of research-based school improvement interventions.

The Arkansas Department of Education-School Improvement Unit team sought to determine the effectiveness of the school's use of data to inform school improvement decisions. A common theme was apparent during interviews with several of the focus groups. The ADE team found that, while the school collected data from various sources, the thorough analysis of the data was missing. In the absence of an effective analysis of the data, it was impossible for the school to use the information to develop informed decisions concerning their improvement efforts. The ADE team found that there were numerous interventions or programs used at the school, however the school focus groups were unable to tell how or why such programs were selected and there was little information available to describe the effectiveness of specific instructional interventions. The school could not produce a systematic plan for the evaluation of the interventions in place and, therefore could not make informed decisions concerning whether to continue or eliminate a specific program.

The limited effectiveness of the school's use of data was also apparent during conversations with the focus groups concerning other topics. The school and district leaders stated that high rates of teacher turnover were a barrier to consistent improvement in student outcomes. This was identified as a barrier at the middle school as well as at the high school. The campus and district leaders could point to an exit interview for departing teachers as the only source of data regarding teachers who left the district. The district leaders revealed that there was a lack of a systematic plan for collecting information about hiring practices, effective supports for new employees, or why teachers would either remain in the district or chose to leave. Without a plan to secure this information, the district's efforts to reduce the teacher turnover rate was, at best, sporadic.

The school focus groups described a team structure utilized in the school that included a leadership team and instructional teams comprised of teachers and instructional facilitators. These teams conduct regularly scheduled meetings and work from agenda and minutes. However, the limited use of data also reduced the teams' ability to effectively improve student outcomes. The instructional teams did not collect student learning data based on short term instructional units and, therefore could not

communicate this information to the leadership team. Without access to current student learning data, the leadership team could not identify concerns nor provide support to the instructional teams. The team structure, as described by the campus focus groups, did not include a parent-community team nor did the school have a vehicle to allow for student input.

The student achievement data revealed that a significant percentage of students' reading and math levels were well below their grade level expectations. During the interviews this was identified as a concern for the entire district. The school and district leaders reported that efforts to analyze the district curricula for literacy and math had been initiated. A plan to evaluate the congruency of the written curriculum and the taught curriculum had not been developed. The curriculum analysis and development initiative will examine the entire district curricula and instructional programs for literacy and math, with the goal to produce an aligned curriculum, classroom instruction, and assessment plan that can be systemically monitored.

The district leadership team was more knowledgeable of the turnaround process than many other school leaders. Their knowledge level of the district's concerns and the turnaround principles that could lead to improvement allowed the ADE team to develop recommendations that reflected this advanced knowledge. The Superintendent of Schools clearly "owned" the district's current status and a sense of urgency was evident from the district and campus leaders.



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

April 13, 2015

State Board
of Education

Dear Dr. Guess,
Superintendent of Pulaski County Special School District

Sam Ledbetter
Little Rock
Chair

Toyce Newton
Crossett
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

As you are aware, your district has a school (or schools) identified to be in "Academic Distress" per the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program, Revised September 2014.

Section 10 of the Arkansas Department of Education Rules Governing the Academic Distress Program required a team of educators evaluate the public school's need for technical assistance and make written recommendations to the public school and the public school district. Attached is the set of recommendations developed from the required data review in combination with an onsite review.

The recommendations are not intended to be a list of activities for compliance implementation, but rather guidance to strengthen key processes of school improvement. In addition to the recommendations, the School Improvement Unit of the Public School Accountability Division of the Arkansas Department of Education has been assigned to provide technical assistance and or to broker Department expertise as resources to provide technical assistance to the school and district.

A copy of the recommendations will be posted to the May 15, 2015, State Board of Education public meeting agenda. The meeting will begin at 9 a. m. and the recommendations will be discussed with the State Board. Questions may be asked at this meeting that the Superintendent and or School Leader might want to respond to as it relates to present plans of action being taken to move a school or district out of the classification of "Academic Distress".

If you have questions or would like further clarification related to the recommendations, please do not hesitate to contact Dr. Richard Wilde at 501-683-3434.

Respectfully submitted,

M. Annette Barnes, Assistant Commissioner
Public School Accountability

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Encl.



**ACADEMIC DISTRESS ADE EVALUATION TEAM
RECOMMENDATIONS
JACKSONVILLE MIDDLE SCHOOL**

Date: April 14, 2015

District: Pulaski County Special School District

School: Jacksonville Middle School

School Improvement Team Members: Dr. Richard Wilde, Roxie Browning, Pam Clark, Charlotte Earwood, Dr. Mitzi Smith, and LaDonna Spain

School Improvement Specialist: To Be Determined

The following recommendations are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exist. However, implementation of these recommendations does not guarantee removal of Academic Distress status. Recommendations are not listed in order of priority.

Sources	Evidence/Background/Findings	Recommendations
2014-15 ACSIP 2010 Scholastic Audit ESEA Accountability Reports School Report Card Interviews	<p>District-level administrators indicated that the teacher turnover rate at Jacksonville Middle School is at least 20% annually. Additionally, the school has had five principals in the last four years.</p> <p>Staff members also reported multiple principals, as well as multiple plans for school improvement during the past three years.</p> <p>Staff members reported the lack of improvement in student achievement is due to a lack of parent involvement and student motivation.</p> <p>Student interviews revealed most believe their school is a "bad school." Students recommended hiring additional security staff.</p> <p>The assigned interim principal has limited experience in schools with low student achievement.</p> <p>Several testimonial accounts also indicated that the strongest teachers are not typically recruited to teach at the school.</p> <p>The Advanced Executive Summary dated March 8, 2013, lists areas of improvement for leadership to address which include the following:</p> <ul style="list-style-type: none"> • impassivity of teachers • low teacher efficacy • lack of a sense of urgency • culture of low expectations <p>(continued on page 3)</p>	<p>Recommendation 1: Prior to the 2015-2016 school year, the school leadership team and representatives from district administration will meet with ADE School Improvement Unit personnel to develop for implementation a systemic plan for improving student outcomes that will be monitored quarterly for fidelity of implementation.</p> <p>Clarification: The systemic plan will include, but not be limited to the following:</p> <ul style="list-style-type: none"> • a quantifiable school vision • roles and responsibilities of leadership personnel • research-based innovations aligned to improve school culture and climate • actions to ensure development of high-quality staff • quarterly objectives to measure progress toward meeting school improvement goals outlined in the plan • data to be collected, analyzed, and reported quarterly to the State Board of Education.

	<p>The 2010 Scholastic Audit Report includes the following findings:</p> <ul style="list-style-type: none"> • School leadership has not established and communicated high academic and behavioral expectations for all administrators, faculty, and students. • The committees for discipline equity monitoring and school climate have little impact on resource allocations at the building level. • The school's mission statement does not serve as the guiding focus for all instructional decisions. <p>The ADE Evaluation Team validated these findings from AdvanCED, and Scholastic Audit reports through a review of relevant data, as well as interviews and observations conducted during the on-site visit.</p>	
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Sources	Evidence/Background/Findings	Recommendations
2014 ACSIP 2010 Scholastic Audit ESEA Accountability Reports School Report Card Interviews	<p>Two consecutive years (2013 and 2014) scores fell below 49.5% in math and literacy for <i>All Students</i>.</p> <p>Three consecutive years (2012-2014) the <i>Targeted Achievement Gap Group</i> fell below 51% in math and literacy.</p> <p>Two consecutive years of data for <i>Students with Disabilities</i> reveals a downward trend in mathematics (11.24% in 2013 to 10.98% in 2014) and a slight upward trend in literacy (9.09% in 2013 to 12.20% in 2014).</p> <p>Members of the leadership team reported the school implemented a planned intervention time for all students which focuses on one content area per day. The school leadership team could not identify research that would suggest this strategy might be effective. No data has been collected or analyzed to measure growth in student performance or instructional effectiveness.</p> <p>The leadership team was reconstructed in December of 2014 and no training was provided for new members.</p>	<p>Recommendation 2: <u>School leadership will fully implement a team structure for producing and analyzing relevant data, and use results from these analyses to inform all decisions relating to student achievement, instructional programs, pedagogy, school culture and climate, and parent-community engagement.</u></p> <p>Clarification: The team structure will be grounded around the school's instructional teams. Support teams will include a leadership team, a community-parent engagement team, and a team designed for student voice. Teachers will be organized into instructional teams to collaboratively plan units of instruction with differentiated lessons and set goals for student growth to be measured within the planned instructional unit. Instructional team members will analyze unit pre-/post-assessment data and submit findings to the school leadership team. The school leadership team will use data submitted by instructional teams to evaluate effectiveness of instructional programs and identify areas for improvement. The school leadership team will communicate data analysis results, findings, and steps for improvement to the staff on a regular basis.</p>

(continued on page 5)

	<p>Interviews among district and building leadership, faculty, students, and staff members at the school revealed a need for a plan for the following:</p> <ul style="list-style-type: none"> • address the school culture and climate • a school-wide instructional plan inclusive of providing teachers with more explicit support for implementing district-wide systems • a follow-through strategy of analysis and evaluation of instructional programs and professional development. <p>Various building-level staff members reported a lack of consistent program implementation within the district.</p>	
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**Academic Distress
Rationale for Recommendations
Jacksonville Middle School**

The ADE Onsite Review Team conducted a review of various data sets prior to an onsite visit to Jacksonville Middle School (JMS), and identified key facts related to school improvement needs. The onsite review was conducted on March 10, 2015, and members of the onsite review team interviewed key groups within the school. From the interviews, key information and perceptions related to the school and reasons for being in Academic Distress were collected. Based on analysis of all key points of information the ADE Review team identified two initial recommendations for the school.

Recommendation: Prior to the 2015-2016 school year, the school leadership team and representatives from district administration will meet with ADE School Improvement Unit personnel to develop for implementation a systemic plan for improving student outcomes that will be monitored quarterly for fidelity of implementation.

Explanation: Jacksonville Middle School has had multiple principals in the past five years. No principal has stayed long enough for a turnaround plan to be developed collegially with staff and then fully implemented. Thus, the staff reports a feeling tone of reluctance to embrace another set of new ideas; and, there is disbelief that the next principal will be there long enough for any meaningful change to occur. The school's current principal was assigned during late fall of 2014. He has been an assistant principal at other schools within the district, but is a first year principal and has minimal background in school turnaround. The ADE Onsite Review Team concluded that his primary role for this year was to maintain management of the school and the safety of the children and staff. JMS will become part of the newly-defined "Jacksonville" area School District in 2016. The school will be relocated to other sites each of the next two years and staff has not yet been selected. Leadership of Pulaski County Special School District and the Interim Planning Superintendent for Jacksonville have committed to the concept the Principal hired for the 2015-16 school year will remain with the school during the transition.

In interviewing the school leadership team, it was noted that the new principal restructured the team but no training had yet been provided related to purpose, parameters for decision making, and/or expectations. The ADE Review Team found that for the most part, the school staff lacked a school improvement focus, measurable objectives, or knowledge of how to create a systemic plan for improving student outcomes. Over the last three years, the highest percent of students scoring proficient within the TAGG population was in 2012 at 50.74 percent for literacy. The school has not been identified as a Focus or a Priority School and therefore no targeted support

under the ESEA Flexibility Waiver has been provided and no capacity development plan has been developed.

Therefore, the ADE Review Team concluded that most important activity to correspond with the school's new start at a new location was to have a comprehensive plan in place by the start of the school year so that the new Principal could focus on implementation of a plan and so that the assigned ADE School Improvement Specialist could assist with fidelity of implementation rather than spending months working to create a plan.

Recommendation: School leadership will fully implement a team structure for producing and analyzing relevant data, and use results from these analyses to inform all decisions relating to student achievement, instructional programs, pedagogy, school culture and climate, and parent-community engagement.

Explanation: Teachers reported low trust for the district leadership, low morale, and a general sense of helplessness. District leadership acknowledged that providing the level of needed support was a challenge. Everyone reported that transition to a new district complicated the establishment of a collegial approach.

The ADE Onsite Review Team concluded that the most important action in addition to the implementation of a well thought out plan was the creation of a team structure to support the classroom teacher, and thus, the students. Since school improvement occurs from the classroom out, the focus of the instructional teams, building level leadership team, and the district leadership team must be on supporting and evaluating the day to day learning in the classroom. Rather than the district deciding on the professional development, the instructional teams should be assesses and analyzing the learning occurring on a frequent basis (3 to 4 times per quarter). Based on student progress, teachers would be receiving support and professional development. This would occur by the analysis of instruction passing from the instructional team to the leadership team who would then direct available supports and resources to help individual teachers improve his/her outcomes.

**Academic Distress
Data Review Key Findings
Jacksonville Middle School**

Members of the ADE Data Review Team for Jacksonville Middle School were Dr. Sally Robison, Tiah Frazier, and Richard Myrick. This team was tasked with summarizing various data sets and reporting key findings to the ADE Onsite Review Team prior to that team's visit to the school.

Data sources included the following:

- District, high, middle, and elementary schools ADE Report Cards from 2010-2014
- Arkansas ESEA Accountability Reports for the high school and district from 2012-2014
- Arkansas Comprehensive School Improvement Plans (ACSIP) for 2013-14 and 2014-15 for the district and middle school
- Scholastic Audit Report dated December 10, 2010
- AdvanceEd Accreditation Progress Report dated April 1, 2014
- Arkansas Department of Education Quarterly ESEA Interim Measurable Objectives Reports
- Jacksonville Middle School and District websites

Key findings from the data review follow:

- Jacksonville Middle School was not identified as a priority or focus school in the 2014-15 school year.
- In 2013-14, Jacksonville Middle School (grades 6-8) reported a student population of 606 students.
- The school reconfigured from two gender-specific schools to an integrated gender school to begin the 2009-2010 school year.
- The percentage of students eligible for free and reduced meals reported on the District's school report cards has exceeded 70% the past four years.
- The 2013-14 district graduation rate was 72.7%, below the state percentage of 86.9%. The middle school's student attendance rate was 94.1%, slightly below the state percentage of 94.4%.

- The 2012-2014 ESEA Accountability Reports identifies the following percentages for all and TAGG students who scored proficient and advanced. The TAGG percentage tested represents approximately 80% of the all students tested.

<u>Subject</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Literacy All %	56.36	45.15	49.22
Literacy TAGG %	50.74	37.91	45.92
Mathematics %	52.12	47.35	45.96
Mathematics TAGG %	45.97	42.53	40.31

- Due to multiple elementary schools feeding into Jacksonville Middle School, a longitudinal analysis was not performed. Yearly literacy and mathematics percentages for grades 6-8 scoring proficient and advanced are noted below.

<u>Subject</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Literacy 6	44.5	46.8	52.8	38.89	46.3
Literacy 7	49.3	37.6	61.9	37.42	50.8
Literacy 8	51	55.3	53.9	53.19	50.69

<u>Subject</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
Math 6	62.5	56.6	49.7	50.28	51.5
Math 7	62.9	55.2	59.7	49.08	47.5
Math 8	29.2	37.8	39.7	34.57	28.55
EOC Algebra	75	93	95.7	NA	NA

- The 2013-2014 middle school attendance rate for Students with Disabilities was 93.7%, versus the state average of 94.1%. The percentages of Students with Disabilities who scored proficient and advanced from the ESEA Accountability reports, followed by the number of students tested are indicated below.

	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>
SPED Literacy %	14.77 (88)	9.09 (88)	12.20 (82)
SPED Math %	13.64 (88)	11.24 (89)	10.98 (82)

- Jacksonville Middle School has experienced high administrator turnover rates. A different principal is cited on the three ESEA Accountability reports reviewed. Presently an interim principal is serving the school.
- The 2014 AdvancED and 2010 Scholastic Audit reports cited deficiencies with regard to school leadership, organization, comprehensive and effective planning, professional development, curriculum, instruction, classroom assessments, resources/support, use of data, and culture.

**Academic Distress
Onsite Review Key Findings
Jacksonville Middle School**

The site visit to Jacksonville Middle School on March 10, 2015 consisted of multiple open forums with the district leadership team, the building leadership team, the instructional leadership team, faculty representatives, and student representatives. The ADE onsite review team consisted of: Dr. Richard Wilde, Roxie Browning, Pam Clark, Charlotte Earwood, Dr. Mitzi Smith, LaDonna Spain, and Tiah Frazier. The format consisted of a set of specific questions preselected to initiate dialogue with school personnel. The responses received were followed with additional questions to better understand the circumstances specific to the Jacksonville Middle School population. The intent was to determine the implementation and effectiveness of the Jacksonville Middle School's initiatives and acquisition of resources identified in their most recent ACSIP plans along with an assessment of the principles identified as research based best practices of effective schools. The questions were used to initiate dialogue within the forums to determine the current situation and to determine appropriate and specific recommendations towards a school improvement plan.

Identified key findings include:

- a lack of leadership consistency and high turnover
- high teacher turnover
- an unclear plan for school improvement
- the inability of the district to provide the level of support needed
- concerns for sustainability of a plan with the pending reconfiguration
- the current school climate and culture
- the selection and analysis of interventions being implemented
- the future direction of the school's capacity to implement the research based turnaround principles for school improvement

Inconsistency in building level leadership and a high teacher turnover rates are barriers to the school improvement process. The leadership team did not clearly articulate their purpose or provide insight into their perceptions regarding team structures and support. The school implemented a planned intervention time in the master schedule for all students focusing on a content area per day however, the team members could not identify research that would suggest this strategy might be effective; data has not been collected or analyzed to measure growth in student performance or instructional effectiveness. The schedule reflects Pre AP and general classes but no data was analyzed to reflect the intent of this grouping.

The level of support provided by the district support to implement or educate the staff on school turnaround processes or models has not been adequate to improve the number of students proficient or advanced. Instructional teams reported a lack of systematic processes for acquisition of professional development and support which fosters research-based teacher practices. The team could not provide evidence verifying a systemic plan in place to collect or use existing data to guide decision making. Furthermore, individual student data assessments have not been used to measure the effectiveness of the curriculum, existing programs and practices, or current interventions.

Evidence collected from teacher and staff focus groups indicated an overall low morale within the building. In addition, an overall lack of urgency and a sense of helplessness came across that can be characterized as survival mode rather than a proactive, focused, positive approach directed at school improvement and supported by the research on school turnaround. A climate and culture of low expectations and a disorganized environment is prevalent to school visitors.

Evidence collected from the student focus group indicated a lack of consistency from teacher to teacher with regard to grades, assignments, rules, and overall expectations for behavior and learning. Additionally, students reported feeling unsafe while on the school campus due to open gates and visitors without name badges roaming the hallways. Students also reported a lack of student voice or appreciation. The group indicated they do not have a student advisory council and they lack incentives for high effort.



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

April 13, 2015

State Board
of Education

Dear Ms. Ridgell,
Superintendent of Dermott School District

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As you are aware, your district has a school (or schools) identified to be in "Academic Distress" per the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program, Revised September 2014.

Section 10 of the Arkansas Department of Education Rules Governing the Academic Distress Program required a team of educators evaluate the public school's need for technical assistance and make written recommendations to the public school and the public school district. Attached is the set of recommendations developed from the required data review in combination with an onsite review.

The recommendations are not intended to be a list of activities for compliance implementation, but rather guidance to strengthen key processes of school improvement. In addition to the recommendations, the School Improvement Unit of the Public School Accountability Division of the Arkansas Department of Education has been assigned to provide technical assistance and or to broker Department expertise as resources to provide technical assistance to the school and district.

A copy of the recommendations will be posted to the May 15, 2015, State Board of Education public meeting agenda. The meeting will begin at 9 a. m. and the recommendations will be discussed with the State Board. Questions may be asked at this meeting that the Superintendent and or School Leader might want to respond to as it relates to present plans of action being taken to move a school or district out of the classification of "Academic Distress".

If you have questions or would like further clarification related to the recommendations, please do not hesitate to contact Dr. Richard Wilde at 501-683-3434.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "M. Annette Barnes".

M. Annette Barnes, Assistant Commissioner
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ARKANSAS
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**ACADEMIC DISTRESS ADE EVALUATION TEAM
RECOMMENDATIONS
DERMOTT HIGH SCHOOL**

Date: April 13, 2015

District: Dermott School District

School: Dermott High School

Arkansas Department of Education Assigned Review Team: Dr. Richard Wilde, Roxie Browning, Pam Clark, Charlotte Earwood, Dr. Mitzi Smith and LaDonna Spain

School Improvement Specialist: To Be Determined

The following recommendations are based on research that indicates, when implemented with fidelity, there is a high probability of achieving school improvement goals. However, implementation of these recommendations does not guarantee immediate removal of Academic Distress status. Recommendations are not listed in order of priority.

Sources	Evidence/Background/Findings	Recommendations
<p>Interviews, Scholastic Audit (2012)</p>	<ul style="list-style-type: none"> • The instructional leaders at the district and building levels indicated specific roles and responsibilities were not clearly articulated and/or understood. This was confirmed by ADE SIS reports. • Members of the leadership team reported participating in meetings but could not articulate a clear purpose of the team. • It was unclear to the ADE Review Team the distinction of duties between the federal program coordinator, local school improvement specialist, principal, instructional facilitators, and curriculum coordinator. • District personnel indicated that there is no written plan for fast track induction for new teachers. <p><u>Scholastic Audit (2012).</u></p> <ul style="list-style-type: none"> • “School leadership must assist teachers in identifying professional development needs.” • “Professional development is not on-going and job-embedded.” 	<p>Recommendation 1: <u>District leadership in collaboration with the school will define roles of the district and school instructional support personnel to specify duties and responsibilities and establish quarterly goals for each position.</u></p> <p>Clarification: The roles to be clarified for current employees will include but not limited to the following:</p> <ul style="list-style-type: none"> • superintendent • federal program’s coordinator • K-12 curriculum coordinator • district school improvement specialist • LEA Special Education Supervisor • principal • instructional facilitators

Sources	Evidence/Background/Findings	Recommendations
Interviews, Scholastic Audit (2012), ESEA Accountability Reports	<p>From Interviews:</p> <ul style="list-style-type: none"> It was identified that there was a high teacher turnover in mathematics and literacy. Principal turnover has resulted in teacher evaluation facilitating the continuance of minimally effective teachers. Teachers reported to the team strategies that they found successful in their instructional practice. They indicated these strategies were implemented on an individual basis, rather than as a collaborative effort across all grade levels and content areas. <p>Scholastic Audit (2012) From the Nov. 11-16, 2012 Scholastic Audit, the following findings support the need for a systemic plan to improve student outcomes. The following deficiencies were noted in the Scholastic Audit:</p> <ul style="list-style-type: none"> “Evidence that the leadership team disaggregates data, and has a planning process that involves collecting, managing and analyzing data and using the data for school improvement planning as well as analyzing the students’ unique learning needs.” “Effective, research-based instructional strategies are not consistently used by most teachers.” 	<p>Recommendation 2: <u>It is recommended that the district and school leadership teams, with their defined roles and expectations, will meet with representatives from ADE School Improvement Unit to develop for implementation a systemic plan for improving student outcomes prior to the start of the 2015-2016 student school year.</u></p> <p>Clarification: The plan will include, but not be limited to the following:</p> <ul style="list-style-type: none"> the quantifying of the district vision; analysis of data that will inform instructional decisions development of clear measurable quarterly objectives to be reported to the State Board process of alignment for standards-based curriculum and research-based strategies analysis of professional development needs evaluation of interventions parent-community engagement strategies process for recruitment, induction, and retention of highly qualified employees. the plan reflects roles and responsibilities reflected in the recommendation. ongoing training and analysis of the effectiveness by each position
	Continued on page 4	

	<p>ESEA Accountability Reports (2014)</p> <ul style="list-style-type: none"> • The school's math scores fell below 49.5% for 3 consecutive years (2012-43.80%, 2013-46.73%, and 2014-44.53%). • The TAGG scores for Special Education from 2012 to 2014 from the ESEA Accountability Reports fell below 49.5% in both literacy and mathematics (respectively, Literacy 10.00%, 14.29%, and 7.14%; Mathematics 25%, 13.33%, and 6.67 %). 	
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Sources	Evidence/Background/Findings	Recommendations
Interviews	<p>The district has approximately 400 students FTE (Full time enrollment) and has an internal school improvement specialist, curriculum coordinator, federal programs coordinator, instructional facilitator (math), and an instructional facilitator (literacy). However, math interim measurable objectives (IMO) tracking indicates no progress.</p> <p>Interview statements:</p> <ul style="list-style-type: none"> • There was no data plan to drive decision making. <p>When selected as interim superintendent, the interim superintendent was a 2nd year elementary principal. The high school principal is in his first year with the Dermott School District and had no formal background in school turnaround.</p>	<p>Recommendation 3: <u>Using the defined roles and expectations and plan of implementation, it is recommended that the novice leadership team report monthly to a site review team from the Arkansas Department of Education (ADE).</u></p> <p>Clarification: The site review team from ADE will meet with the building principal and the building leadership team to determine what supports if any, they need. The team will also meet with district leadership to determine if any additional supports or training is needed. Implementation of the plan will also be evaluated at this time.</p>

**Academic Distress
Rationale for Recommendations
Dermott High School**

The ADE onsite review team conducted a review of various data sets prior to an onsite visit to Dermott High School, and identified key findings related to school improvement needs. The onsite review was conducted on March 31, 2015, and members of the onsite review team identified key information related to the school and reasons for being in Academic Distress were collected from interviews with numerous focus groups related to school improvement efforts. Based on collaborative analysis of all findings, the team identified three research-based recommendations to the school that support school improvement efforts.

Recommendation: District leadership in collaboration with the school will define roles of the district and school instructional support personnel to specify duties and responsibilities and establish quarterly goals for each position.

Rationale/Explanation. After reflecting on the interviews, members of the onsite review team were unable to make clear distinctions between the duties of the superintendent, federal programs coordinator, district curriculum coordinator, district school improvement specialist, principal, and instructional facilitators. In order to move forward, the ADE review team concluded the district and building staff must know the individual roles and responsibilities as a foundational requirement in order to improve student achievement and prevent any overlaps and gaps in role responsibilities.

Recommendation: It is recommended that the district and school leadership teams, with their defined roles and expectations, will meet with representatives from ADE School Improvement Unit to develop for implementation a systemic plan for improving student outcomes prior to the start of the 2015-2016 student school year.

Rationale/Explanation. The Dermott School District has an adequate number of support staff and an appropriate combination inclusive of a curriculum coordinator, federal programs coordinator, principal, locally hired school improvement specialist, instructional facilitators, and superintendent. However, with the exception of the federal program coordinator, all leaders are new to their position and with no experience in turnaround processes. In order to fast-track the turnaround process and to maximize the effectiveness of each specific role to the improvement process, the essential recommendation is for the team to meet with representatives from ADE school improvement unit to develop the improvement plan so that the focus of next school year is on implementation rather than development.

Recommendation: Using the defined roles and expectations and plan of implementation, it is recommended that the novice leadership team report monthly to a site review team from the Arkansas Department of Education (ADE).

Rationale/Explanation. The ADE team members reviewed the data and onsite findings and found that the math interim measurable objectives (IMO) tracking indicated no progress. With the onsite interviews indicating that there was no data plan to drive the instructional decisions, the ADE team concluded that the school leadership would benefit from technical assistance to monitor student achievement. Beyond the development of a school improvement plan, the School Improvement Unit provides individualized coaching to support effective implementation of school improvement interventions. In the case of novice leadership, coaching is provided through monthly meetings to review various data sets to determine progress toward school improvement goals and participate in reflective conversations regarding the cause and effect relationship of professional practice with student outcomes. Given that there is a locally hired School Improvement Specialist and adequate staffing support, ADE School Improvement Unit will provide, as needed, technical assistance based on a monthly review of progress towards implementing the school improvement plan.

**Academic Distress
Data Review Key Findings
Dermott High School**

Members of the ADE Data Review Team for Dermott High School were Dr. Sally Robison, Wendy Allen, Jamie Holliman, Lasonia Johnson, and Richard Myrick. This team was tasked with summarizing various data sets and reporting key findings to the ADE Onsite Review Team prior to that team's visit to the school.

Data sources included the following:

- School Report Cards from 2010-2011 to 2012-2013 for the district, elementary, and high school
- Arkansas School ESEA Accountability Reports from 2012–2014 for the high school and district
- Arkansas Comprehensive School Improvement Plans (ACSIP) for 2013-14 and 2014-15
- Scholastic Audit Report dated November 11, 2012
- Arkansas Department of Education Quarterly ESEA Interim Measurable Objectives Reports
- Dermott School District website

Highlights from the data review include the following:

- In 2013-2014, Dermott School District reported a total student population of 398, 188 of those students attending the 7-12 high school program.
- District enrollment declined by 50 students from 2009-2010 to 2013-2014.
- Dermott High School reported a drop of 21 students over the same time period.
- The percentage of students eligible for free or reduced meals reported on the district school report cards exceeds 94% the past three years.
- Graduation and attendance rates reported for the 2013-2014 school year were above state averages. The percent of students who graduated that year was 87.1% and the school's attendance rate then was 99.7%.
- The 2012-2014 ESEA Accountability Reports indicate the following percentages for all students who scored proficient and advanced on state assessments:

<u>Subject</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
Literacy %	51.16	56.82	52.08
Mathematics %	43.80	46.73	44.53

- From the district's report cards, a longitudinal analysis of literacy and mathematics percentages for all students scoring proficient and advanced is noted below. The yearly TAGG and non-TAGG percentages are identical.

Subject	2009-2010	2010-2011	2011-2012	2012-13	2013-14
Literacy 7	37.9 (3 rd)	51.7 (4 th)	63 (5 th)	38.46 (6 th)	33.3 (7 th)
Literacy 8	78.1 (4 th)	69 (5 th)	69 (6 th)	58.06 (7 th)	67.8 (8 th)
Literacy 11	48.3 (7 th)	59.4 (8 th)	NA (9 th)	NA (10 th)	54.3 (11 th)

Subject	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Math 7	51.7 (3 rd)	37.9 (4 th)	37 (5 th)	26.92 (6 th)	26.63 (7 th)
Math 8	81.3 (4 th)	62.1 (5 th)	75.9 (6 th)	51.61 (7 th)	48.4 (8 th)
EOC Algebra	36.8 (5 th)	44.4 (6 th)	35.1 (7 th)	29.41 (8 th)	55.2 (9 th)
EOC Geometry	37.5 (6 th)	36.4 (7 th)	35.7 (8 th)	59.09 (9 th)	44.85(10 th)

- The 2012-2013 Dermott High School report card identified a graduation rate of 100% for Students with Disabilities, above the state average of 83.1%. The school attendance rate for Students with Disabilities was 99.2%, also above the state average. The percentages of proficient and advanced scores for Students with Disabilities from ESEA Accountability Reports, along with the number of students who scored at proficient and advanced levels and the number of students that took the test are indicated below.

	2011-12	2012-13	2013-14
SPED Literacy %	10 (1/10)	14.29 (2/14)	7.14 (1/14)
SPED Math %	25 (3/12)	13.33 (2/15)	n<10

- The school report card for 2013-2014 indicated that no students earned a grade of 3 or higher on Advanced Placement Exams. The 2013-2014 state average percent of students earning a 3 or more was 31.84%.
- Dermott High School has experienced high administrator turnover rates. A different principal each year and two different superintendents are cited on the three ESEA Accountability reports reviewed.

**Academic Distress
Onsite Review Key Findings
Dermott High School**

The Arkansas Department of Education (ADE) Onsite Review Team visited Dermott High School on March 31, 2015. The team was comprised of Ms. LaDonna Spain, Dr. Richard Wilde, Dr. Mitzi Smith, Ms. Pam Clark, Ms. Roxie Browning, and Ms. Charlotte Earwood. The purpose of the visit was to conduct interviews with numerous focus groups in order to understand systems currently in place at the school. Key findings gleaned from the onsite review, along with key data findings identified prior to the onsite review, were essential to the development of three school-specific recommendations that support implementation of research-based school improvement efforts.

Interviews identified that there has been recent turnover in campus and district leadership. The Onsite Review Team sought to determine if these changes in leadership attributed to the lack of improvement in student outcomes and or if the changes could result in acceleration of improvement.

The ADE Onsite Review Team could not clearly distinguish between the roles of the support personnel and noted that there were no clear and concise descriptions of the roles and responsibilities of district-level leaders. With so many new to their position, the lack of clarity in duties regarding how and when each should interact with campus leadership has resulted in some confusion and in some instances contradictory directives.

The impact of novice leadership was evident in conversations with the campus focus groups. In most cases there was minimal understanding of the purpose of school teams. While a school leadership team has been established, members could not articulate the fundamental purpose for this team or how the team supported teachers. A similar issue existed among instructional teams. These teams meet each week, but they do not collaboratively analyze student work. The school groups reported a high teacher turnover rate yet little evidence was apparent for analyzing these personnel issues. Teachers reported that some research-based instructional strategies were used in individual classrooms, but there is no systematic plan for such strategies to be used throughout the school.

Each of these concerns has as an underlying element - the lack of systematic plans to address these issues. The recent and sudden change in district and campus leadership contributes to the inability to develop and implement systematic plans to alleviate these recurring issues.

The current superintendent and the high school principal have each been in their positions for less than one year. These employees have not had formal training or experience in the school turnaround process. The district's efforts to produce positive results in increased student outcomes will be, to some degree, dependent on the

district's ability to retain effective leaders, which is in part dependent upon having a clear and shared vision. With the majority of the district and school leadership still attempting to understand their roles, it is difficult to expand the vision to all staff.



**ACADEMIC DISTRESS ADE EVALUATION TEAM
INTERVIEW QUESTIONS
DISTRICT LEVEL**

District:
School:
School Improvement Specialist:
Date:

Leadership

1. Describe the district's plan for raising achievement in high-needs schools.
2. What support do you have from the school board regarding this initiative?

Infrastructure to Provide Differentiated Support and Accountability

3. What financial or material resources are available to turnaround schools?
4. Who will oversee the turnaround initiative? How do you see their day-to-day responsibilities?

Conditions for Effective Talent Management

5. What is the process for identifying and addressing underperformance?

Effective Instructional Infrastructure

6. What data systems are in place, and how do they inform practice?



School Site: _____

Date: ___ / ___ / ___

****Academic Distress Questions & Note-Taking with Indicators****

Principals

Indicator Reference	Question	Response/Notes:
N/A	1. What have been your successes?	
IE06, IID02	2. What is your plan to maintain the students who are proficient or advanced? What is your plan to increase the number of students proficient?	
IIIA35, IIIC08, IIIC04	3. Describe your plan for establishing a culture for learning and expectation?	

<p>IE06, IE08</p>	<p>4. What percentage of time is spent focused on instruction?</p> <p>*How are you tracking this focus?</p>	
<p>IE09</p>	<p>5. What are your limitations preventing change?</p> <p>What latitude has the district given you to overcome the limitations</p>	

Leadership Team:

ID02	<p>1. What is the purpose of the Leadership Team on your campus?</p> <p>*Describe successes accomplished as a Leadership Team.</p>	
IID07, IID06	<p>2. How has the Leadership Team planned to improve the percent of students proficient? Describe the strategies you are using.</p>	
IE06, IID02	<p>3. What is your plan to maintain the percentage of students who are proficient / advanced?</p>	
IE09	<p>4. What are your limitations preventing change? How do you plan to overcome the limitations?</p>	

IE06, IE07, IE08	5. What have you done to cultivate a culture of high expectations among all staff members?	
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Student Focus Group:

N/A	1. What do you like about your school?	
N/A	2. If you were in charge, what would you change?	
N/A	3. Describe ways that teachers or the principal value what you think?	
N/A	4. Would you say the majority of the students feel safe?	

<p>N/A</p>	<p>5. Share a good experience that you had with a teacher, principal, or staff member.</p>	
<p>N/A</p>	<p>6. Share a bad experience that you had with a teacher, principal, or staff member.</p>	
<p>N/A</p>	<p>7. Are you treated fairly at school? Why/Why not?</p>	

<p>N/A</p>	<p>8. Elementary/Middle School *Do you feel that your teachers are preparing you to do well in the next grade?</p> <p>*What are your teachers doing to help you learn?</p> <p>*What could your teachers do better to help you learn?</p>	
<p>n/a</p>	<p>High School Do you feel that you will be prepared for college or the workforce because of the instruction you are receiving while here at this school?</p> <p>*What is being done to prepare you?</p>	

	<p>*What could be done to better prepare you?</p>	
<p>n/a</p>	<p>9. How did you perform on the assessments (ITBS, Benchmark, ACTAAP, EOC, etc.) last year?</p>	

Teacher Focus Group:

<p>IIIA01, IIIA02, IIIA05, IIIA06, *IIB04</p>	<p>1. How has the principal established a culture of learning in your classroom(s)?</p>	
<p>IE06, IID02</p>	<p>2. How many of the students you teach are currently proficient or advanced? How are you measuring the progress of your students?</p>	
<p>IE06,IID03, IIIA01, *IIIA05, *IIIA07, *IIIA06, *IIB01, IIB04, IIB05, IIC01</p>	<p>3. What strategies do you as a faculty have in place for increasing the number of proficient and advanced students?</p>	

<p>IE06, *IIIA05, *IIIA06, *IIIA07</p>	<p>4. What strategies do you have in place for maintaining the proficient and advanced students in your classroom?</p>	
<p>*IIA01</p>	<p>5. What is the purpose in this school for PLCs, grade level, faculty meetings?</p>	
<p>*IIB04, *IIC01, IIIA02, *IIIA07</p> <p>*IIA01</p>	<p>6. What percentage of your time is spent planning?</p> <p>Collaborating with other teachers?</p>	

<p>N/A</p>	<p>7. What are some limitations preventing better student achievement results?</p> <p>*What strategies do you have for overcoming the limitations?</p>	
<p>IIID03, IIIA01, IIIA05, IIIA06, *IIB01, *IIB04, IIB05, *IIC01</p>	<p>8. Describe ways that you use data to influence instruction in your classroom.</p>	
<p>n/a</p>	<p>9. Where are Students with Disabilities receiving instruction?</p> <p>*Where are English Language Learners receiving instruction?</p>	
<p>N/A</p>	<p>10. What types of disabilities do students you teach have?</p>	
<p>*IF07</p>	<p>11. What types of training have you received related to instructional strategies to support Students with Disabilities in your classroom?</p>	

*IF07	12. What types of training have you received related to the instructional strategies to support TAGG students? *How are you using the required PD in your classroom?	
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**denotes indicators beyond Year 1*

School Improvement Specialist's: (Print): _____

Signature: _____

Additional Notes/Concerns:

Turnaround Principles Implementation Rubric

Turnaround Principle #1- Providing School Leadership

TURNAROUND PRINCIPLE 1		Ensure that the principal has the ability to lead the turnaround effort				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community	<ul style="list-style-type: none"> School Improvement Plan School vision & belief statements School climate surveys School focus groups School documents, meetings, & artifacts showing vision, core beliefs in action 	There may be a school mission and vision but it is not evident in the daily life at the school	The principal uses data from multiple sources to develop a school mission and vision and articulates it to the school community	The school leadership team uses data from multiple sources in its development. The school mission is clearly articulated, understood, and supported by all.	Representatives from all stakeholders use data from multiple sources to establish a coherent vision that guides leadership actions and decisions.
			The mission, vision, and underlying core beliefs do no influence and guide decision-making or student achievement.	The mission, vision, and underlying core beliefs direct and influence decision-making on student achievement and school outcomes.	The mission, vision, and underlying core beliefs direct, influence, and guide decision-making on student academic excellence (college/career readiness) and healthy social/emotional development.	The mission, vision, and underlying core beliefs direct, influence, and guide decision-making at all levels of the school community.
			The actions and comments from staff contradict the vision and its core beliefs about what students are capable of achieving	The mission and vision are referenced in public forums.	The principal continuously articulates and inspires the school community to enact the vision.	The principal and other staff members continuously articulate and inspire the school community to enact the vision.
			There is no visible alignment between school practices and rituals and vision.	The principal and some teachers may be the only ones to align school practices and rituals with the vision.	There is a visible alignment between school practices and rituals and the vision.	The school community demonstrates commitment to the school vision and core beliefs through behaviors and actions consistent with the vision.
			There are no benchmarks or milestones to monitor progress towards the realization of the vision.	The principal inconsistently uses benchmarks to monitor towards the realization of the vision.	The principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community.	The school community is engaged in step-backs to take a data-based assessment of their progress towards the realization of the school vision.
1.2	The principal develops and promotes a coherent strategy and plan for	<ul style="list-style-type: none"> School Improvement Plan School vision and mission 	There is no comprehensive diagnosis of the school's data.	The principal shares past student achievement data with staff.	Results from a comprehensive diagnosis of the school's strengths/weaknesses are publicly shared with the staff and members of the community.	Diagnostic protocols and process (including review of data, school and instructional practices) are clear to all staff; staff members have opportunities to engage in analyses of data.

	implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement.	<ul style="list-style-type: none"> statements School climate surveys School focus groups Evidence of monitoring of action plan goals frequently and continuously Administrative Walk-through data Formative Achievement data 	The principal develops a school improvement plan to comply with regulations and refers to the plan infrequently.	The principal uses past student achievement data to inform the development of a school improvement plan which includes goals, some milestones, and benchmarks of progress.	A school improvement plan is developed by the leadership team and aligned to the school's needs assessment with SMART goals, milestones, and strategies and assigned accountabilities with the urgent goal of making dramatic student achievement gains within the first two years.	A school improvement plan is developed by key leaders with broad input from staff and community, SMART goals, milestones and strategies are aligned and assigned.
			Staff is unaware of the school's priorities for the year.	Staff has heard about the priorities of the school but cannot articulate actionable details or school goals; however, the school leadership team focuses on implementing some of the key points of the plan.	Staff is familiar with priorities for improvement and details of the school improvement plan.	Staff are actively engaged and invested in the success of the school improvement plan.
			Results are not systematically reviewed to assess progress and adjust strategies.	Results are informally reviewed to assess progress and adjust strategies.	Regular reviews are in place to assess progress to goals and make adjustments to strategies as needed.	Rigorous and regular reviews are in place to assess progress to goals, make adjustments to strategies as needed, and guided systematic professional development, support, and monitoring efforts.
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment	<ul style="list-style-type: none"> Administrative walk-through data – student engagement indicator School climate surveys School focus group School Discipline plan School faculty/student handbook Teacher observation & evaluation data Master & bell schedules 	The school building is not well cared for and has significant areas of disrepair.[6.1]	The principal ensures that the school building is safe and clean, but limited facilities issues persist. [6.1]	The principal ensures that students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order. [6.1]	The principal ensures students and adults feel safe and welcomed, ready to learning and teach; the facility is exemplary. [6.1]
			The principal has not successfully put in place a clear and consistent student behavior system, either state or in practice and accepts that teacher's response to classroom incidents varies from classroom to classroom. [6.1]	The principal has in place a stated and consistent behavior system of rewards and consequences, though does not consistently track implementation data and deals with issues as they arise. [6.1]	The principal has in place and monitors a behavior system of rewards and consequences to ensure consistent implementation (with age appropriate differentiation) across classrooms, grades and content areas. [6.1]	There is a clear and consistent behavior systems of rewards and consequences in use, goals are consistently met or surpassed. [6.1]
			The principal does not have procedures to monitor a safe and orderly environment. [6.1]	The principal has in place procedures to monitor and support a safe and orderly environment but they are not followed consistently by staff.	The principal ensures a safe, orderly and equitable learning environment and has systems in place for monitoring. [6.1]	The school community ensures a safe, orderly, and equitable learning environment exists for all students and regularly monitors its implementation.
			The principal does not review data on attendance, tardies, office referrals, and suspensions. [5.1]	The principal reviews data on attendance, tardies, office referrals and suspensions, but systems are not in place for quick interventions for students most frequently referred and/or suspended [5.1]	The principal is using and engaging team leaders to use established systems to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions,	The principal engages the school community in reviewing culture and climate data, including surveys and observable data, and solicits feedback about what needs to happen to ensure

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					especially to identify and address students most frequently referred and/or suspended; the principal engages the staff in these reviews. [5.1]	explicit goals are met and that the school community takes pride in their school. The school is the center of community activity. [5.1]
1.4	The principal communicates high expectations to staff, students, and families, and supports students to achieve them.	<ul style="list-style-type: none"> Administrative walk-through data School climate surveys School focus groups School discipline plan School staff, student, parent handbooks Posted behavior standards Posted academic Standards and rubric School vision and belief statements 	The principal may express a vision for high quality teaching, but does not have systems in place to foster or monitor it in every classroom. [2.3 4.2]	The principal expects high quality teaching in every classroom and conducts weekly formal and informal observations and administrative walkthroughs. [2.3, 4.2]	The principal is committed to high quality teaching and ensures classrooms are visited daily to support and monitor high quality instruction. [2.3 4.2]	The principal and teachers are continuously engaged in inquiring about instructional improvement, the principal and instructional leaders continuously monitor to ensure high quality instruction is present in every classroom all the time. [2.3 4.2]
			The principal leaves it to each teacher to foster student learning expectations, with little or no calibration of what it means for students to produce grade level work. [6.3]	The principal sets high expectations for students by ensuring the curriculum is aligned to the Standards. [6.3]	The principal sets high expectations for students by ensuring student work is intellectually challenging, is cognitively demanding, demonstrates mastery of Standards, and that students receive meaningful feedback. [6.3]	The instructional leadership team has multiple methods for students to demonstrate mastery of cognitively demanding material aligned to the Standards, including exhibitions, portfolios, and other assessments. [6.3]
			The principal does not persuasively communicate a belief in the potential of all students.	The principal persuasively communicates a belief in the potential of all students.	The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately.	Students, staff and community members articulate a belief in the potential of students and adults. This belief is codified and express in the daily rituals of the school.
			The principal accepts low assumptions about student potential.	The principal notes when adults display low assumptions about student potential	The principal responds when adults display low assumptions about student potential.	All adults display an unwavering belief in the potential of all students.
			The principal communicates infrequently with families about the students' academic, social-emotional, behavioral, and attitudinal progress. [7.1]	The principal communicates high expectations by ensuring frequent interactions with families about student's academic, social-emotional, behavioral, and attitudinal progress. [7.1]	The principal demonstrates a commitment to high expectations through frequent interactions with families about the students' academic, social-emotional, behavioral, and attitudinal progress toward SMART goals. [7.1]	Families are seen as, and consider themselves, partners in ensuring their children achieve explicit and rigorous goals. [7.1]
1.5	The principal ensures that a rigorous and coherent standards-based	<ul style="list-style-type: none"> Administrative Walk-through data Teacher observation & 	The principal enables teachers to develop independent lessons that are not systematically linked to the Standards. [4.2]	The principal articulates the expectations that all teachers will implement a coherent Standards-aligned curriculum and assessment system. [4.2]	The principal articulates the expectations that all teachers will implement a rigorous and coherent Standards-aligned curriculum and assessment systems with fidelity. [4.2]	All teachers implement a rigorous and coherent Standards-aligned curriculum and assessment system with fidelity. [4.2]

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	<p>curriculum and aligned assessment system are implemented with fidelity.</p>	<p>evaluation data</p> <ul style="list-style-type: none"> • District curriculum guides • Lesson plan format • formative assessments • data management systems • PLC agendas and minutes • Grade level & content level meeting agendas and minutes 	<p>The principal's classroom observations are infrequent and unstructured. [4.2]</p>	<p>Staff is not observed at least weekly to determine the extent to which teacher instruction is aligned with the Standards across all classrooms. [4.2]</p>	<p>All staff is observed, at least 10 minutes on a weekly basis, by some member of school leadership to ensure instructional and pacing alignment with the Standards-aligned curriculum; teachers are on pace and teaching lessons are aligned to the Standards. [4.2]</p>	<p>All staff is observed on a weekly basis by some member of the school leadership to ensure that teachers are teaching lessons aligned to the Standards across classrooms and on pace with the established sequence. [4.2]</p>
			<p>The district may have formative assessments in literacy and math, but using teacher-developed assessments is the norm. There is not a system in place to collect and analyze formative assessment data. [4.3]</p>	<p>The principal monitors implementation of district provided formative assessments in ELA and math; challenges persist keeping to the district formative assessment schedule. [4.3]</p>	<p>The principal implements formative assessments with fidelity and analyzes results in ELA and math across all grade-levels linked to the Standards-aligned curriculum and ensures that the results are returned to teachers in a teacher-friendly manner for timely analysis. [4.3]</p>	<p>The principal monitors and analyzes formative assessments in ELA and math across all grade-levels linked to the Standards aligned curriculum, and uses the data to inform instructional improvement.</p>
			<p>There is not a system in place to collect and review lesson plans. [4.2]</p>	<p>The principal has systems in place to review lesson plans to ensure implementation fidelity, though systematic review and feedback remains a challenge. [4.2]</p>	<p>The principal puts in place systems to ensure that lesson plans are written and reviewed on a set schedule. [4.2]</p>	<p>Systematic reviews of lesson plans indicate consistent alignment with the Standards and a level of rigor that exceeds those standards, at times. [4.2]</p>
			<p>The principal does not ensure that all teachers have access to Standards-aligned materials and resources. [4.4]</p>	<p>The principal ensures access to Standards-aligned materials and resources. Teachers may also be using their own materials not necessarily aligned to the Standards. [4.4]</p>	<p>The principal walk-throughs provide data indicating teachers are using engaging instructional materials and resources aligned to the Standards. [4.4]</p>	<p>The principal ensures that all teachers have access to appropriate 21st Century resources, materials, and equipment aligned to the Standards and school improvement plan. [4.4]</p>
<p>1.6</p>	<p>The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments.</p>	<ul style="list-style-type: none"> • Administrative walk-through data • Common Assessments • Professional development plan • Grade & content level meeting 	<p>The principal does not set expectations for how teachers use collaboration time to collect and analyze formative assessment data. [4.3]</p>	<p>The principal sets the expectations and ensures that teachers use collaboration time to focus on formative assessment data, but does not monitor implementation and rigor. [4.3]</p>	<p>The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as necessary. [4.3]</p>	<p>The principal provides teachers with a data management system with analytic tools to gain insight into how students are performing, how to design ongoing instruction, and monitors the teachers' use during collaboration time. [4.3]</p>

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		<p>agendas and minutes</p> <ul style="list-style-type: none"> • PLC agendas and minutes • Data team agenda and minutes 	<p>Leader walk-throughs are not schedule or do not focus on instructional improvement. [5.3]</p>	<p>Leader walk-throughs are scheduled and mostly adhered to; walk-throughs focus on general best practices for teachers. [5.3]</p>	<p>Leader walk-throughs are scheduled and adhered to. The principal and leader walk- throughs focus on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted</p>	<p>Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs, while supporting all. [5.3]</p>
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					interventions, based on their analysis of multiple forms of data, including observations, interim and formative assessments (daily, weekly, end-of-unit) [5.3]	
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs).	<ul style="list-style-type: none"> Administrative walkthrough data Common assessment data Teacher observation and evaluation data Grade & content level meeting agendas and minutes PLC agendas Data team agendas and minutes 	The principal does not use data to identify school-wide instructional practices for improvement. [5.2]	The principal is using multiple forms of disaggregated data to select and monitor a select number of key school-wide priorities for instructional improvement. [5.2]	The principal has on-demand access to and is using a comprehensive set of disaggregated data to identify and monitor a select number of school-wide priorities for instructional improvement. [5.2]	The principal and leadership team have and use on-demand access to a comprehensive set of disaggregated data to identify and monitor key school-wide priorities for instructional improvement that become a foundation for the School Improvement Plan. [5.2]
			Based on informal and formal observations and available student assessment data, limited progress on key instructional practices exist. [5.3]	Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, progress is evident for some teachers on some priorities; student learning outcomes can be linked to these improvements. [5.3]	Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, the principal and instructional leaders identify and focus on a select number of school-wide teaching practices through targeted and job-embedded PD. [5.3]	Based on informal and formal observation data, leader walk-throughs and multiple measures of student assessment data, progress is evident for all teachers on all instructional priorities and student outcomes are positively impacted. [5.3] Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery. [2.5]
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.	<ul style="list-style-type: none"> Master schedule School Improvement Plan Lesson plans PLC agendas Grade & content level meeting agendas and minutes 	The principal creates the master schedule, but errors are not swiftly addressed, causing confusion regarding student assignment. [3.1]	The principal completes the master schedule in a timely manner and all students are enrolled in level appropriate classrooms. [3.1]	The principal and instructional leaders create a master schedule that ensures core content areas have sufficient time allocated at a time when learning is best for students. [3.1]	The principal and instructional leaders create a master schedule that prioritizes time for core content areas and may include increased time for literacy and mathematics instruction. [3.1]
			The master schedule does not adequately address the need for instructional interventions for students two grade levels behind. [7.2]	The master schedule provides time for ELA and Math intervention, though the time allocated does not meet research-based guidelines, and is inflexible to make reintegration into grade appropriate core content classes cumbersome and complicated. [7.2]	The master schedule enables students who are two or more years behind in ELA or Math to be enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2]	All students who are two or more years behind in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2]

			There is not a calendar developed that includes staff professional development, teacher team meetings, or common meeting times. [7.3]	There is a basic calendar of teacher collaboration time. [7.3]	The principal and instructional leaders ensure teachers have sufficient planning time for grade/content level meetings, as well as vertical staff collaboration. [7.3]	Teachers have ongoing consistent and sufficient times for grade/content meetings, as well as vertical staff collaboration. [7.3]
			There is not time in the master schedule for teachers to learn from each other or outside the teacher's community [7.3]	Through the master schedule, the principal creates time for teachers to have opportunities to learn from others outside the teacher's community. [7.3]	The principal and instructional leaders ensure the master schedule includes opportunities to learn from other teachers at the school, as well as others outside of the immediate teachers' community. [7.3]	The master schedule includes opportunities for teachers to learn from each other, as well as experts in the field. [7.3]
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals.	<ul style="list-style-type: none"> • Master schedule • Policy for teacher placement • Staffing assignment chart • School Climate surveys • School focus group • School Improvement plan • Formal and Informal observations and evaluations • Grade & content agenda and minutes • PLC agenda and minutes • Data team agenda and minutes 	The principal has the district HR select and assign teaching staff based on vacancies with recruitment efforts not well-defined. [2.7]	The principal uses traditional channels and procedures to recruit new teachers. [2.7]	The principal and instructional leaders use established processes to identify staffing needs proactively and early and manages recruitment efforts by casting a wide net for candidates including, but not limited to traditional venues. [2.7]	The principal uses creative and traditional means to proactively recruit teachers with the expertise to deliver quality instruction using a research-based teacher screening process (e.g. Habermann) and ensures there are no persistent teacher vacancies. [2.7]
			The principal has no clear selection criteria or processes in place for interviewing candidates. [2.7]	The principal ensures clear selection criteria and processes are in place for interviewing candidates. [2.7]	The principal ensures that content/grade level teams or teacher leaders participates in and informs staff selection and is present at demo lessons and formal interview. [2.7]	The principal includes grade level/content peers and other instructional leaders to inform staff selection based upon the needs of the school. They are all present at demo lessons and formal interviews. [2.7]
			Staff assignment is based on something other than matching student learning needs with staff's instructional strengths. [2.10]	The principal and instructional leaders do not have clear selection processes when matching staff to specific position expectations. [2.10]	The principal and instructional leaders operate from clear selection process that focus on matching staff to specific position expectations and are based on prior student learning outcomes for non-first year teachers. [2.10]	The principal bases staffing assignment decisions on teacher effectiveness data, as well as student outcomes data; assignments put teachers with proven effectiveness with students demonstrating the greatest learning needs. [2.10]
			There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers. [2.11]	The principal has some documentation on consistently underperforming staff. [2.11]	The principal has evidence that classrooms are staff with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. [2.11]	All classrooms are staffed with effective or highly effective teachers, or comparable designation, based on district evaluations. [2.11]
			There is little or no evidence that teachers receive instructional feedback from the principal that impacts practice. [2.8]	The principal visits classrooms when time permits and provides teachers with constructive feedback. Follow-up monitoring is inconsistent. [2.8]	The principal and leadership team enact their role as instructional improvement leaders by consistently providing teachers with constructive	The principal and leadership team member feedback is the norm, providing all teachers with meaningful feedback to improve the quality of instruction. [2.8]

					feedback linked to improvement plans, support and then follow-up to ensure instructional improvement. [2.8]	
			The principal secures professional development that is not linked to teacher evaluation, learning outcomes, or school-wide goals. [2.11]	The principal ensures the school has a clear professional development calendar and topics are aligned to established school improvement goals. [2.11]	The principal and leadership team ensures professional development is designed and linked to teacher observations, formative assessment results, and school-wide goals. [2.11]	The principal and leadership team ensures professional development is designed and linked to teacher observations, formative assessment results, and school-wide goals,. The principal consistently monitors the implementation of learned instructional strategies. [2.11]
			The principal does not set expectations for or monitor teacher collaboration time to ensure it is focused on improving instructional priorities. [2.9]	The principal ensures teachers collaboratively review student work to build a shared understanding curricular goals and rigor. [2.9]	The principal and leadership team ensure that teachers' collaboration time is focused on instructional priorities identified through an analysis of data. [2.9]	The principal and leadership team ensure that every possible opportunity for teacher collaboration time is focused on instructional priorities identified through an analysis of data and linked to school-wide goals. [2.9]
			There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers. [2.8]	The principal has some documentation on consistently underperforming staff. [2.8]	The principal communicates performance expectations for each position, implements an evaluation process aligned with district expectations, places "ineffective" staff on improvement plans, provides appropriate support, extensively documents consistently underperforming staff and follows the protocols for removal of ineffective teachers. [2.8]	The principal makes clear performance expectations aligned with the mission and vision for each position, implements a systematic evaluation process aligned with district expectations; places "ineffective" staff on improvement plans, provides appropriate support, extensively documents consistently underperforming staff and follows the protocols for removal of ineffective teachers. [2.8]
1.10	The principal uses data and research-based practices to work with staff to increase academically-focused family	<ul style="list-style-type: none"> School climate surveys School focus group School, staff, parent, student 	The principal ensures progress reports and report cards are sent to parents and/or guardians, but there are not systems in place for further engagement. [7.1]	The principal ensures family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and reports cards. [7.1]	The principal and instructional leaders create high value opportunities to engage family members in discussing student learning progress toward explicit goals; successes are celebrated and gaps are acknowledged addressed. [7.1]	The principal, parents and community members are actively involved in key student learning demonstrations (presentations, student-parent-teacher conferences) [7.1]

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	<p>and community engagement.</p>	<p>handbooks</p> <ul style="list-style-type: none"> • List of family and community engagement activities and attendance • List of outreach programs for families with struggling students. 	<p>Parents only receive additional information about students when they are failing or in behavioral trouble. [7.1]</p>	<p>The principal supports and encourages structures such as PTOs, PTAs, and Parent Councils. [7.1]</p>	<p>The principal recruits families and community members as active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, and Parent Councils; school leaders take such input seriously and make decisions accordingly. [7.1]</p>	<p>The principal puts in place measurable systems to engage families in a variety of school activities, ranging from celebrations to school leadership councils. The principal also recruits families and community members as active participants in sessions geared to solicit input on school decisions and implements, evaluates and adjusts programs and strategies that create supportive, academically focused relationships between teachers and families. [7.1]</p>
			<p>Organizations and programs exist in the community but the principal has not formed partnerships to serve students in need. [7.2]</p>	<p>The principal has some partnerships with and has contact information for support services and organizations in the community. [7.2]</p>	<p>School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. [7.2]</p>	<p>The principal and staff are student advocates, ensuring students who are struggling academically and/or socially are receiving quality and integrated support services by a network of providers invested in the student's well-being; positive results from such programs are clear. [7.2]</p>

Turnaround Principle Rubric

Turnaround Principle #2- Effective Teachers and Improved Instruction

TURNAROUND PRINCIPLE 2		Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
2.1	Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.	<ul style="list-style-type: none"> Administrative walkthrough data Informal and formal teacher observations Lesson plans Posted lesson objectives 	Teachers may post learning objectives, but they lack clarity and are not measurable.	Teachers pose and explain student learning objectives, though they are not always clear and measurable.	Student learning objectives are posted and explained to students, they are consistently clear and measurable.	Student learning objectives are high, clear, and measurable that students master after good first instruction.
			Students are unable to articulate the learning objectives.	Students can articulate what the learning objective is, but not always why it matters to their learning and growth.	Students can articulate what the learning objectives are and why it matters to their learning and growth.	Students can clearly articulate the learning objective and its application to larger concepts.
			The "taught" curriculum does not match the standards.	Lesson objectives are not consistently aligned to the standards-based curriculum.	Lesson objectives are aligned to the district/state curriculum, Standards, and assessments.	Lesson objectives are vertically and horizontally aligned to the district/state curriculum, Standards, and assessments.
2.2	Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	<ul style="list-style-type: none"> Administrative walkthrough data Informal and formal teacher observations Lesson plans Examples of student work Student surveys and interviews 	Teachers demonstrate little variation in their instructional and response strategies and little student engagement is present.	Teachers use a few instructional and response strategies and students are moderately engaged.	Teachers use a variety of instructional and response strategies and students are actively engaged in their learning.	An instructional framework is infused into every lesson and staff display mastery of instructional and response strategies.
			There is little evidence that the employed instructional strategy or strategies are intentionally chosen to meet student learning needs.	The teacher can articulate a rationale for selecting specific instructional strategies that tie to addressing student learning needs.	Teachers use student learning data to inform their selection of instructional and response strategies.	Students are actively engaged in their own learning and consider the teacher as a critical guide in their learning endeavors.
2.3	Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform,	<ul style="list-style-type: none"> Walkthrough observations Lesson plans Student grouping plan 	Teachers teach the lesson without monitoring whether or not all students are mastering the lesson objective.	Teachers occasionally use periodic checks for understanding, but do not always know where students are in terms of mastering the learning objectives.	Throughout the lesson, teachers are clear about where students are in terms of mastering the learning objective.	Throughout the lesson, teachers are clear about where every student is in terms of mastering the lesson objective, particularly those who have demonstrated past challenges mastering the learning objectives.

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	monitor and adjust instruction.		Once the lesson is complete, teachers move on to the next lesson without regard to	Instructional strategies and groupings remain largely fixed even while the teacher seeks to	Instructional strategies and groupings are based on teachers' periodic checks for	The teacher plans instructional strategies and groupings based on student learning needs and
			whether or not all students mastered the prior learning objective.	address gaps in student understanding.	understanding as well as other forms of data.	makes adjustments based on periodic checks for understanding.
			There are inadequate interventions in place for students who do not master the learning objectives on first instruction.	Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice.	Most students master lesson objectives on first instruction; alternative strategies are in place for students who do not.	All students master lesson objective on first instruction.
			Administrators monitor instruction infrequently and are not focused on having teachers ensure that all student master the learning objectives.	Administrators occasionally monitor the use of periodic checks for understanding as an instructional strategy, and occasionally provide input to foster teacher's effective use.	Administrators monitor the use of checks for understanding as an instructional strategy and provide feedback to teachers individually, but may not provide additional supports.	Administrators allocate and adapt instructional supports based on data from their administrative walk-throughs.
2.4	Teachers demonstrate necessary content knowledge	<ul style="list-style-type: none"> Walkthrough observations Teacher certifications School climate surveys School focus groups Lesson plans 	Teachers make factual error delivering content and do not explain content clearly.	Teachers rely heavily on text to deliver lessons that are factually accurate, though not always made relevant for students.	Teachers are highly qualified in the content taught. Lessons are rich with relevant content connected to Standards.	Principal verifies content knowledge through informal and formal observations supplemented with observations by the administrative team and central office and/or state content experts so that all staff is rated proficient.
			Content is delivered with little rigor or relevance for the students.	There is little evidence that teachers plan and use strategies that engage various learning styles in the instructional delivery.	Teachers approach content from many angles to support all learning styles.	Teachers present material in multiple ways as well as assess student learning in various ways to reach all learning styles.
			Most of the students are not engaged or on task.	Some students are engaged and on task, others are passive or confused.	Students are engaged and asking relevant questions that are clearly addressed, either by the teacher or other students.	Teachers intentionally plan for engagement strategies. They quickly recognize students that are not engaged and respond immediately.
2.5	Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student	<ul style="list-style-type: none"> Data protocols Content/grade level meeting agendas and minutes Common assessments and rubrics 	Data are not used in instructional planning.	Teachers based instructional decisions on few sources of evidence, though the changes to instruction do not always adequately address student-learning needs.	Teachers base instructional decisions on multiple sources of data on a weekly or end-of-unit basis.	Instructional decisions, including student grouping, differentiation, and targeting for interventions are based on multiple forms of data, including observations, periodic checks for understanding, interim and formative assessments (daily, weekly, end-of-unit)
			Data are not used in teacher meetings; interim or formative assessments are not analyzed.	Data are used in some teacher team meetings, but is not a standard part of every meeting.	Multiple measures of data are present and reviewed in every teacher meeting.	Teachers use an established protocol to review multiple measures of data in every teacher meeting.

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	achievement.		There is little or no evidence of readiness for learning through pre-teaching or re-teaching.	Lessons rarely include pre-teach, re-teach, or spiraling based on evidence of student learning.	Lessons include re-teaching and spiraling based on periodic checks for understanding and evidence of student learning.	Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery.
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			The principal may share data with staff once or twice a year, but there is not a data review process in place.	A data review process takes place several times a year or at special data “events” or faculty meetings.	Data is reviewed regularly with staff to identify students who are not mastering basic skills and are provided with appropriate diagnostic assessments to target learning needs.	Through consistent data review systems, diagnostic and language proficiency assessments are systematically implemented to target early interventions for all students.
2.6	Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	<ul style="list-style-type: none"> Administrative walkthrough data Formative and summative assessment data School process data Discipline reports Student/parent handbook School climate surveys School focus groups 	Teachers’ actions, such as showing the inability to define effective classroom practice, being unable to articulate strategies for improving instruction, and a lack of mastery of objectives, demonstrate low expectations.	High quality work and meaningful feedback is not evident.	Academic progress is monitored through discussions of student data with the leadership team.	Academic progress is monitored weekly by the leadership in instructional team meetings and shared with staff on a regular basis.
			Behavior expectations are not clearly communicated or consistently reinforced.	School rules and routines are enforced with consistent responses to and consequences for misbehavior.	Classroom behavior is consistent and student exhibit habits of self-discipline and self-management.	Students demonstrate traits of self-regulated learners. They contribute to school and/or classroom rules and hold one another accountable for adhering to expectations; students have been taught habits of self-discipline and self-management.
2.7	Hiring timelines and processes allow the school to competitively recruit effective teachers.	<ul style="list-style-type: none"> Staff vacancy list Position control roster Performance task to utilize for hiring decisions HR procedures and policies 	Hiring criteria are not defined and it is not clear why teachers are selected.	Processes are in place to identify staffing needs.	The principal and instructional leaders use established processes to identify staffing needs proactively and early.	Selection process is managed by leadership team and includes input of other key stakeholders (e.g. students, family members, and other members of the community)
			School does not recruit teachers. Hiring is based primarily on candidate availability and personality rather than expertise and demonstrated results.	Recruitment efforts are implemented using traditional channels and procedures.	Recruitment efforts cast a wide net for candidates including, but not limited to traditional venues.	School has intensive recruitment selection (demo lesson, formal interview, interview with a panel of students and other stakeholders), induction and mentoring processes for any new staff.
			The principal has no clear selection criteria or processes in place for interviewing candidates.	The principal uses clear selection criteria and processes are in place for interviewing candidates.	The principal ensures that content/grade level teams or teachers leaders participates in and informs staff selection and is present at demo lessons and formal interviews.	The principal includes grade level/content peers and other instructional leaders to inform staff selection based upon the needs of the school. They are all present at demo lessons and formal interviews.

			The principal and instructional leaders do not have clear selection processes when matching staff to specific position expectations.	The principal operates from clear selection processes that focus on matching staff to specific position expectations	The principal and instructional leaders operate from clear selection processes that focus on matching staff to specific position expectations and are based on prior student-learning outcomes from non-first year teachers.	The principal bases staffing assignment decisions on teacher effectiveness data, as well as student outcomes data; assignments put teachers with proven effectiveness with students demonstrating the greatest learning needs.
			Paraprofessionals are untrained and/or unqualified.	Paraprofessionals may have received some training, but are utilized ineffectively.	Para-professionals have received necessary training to be instructional assistants rather than providing clerical support.	Para-professionals develop highly qualified status and are utilized effectively to maximize student learning.
			Staff vacancies persist throughout the year. Long-term subs are used to fill these vacancies.	Classrooms may be staffed with full-time, certified and effective teachers.	Classrooms are staffed with full-time certified and effective teachers.	All classrooms are staff with full-time, certified and highly effective teachers.
2.8	School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes	<ul style="list-style-type: none"> Walkthrough observations School climate surveys Teacher development practices 	Not all teachers are evaluated.	The school leadership uses evaluations to ensure compliance with instructional expectations and regularly provides feedback aligned with that evaluation.	The school leadership engages in school-wide observations and provides feedback using aligned on protocols.	The school leadership has a systematic and frequent approach to engaging in school-wide observations and provide feedback based on a consistent set of expectations and protocols.
			Allocation of instructional resources and professional development choices are not based on teacher evaluations or student learning data.	Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data OR classroom observations.	Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data AND classroom observations.	Allocation of instructional resources and professional development choices are based on ongoing evaluations of teacher practice and student learning data.
			There is little or no evidence that teachers receive instructional feedback that impacts practice.	Some teachers receive constructive feedback and additional instructional support based on teacher evaluation. Monitoring is inconsistent.	Teachers consistently receive constructive feedback, support, and follow-up to ensure instructional improvement.	Teachers can articulate their areas for growth; support and monitoring are in place to ensure teachers reach specific growth goals.
			Data are not analyzed in regard to teacher practice and teachers are not held accountable for student learning.	Teacher evaluations do not systematically link teacher practice data with student outcomes data.	Multiple data sources are used to evaluate teachers including teacher practice inputs and student learning outcomes when examining the effectiveness of teacher practice.	Multiple data sources are used to evaluate teachers, including teacher practice inputs and student learning outcomes.
2.9	Teachers are provided professional development that	<ul style="list-style-type: none"> School climate surveys Professional development 	Professional development is not linked to teacher evaluation, learning outcomes or school-wide goals.	School has a clear professional development calendar and topics aligned to established school goals and the school improvement plan.	Professional development is designed and linked to teacher observations, formative assessment results and school-wide goals.	Professional development is designed and linked teacher practice needs as determined by student learning data and school wide goals.

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	<p>enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.</p>	<ul style="list-style-type: none"> plan Evaluations of PD providers PD topics links to data from teacher observations 	<p>Teacher collaboration is not based on student learning objectives, student learning data or common research-based planning practices</p>	<p>During collaborative learning, teacher teams review student work to build a shared understanding of curricular goals and rigor.</p>	<p>Structures are established and used for job-embedded collaborative learning.</p>	<p>Master teachers are providing professional development and follow-up to ensure mastery of professional development learning objectives.</p>
			<p>Professional development is considered an “event” and not part of an on-going system of structures in the school.</p>	<p>Professional development is high quality, though primarily considered an “event” and not part of an on-going system of structures in the school.</p>	<p>Professional development is followed up with classroom monitoring and feedback to ensure learning objectives are incorporated into practice and professional development was effective.</p>	<p>Teachers are operating in self-directed Professional Development Communities focused on student learning outcomes.</p>
			<p>New teachers are not provided with a mentor.</p>	<p>All new teachers are provided with a mentor.</p>	<p>All new teachers and all teachers with specific development needs are mentored by highly skilled peers.</p>	<p>All new teachers and all teachers with specific development needs are mentored by highly skilled peers.</p>
			<p>Teachers not rated as effective are still ineffective at the end of the years.</p>	<p>Teachers not rated as effective are still ineffective at the end of the year and are on an improvement plan.</p>	<p>All teachers not previously rated as effective are effective by the end of the year.</p>	<p>All teachers are rated effective or highly effective.</p>
<p>2.10</p>	<p>Staff assignment is intentional to maximize the opportunities for all students to have access to the staff’s instructional strengths</p>	<ul style="list-style-type: none"> Mast schedule Staffing assignment chart School climate surveys School focus groups 	<p>Staff assignment is based on something other than matching student learning needs with staff’s instructional strengths.</p>	<p>Classrooms are staffed with teachers with the right content knowledge necessary to achieve student learning outcomes.</p>	<p>Classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes.</p>	<p>Classrooms are staffed with highly effective teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes.</p>
			<p>Learning interventions are not staffed with certified effective or highly effective teachers.</p>	<p>Staff provided for learning interventions is effective teachers.</p>	<p>Staff provided for learning interventions is effective teachers with specific content knowledge in the assigned intervention.</p>	<p>Learning interventions are staffed with effective or highly effective certified teachers, with content knowledge and language proficiency required for success.</p>
			<p>Staff evaluations are not rigorous and inhibit the identification of staff that would benefit from improvement plans.</p>	<p>Staff evaluated below effective is identified and supports are provided through an improvement plan.</p>	<p>Each staff position has clear performance expectations aligned with the mission and school wide expectations for instructional practice and student behavior.</p>	<p>All staff are meeting or surpassing clear performance expectations for instructions, student behavior and learning outcomes.</p>
			<p>There are neither the systems in place nor the urgency to dismiss chronically underperforming teachers.</p>	<p>There is some documentation on consistently underperforming staff.</p>	<p>Staff identified as “not aligned” and/or unskilled are put on improvement plans and appropriate support is provided; there is extensive documentation on consistently underperforming staff and an urgency to dismiss them.</p>	<p>Struggling staff are quickly identified and supported to meet standards for instructional expectations. There are no consistently underperforming staff members.</p>

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2.11	Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.	<ul style="list-style-type: none"> • Professional development plans • School climate surveys • School focus groups 	Professional development is not focused on student learning.	Professional development focuses on student learning.	Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals.	Staff shares a collective awareness of individual skills and growth areas. They self-direct professional development based on student achievement outcomes.
			Professional development does not provide any time for teacher reflections.	Professional development may provide optional opportunities for reflection.	Professional development includes individual, collaborative and shared reflective opportunities.	Professional development includes observation protocol/practice that is not only consistent with school-wide expectations but promotes individual teacher development areas and the student of specific student sub-groups as identified by data.

Turnaround Principle Rubric

Turnaround Principle #3- Effective Use of Time

TURNAROUND PRINCIPLE 3		Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
3.1	The master schedule is clearly designed and structured to meet the needs of all students.	<ul style="list-style-type: none"> Master schedule Professional development plan School climate surveys 	The master schedule has errors causing confusion regarding student assignment.	The master schedule is complete and all students are enrolled in level appropriate classes on the first day of school.	The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students.	The master schedule maximizes instructional time for core content areas aligned to the latest research and is ready for distribution to teachers and students before the first day of school, and also allows for credit recovery that does not interrupt core content time.
			The school does not know where students should be enrolled, therefore many students are not enrolled in appropriate classes on the first day of school.	Most students are enrolled in level appropriate classes on the first day of school, however many changes are required.	Students are enrolled in level appropriate classes on the first day of school with few changes required.	All students are enrolled in level appropriate classes on the first day of school (no changes are required).
			The schedule is based on teacher availability, not student need.	The schedule aims to protect academic learning time with limited interruptions. The principal designs a schedule for teachers and students that will be adjusted as needed.	Instructional time is protected with few interruptions.	Instructional time is protected with only urgent interruptions.
			Transition times are not well executed and waste instructional time.	Transition times are orderly and efficient.	Transition times are used effectively to maximize learning.	Transition times are orderly and efficient and effectively maximize learning time.
3.2	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.	<ul style="list-style-type: none"> Master schedule Samples of individual student schedules Scheduled intervention time School climate surveys 	The school has not enrolled students in intervention programs to address the needs of students two or more years behind in ELA or Math.	Some students two or more years behind ELA or Math are enrolled in intervention programs, though the time allocated might not meet research-based guidelines.	At least 85% of student who are two or more years behind in ELA or Math are enrolled in interventions programs with sufficient time allocated to allow for implementation fidelity.	All students who are two or more years behind in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity.
			The master schedule dictates the instructional time students receive rather than student needs dictating the master schedule.	The master schedule is rigid, making reintegration into grade appropriate core content classes cumbersome and complicated.	The master schedule has sufficient flexibility to allow accelerations, interventions and/or return to core content areas.	The master schedule has sufficient flexibility to allow for students to enter and exit interventions throughout the year.

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			Diagnostic assessments are not used. Instructional time for interventions does not account for research-based practices.	The master schedule has students two or more grade levels behind in classes that are not level appropriate due to a lack of diagnostic assessments (e.g. at grade level).	The master schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level.	All students two or more years below grade level receive diagnostic assessments.
3.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	<ul style="list-style-type: none"> • Master schedule • Professional development plan • Minutes of teacher meetings 	Teachers do not have a scheduled time for grade/content meetings.	Teachers have time scheduled for grade/content level meetings.	Teachers have planning time for grade/content level meetings, as well as vertical staff collaboration.	Teachers have on-going consistent and sufficient times for grade/content level meetings, as well as vertical staff collaboration.
			The master schedule does not include opportunities for teachers to learn from others.	The master schedule includes opportunities to learn from others outside the teacher's community.	The master schedule includes opportunities to learn from peers and other experts through job-embedded professional development.	The master schedule requires teachers to learn from each other, as well as experts in the field through job-embedded professional development.
			Teachers choose what to do during teacher collaboration time.	The principal creates a basic calendar of teacher collaboration time.	Topics for the use of teacher collaboration time are clearly outlined and aligned to the goals of the School Improvement Plan.	Topics for teachers collaboration time are clearly outlined and aligned to the School Improvement Plan and the master schedule takes advantage of time such as assemblies, faculty meetings and duty schedules, to provide teacher release time for the purpose of professional development.

Turnaround Principle Rubric

Turnaround Principle #4-Strengthening the Instructional Program

TURNAROUND PRINCIPLE 4		Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready state standards.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
4.1	The district or school curriculum is aligned with State Academic Standards	<ul style="list-style-type: none"> District curriculum guides Lesson plans Walkthrough observations 	The district curriculum is not aligned to the State Academic Standards.	Staff use State Academic Standards and develop lessons where the learning objectives are aligned to those standards with some variability across classrooms.	The curriculum has grade-by-grade and content articulation of student learning objectives linked to the State Academic Standards.	The curriculum has grade-by-grade and content horizontal and vertical articulation of student learning objectives linked to the State Academic Standards and goes beyond State Standards and tested areas to require higher levels of learning.
			Teachers cannot describe what each child should know of do for a given lesson.	The instructional sequence is mapped for each grade level, but not articulated across grade levels.	The instructional sequence is mapped and calendared across all grade levels.	The instructional sequence is mapped and calendared across all grade levels and is aligned vertically as well.
			District does not have a comprehensive curriculum map aligned to State Academic Standards with accompanying student learning objectives.	Teachers do not always know how to access the District curriculum which is mapped to align with State Academic Standards and includes students learning objectives.	Each teacher is aware of and has easy access to the student-learning objectives and sequence map of the district curriculum.	District curriculum maps and student-learning objectives are readily accessible in teachers' classrooms and discussed and reviewed at teacher collaboration meetings.
4.2	Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to State Academic Standards and is the "taught" curriculum.	<ul style="list-style-type: none"> Administrative walkthrough data Informal and formal teacher observations and evaluations Lesson plans Common assessments PLC meeting 	Classroom observations are infrequent and not focused on ensuring the adopted curriculum is the taught curriculum.	Regular observations take place, though there is not a systematic way to determine the extent to which teacher instruction is aligned with the State Academic Standards across classrooms.	All staff is observed, at least briefly, on a weekly basis, by some member of school leadership to monitor instructional alignment with the State Academic Standards across classrooms.	All staff is observed on a weekly basis by some member of the school leadership team to ensure instructional alignment with the State Academic Standards across classrooms.
			Teachers develop lessons that are not systematically linked to the State Academic Standards.	Data from observations indicate that a majority of teachers are teaching lessons aligned to the State Academic Standards, with variability on pacing.	Data from weekly observations of all teachers indicate that teachers are teaching lessons aligned to the State Academic Standards with some variability on pacing.	Data from weekly observations indicate that teachers are teaching lessons aligned to the State Academic Standards and are on pace with the established sequence.

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		<ul style="list-style-type: none"> agendas and minutes Grade and content level meeting agendas and minutes 	<p>The district does not have consistent curriculum and teachers largely develop their independent lessons that use teacher developed pacing and student-learning objectives.</p> <p>There are no systems in place to review lesson plans or monitor alignment with State Academic Standards.</p>	<p>Some teachers are using curriculum maps with sequences student-learning objectives to plan instruction.</p> <p>Lesson plans are occasionally reviewed and limited feedback given; there is not a systematic approach to reviewing written lesson plans or alignment to State Academic Standards.</p>	<p>Teachers are using curriculum maps with sequences student learning objectives to plan instruction.</p> <p>Systems are in place to ensure that lesson plans are written and reviewed on a set schedule and demonstrate overall alignment with State Academic Standards.</p>	<p>Teachers are planning lessons collaboratively using curriculum maps with sequences student-learning objectives.</p> <p>Systematic reviews of lesson plans indicate consistent alignment with the State Academic Standards and a level of rigor that exceeds those standards, at times.</p>
4.3	<p>The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.</p>	<ul style="list-style-type: none"> Common assessments Professional development plan/agenda 	<p>The district may have formative assessments in literacy and math, but using teacher-developed assessments is the norm.</p> <p>A formative assessment schedule is not in use.</p> <p>There are not systems in place to collect and analyze formative assessment data.</p> <p>The principal does not set expectations for how teachers use collaboration time to collect and analyze formative assessment data.</p>	<p>Teachers are implementing district provided formative assessments in LEA and math in most classrooms.</p> <p>A formative assessment schedule is in place with some variability in its use.</p> <p>Teachers have a sense of what students need to know and be able to do and are using this understanding to guide lesson planning and instructions.</p> <p>The principal sets the expectation and ensures that teachers use collaboration time to focus on formative assessment data, but does not monitor implementation and rigor.</p>	<p>Teachers are consistently implementing district provided formative assessments in LEA and math across all grade levels link to the State Academic Standards aligned curriculum.</p> <p>A formative assessment schedule aligned to the curriculum pacing guide is in use, with some variability across classrooms.</p> <p>Teachers know exactly how student-learning objectives will be assessed and use this information to guide their lesson planning and instruction.</p> <p>The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as needed.</p>	<p>Teachers are consistently implementing district provided formative assessments in ELA and math across all grade levels linked to the State Academic Standards aligned curriculum. Teachers collaborate to use data to inform instruction.</p> <p>A formative assessment schedule aligned to the curriculum pacing guide is in use across all classrooms.</p> <p>Systematic and collaborative lesson planning occurs using formative assessments to guide teacher decisions.</p> <p>A data management system provides teachers with analytic tools to gain insight into how students are performing and how to design ongoing instruction.</p>
4.4	<p>Instructional materials and resources are aligned to the standards-based curriculum documents.</p>	<ul style="list-style-type: none"> Inventory of instructional materials and resources Lesson plans District and/or 	<p>Instructional curriculum and materials are not aligned to the State Academic Standards or the school goals.</p>	<p>Instructional materials and resources aligned to the State Academic Standards are available. Teachers may be using their own materials not aligned to the State Academic Standards.</p>	<p>All teachers have access to and are using engaging Instructional materials and resources aligned to the State Academic Standards.</p>	<p>The principal ensures that teachers have access to and use appropriate 21st century resources, materials and equipment aligned to the school improvement plan and State Academic Standards.</p>

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		<ul style="list-style-type: none"> State model curriculum School-based budget 	The budget is not systematically developed or allocated so instructional materials and resources are either outdated or not aligned to school priorities or current State Academics Standards.	Processes for developing and allocating the budget focuses primarily on accounting for materials not on ensuring their distribution and use or reviewing the alignment of instructional resources to State Academic Standards.	The principal allocates the school budget and expenditures to ensure resources are available and aligned to school priorities. There are systems in place and in use to ensure effective allocation, use and care of instructional resources.	The principal and leadership team collaboratively develop the budget and monitor expenditures so that resources are used as allocated. School routinely ensures the alignment of instructional material, equipment, and other resources.
4.5	An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.	<ul style="list-style-type: none"> Master schedule School improvement plan Walkthrough observations Data protocol and discussion results Meeting agendas and minutes 	<p>There is no systematic means to determine if students are two or more grade levels behind.</p> <p>Interventions in ELA and math are not research-based and may be taught by a certified teacher. Interventions groupings remain fixed for substantial periods of time.</p> <p>Inadequate time modifications, if any, were made to accelerate the learning of students two or more grade levels behind.</p> <p>Whole group is the primary means of instruction, with few exceptions. Whole group instruction is the primary mode of instruction.</p>	<p>Diagnostic data are used to identify some students two or more years below grade level in LEA and Mathematics.</p> <p>Research-based interventions in ELA and Math are in place for some students and taught by a certified teacher and interventions grouping remain fixed for substantial periods of time.</p> <p>Some time modifications are made to meet the learning needs of students two or more years behind.</p> <p>Whole group and small skills group instruction is being employed. The strategies are not aligned with best practices.</p>	<p>Diagnostic data are used to identify students who are two or more years below grade level in ELA and Mathematics.</p> <p>All students two or more years behind are placed in research-based intervention programs taught by effective teachers who regularly analyze both diagnostic data and intervention data to ensure rapid regrouping, either into or out of intervention programs.</p> <p>Time is allocated to ensure program fidelity.</p> <p>Whole group and small skill group instruction is being employed. The strategies are aligned with best practices.</p>	<p>There is a systematic approach, employing multiple measures, to identifying students two or more years below grade level in ELA and Mathematics.</p> <p>All students two or more years behind grade-level are placed in research-based interventions, taught by highly effective teachers. Students make accelerated progress and are rapidly reintegrated into core-content instruction.</p> <p>Time is allocated to ensure program fidelity and is adjusted to best meet student needs.</p> <p>Instructional leaders know how students in interventions are progressing and are allocating resources to ensure program fidelity leads to continuous and accelerated progress.</p>

Turnaround Principle Rubric

Turnaround Principle #5- Effective Use of Data

TURNAROUND PRINCIPLE 5		Ensure the school-wide use of data focused on improving teaching and learning.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
5.1	Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	<ul style="list-style-type: none"> Needs assessment data School climate surveys School focus groups Discipline and referral data Attendance data Data from social workers and guidance staff Artifacts and student progress 	Data on attendance, tardies, office referrals and suspensions are not accurate and rarely analyzed to inform decisions for improvement.	Data on attendance, tardies, office referrals and suspensions are available with some effort, though there is inconsistent analysis to identify and address students most frequently referred and/or suspended.	Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended.	Culture and climate indicators are identified, data are collected and school stakeholders analyze results to make continuous refinements.
			Notice of school events go out to families.	Families know about special events at the school and their participation is tracked.	Artifacts of consistent communication between families and school are present in clear and user-friendly formats (student progress reports, parent participation meetings, parent access to grades).	Clear systems with multiple pathways for family and community voice and participation in school are evident. Parent perspective is included in plans for school improvement. Community leaders and school system managers are active partners in the leader's decision making process.
			Input and dialogue from stakeholders regarding school climate and culture is not considered. Decisions are not communicated to stakeholders	Climate and culture surveys are given to students, families, teachers and other stakeholders and are analyzed by school leadership.	Climate and culture surveys are given to students, families, teachers and some stakeholders. The results are analyzed by the school leadership team with some community representatives who develop and ensure implementation of plans for improvement.	Climate and culture surveys are given to all stakeholders. Response rates are above 50%. Survey results are discussed as a community and plans for improvement are developed and implemented.
5.2	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for	<ul style="list-style-type: none"> Samples of data presented to staff Data analysis documentation Data analysis 	Systems are not in place that enable staff to review and analyze data to inform decisions.	A range of student data are collected across classrooms and manually managed to create user-friendly formats for analysis.	Data management systems are in place and actively used by staff to enable the easy and systematic collection and analysis of a range of student data.	The use of data management systems is institutionalized across the school, providing teachers and other leaders instant access to a range of data and analyses to information decision-making.

	<p>improving student achievement.</p>	<ul style="list-style-type: none"> • summaries/reports • Needs assessment data • School focus groups 	<p>Teachers do not access data in user-friendly formats information instruction.</p>	<p>Teachers have periodic access to and are using data to inform instructional strategies, student groupings and targeted interventions.</p>	<p>Teachers have on-demand access to and are using data that are clear and easy to analyze. Instructional strategies, student groupings and targeted interventions are informed by the data.</p>	<p>Teachers have on-demand access to and are using data that are clear and easy to analyze collaboratively. Instructional strategies, student groupings and targeted interventions are informed by the data and positive results are linked to these interventions.</p>
			<p>Data review protocols are not in place, therefore, data is rarely used to guide decision making.</p>	<p>Data review protocols are used sporadically to track and monitor the progress of all students.</p>	<p>Effective protocols guide the use of user-friendly data in reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring on the implementation of the School Improvement Plan.</p>	<p>The school community is dedicated to reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring the implementation of the School Improvement Plan to drive continuous improvements.</p>
<p>5.3</p>	<p>A specific schedule and process for the analysis of on-going formative assessment data tied to state aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation</p>	<ul style="list-style-type: none"> • Master schedule • Data team work • Samples of data presented to staff • Data analysis documentation • Data analysis summaries and reports • Needs assessment data • School improvement plan 	<p>There is not a specific schedule and process in place for the analysis of on-going formative assessment data.</p>	<p>Teachers have data “events” where they focus on analyzing formative assessment data.</p>	<p>Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data.</p>	<p>Teachers have scheduled time and a systematic process for analyzing formative assessment data.</p>
			<p>Professional development is not intentionally linked to teacher learning needs as identified through a rigorous analysis of multiple sources of data.</p>	<p>Professional development is loosely linked to addressing instructional needs of teachers.</p>	<p>As a result of principal analyses of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs.</p>	<p>As a result of principal and teacher analysis of multiple sources of data, professional development is differentiated and targets the specific learning needs of teachers.</p>
			<p>Leader walk-throughs are not scheduled and do not systematically focus on addressing high priority needs.</p>	<p>Leader walk-throughs are scheduled and mostly adhered to focusing on general best practices for teachers.</p>	<p>Walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality.</p>	<p>Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs while supporting all.</p>

Turnaround Principle Rubric

Turnaround Principle #6- School Climate and Culture

TURNAROUND PRINCIPLE 6		Establish a school environment that supports the social, emotional, and learning needs of all students.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
6.1	The school community supports a safe, orderly and equitable learning environment	<ul style="list-style-type: none"> School/district safety plan Student/parent/staff handbooks School climate surveys Disaggregated discipline data (violence & vandalism, suspension, referrals, bullying, etc.) Student behavior management plan/code of conduct Attendance records Facility inspection reports Violence prevention programs Walkthrough observations School accident/student health reports 	The school building has significant areas of disrepair.	The school building is safe and clean with limited facility issues	Students and adults feel safe and ready to engage in teaching and learning. The facility is clean and in good working order.	Students and adults feel safe, welcomed and ready to learn and teach; the facility supports major academic priorities/initiatives (e.g. reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area).
			There is not a clear and consistent policy for behavior, either stated or in practice.	There is a stated clear and consistent behavior system of rewards and consequences though implementation data are not tracked.	There is a clear and consistent behavior system of rewards and consequences in use, with clear goals and a means to track progress and to share results with the entire school community.	There is a clear and consistent behavior system of rewards and consequences in use and goals are consistently met or surpassed.
			Teachers' response to classroom incidents varies from classroom to classroom.	Some teachers do not implement the behavior policies consistently.	There is evidence that teachers' responses to incidents in their classrooms look and feel similar across classrooms.	Students report high behavioral expectations from all teachers with similar expectations across all classrooms.
			Procedures to monitor and support a safe and orderly environment are not evident.	Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently.	Indicators of a safe, orderly and equitable learning environment are established, goals are set and data are collected and analyzed to determine progress toward goals; adjustments to strategies are made based on analysis of evidence.	Surveys and observable data indicate that the school community takes pride in their building and procedures are consistently and effectively implemented and monitored.

6.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff	<ul style="list-style-type: none"> Administrative walkthrough data PLC agenda and minutes Professional development plan School climate surveys School focus groups Student and staff handbooks Student growth percentiles Discipline and behavioral referrals Disaggregated staff and student attendance data 	Academic learning time is not bell-to-bell. There is evidence that the school community does not prioritize learning and the personal growth of students or staff.	Academic learning time is respected with minimal interruption.	Academic learning time is protected and prioritized.	Academic learning time is protected and there is evidence that the community values learning and the promotion of social growth.
			There are no common classroom routines or instructional strategies in place. Classrooms are visited randomly without a systematic focus targeting specific instructional strategies.	The quality of instruction varies from classroom to classroom and little instructional differentiation is in place to meet varied student needs. A few classrooms are regularly monitored without a systematic focus targeting specific instructional strategies.	High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on targeted instructional strategies.	Systematic and regular analysis of student learning data informs the selection and development of the highest priority strategies for improving instructional practices. High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on the targeted instructional strategies.
			There are not defined expectations for classroom practice and there are not academic interventions or supports for students in need.	There are sporadic attempts to address academic interventions and supports.	Students quickly receive academic interventions and supports to ensure continuous academic, personal and social-emotional growth.	There are consistent structures for instructional differentiation where effective instructional strategies are varied to meet all students' needs and to ensure that all students master content.
			Staff is randomly engaged in practices to promote professional growth.	Staff is encouraged to be involved in practices promoting professional growth.	Staff is continuously engaged in practices to promote professional growth.	All staff is continuously engaged in practices to promote professional growth that is tied to increasing student academic and social growth.
6.3	High expectations* are communicated to staff, students and families; students are supported to achieve them. <i>*Expectations of professionalism, instruction, communication and other elements of the school's common</i>	<ul style="list-style-type: none"> Administrative walkthrough frequency Informal classroom observations Family friendly walkthrough action plan School climate surveys School focus groups School discipline plan Student/parent 	There are no clear expectations for instructional practices. Instructional strategies and data are not used to improve instruction.	The importance of high expectations is communicated and there is evidence of rigorous instruction and student learning in some classrooms.	High expectations for staff and students are exhibited and high quality teaching is the norm.	Systematically and regular diagnoses instructional practices to identify and articulate the highest priority strategies for improving instructional practices.
			Classroom instruction is not monitored and expectations are not communicated.	Student work varies in its rigor and is not always consistent with the Standards.	Student work is intellectually and cognitively challenging and consistent with the Standards, at a minimum.	Teachers practice the use of a variety of instructional strategies that are intellectually and cognitively challenging, and use the strategies outline in an instructional framework. Students take responsibility for their own learning.

Appendix D

<p><i>teaching framework to staff. Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families.</i></p>	<p>handbooks</p> <ul style="list-style-type: none"> • Posted behavior standards • Posted academic standard/rubrics • School mission, belief and vision statements 	<p>The principal does not challenge actions that demonstrate low expectations, and provide no feedback to staff or students.</p>	<p>Students and adults receive sporadic feedback without systems in place to ensure improvement occurs.</p>	<p>Students and adults receive meaningful feedback and interventions that contribute to continuous improvement.</p>	<p>Teachers and students receive consistent feedback around instructional practices including discussions of specific student work and data.</p>
		<p>There is no communication or system of support in place to meet students' academic social/emotional and behavioral needs.</p>	<p>A systems of support has been identified to address students' academic, social/emotional and behavioral needs. However, there is little evidence the systems is being utilized.</p>	<p>The commitment to high expectations is communicated frequently to families about the student's academic, social/emotional and behavioral progress.</p>	<p>There is a clearly identified active social network to provide academic, social/emotional, and behavioral support to students and their families and to communicate high expectations.</p>

Turnaround Principle Rubric

Turnaround Principle #7- Effective Family and Community Engagement

TURNAROUND PRINCIPLE 7		Increase academically focused family and community and engagement.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
7.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.	<ul style="list-style-type: none"> School climate surveys School focus groups Student and parent handbooks Job description of family/ community engagement staff List of family and community engagement activities 	Progress reports and report cards are sent to parents, but there are not systems in place for further engagement.	Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards.	Family members are actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, report cards and other means.	In addition to having family members actively informed about student progress toward learning goals and feel included in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, and report cards, parents and community members are actively involved in key student learning demonstrations (presentations, student-parent-teacher conferences)
			Parent surveys are not used. Student/parent feedback is not used as part of the school's improvement efforts.	Structures such as PTOs, PTAs, and Parent Councils are attended by a few consistently active parents. Input on school decisions is not solicited.	Families and community members are active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, Parent Councils and School Leadership Councils; school leaders use the input to make decisions accordingly.	Programs and strategies that create supportive, academically-focused relationships between teachers and families are developed, implemented and evaluated for effectiveness. Input on school decisions are solicited and school leaders consider this input when making decisions accordingly.
			Parents only receive additional information about students when they are failing or are in behavioral trouble.	Individual staff members reach out to parents/guardians to engage them in the academic progress of their student.	School leaders and faculty teacher families how to use parent portals that provide real-time information on student performance.	Families are engaged in a variety of school activities ranging from celebrations to school leadership councils. School staff and families celebrate student success and recognize the importance of their mutual partnership to increase student learning.

7.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.	<ul style="list-style-type: none"> School climate surveys School focus groups Student and parent handbooks Job description of family and community engagement staff List of family and community engagement activities and attendance List of advertised student support services, including data on which students are eligible, receiving services and their attendance Family surveys Community provider surveys School guidance plans List of family and community education programs List of outreach programs for families with struggling students 	Organizations and programs exist in the community but there is no formal partnership to serve students in need.	Some struggling students are receiving additional supports from school and community programs.	Students who are struggling academically and/or socially are supported by a network of providers invested in the student's well-being; results from these programs are monitored and results are promising.	Students who are struggling academically and/or socially are receiving quality and integrated support services by a network of providers invested in the student's well-being; positive results from such programs are evident.
			There is no evidence of successfully reducing the barriers and accelerate the academic and personal growth of students.	Support services and organizations are identified in the community.	School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth.	Existing community partnerships offer a range of services to address the needs of students and families proactively; there are ample data to reflect that these services are making a substantive difference for students.
			School staff are not actively seeking additional supports for students in need.	Students in need either self-identify or are identified by an alert adult and are provided with additional supports.	Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well-being.	Systems are in place to ensure a coherent approach to selecting, monitoring and evaluating the efficacy of student and family support organizations; and adults in the school are trained to identify early indications of troubling student behavior and are quick to take appropriate action.

2012 Arkansas School ESEA Accountability Report (11/15/12)

District: DERMOTT SCHOOL DISTRICT	Superintendent: GEORGE NEWTON
School: DERMOTT HIGH SCHOOL	Principal: TERRY MURRY
LEA: 901003	Grades: 07 - 12
Address: 525 EAST SPEEDWAY	Enrollment: 187
DERMOTT, AR 71638	Attendance Rate: 98.56% (3 QTR AVG)
Phone: 870-538-1030	Poverty Rate: 93.58%

Needs Improvement Priority School

Achieving School Percent Tested				
	# Expected Literacy	Literacy	# Expected Math	Math
All Students	88	YES	128	YES
Targeted Achievement Gap Group	88	YES	128	YES
ESEA Subgroups				
	# Expected Literacy	Literacy	# Expected Math	Math
African Americans	81	YES	116	YES
Hispanic	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	88	YES	128	YES
English Learners	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	11	YES	13	YES

Achieving School Graduation Rate			
	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	46	89.13	85.13
Targeted Achievement Gap Group	46	89.13	84.72
Two Year Graduation Rate			
All Students	83	86.75	85.13
Targeted Achievement Gap Group	82	86.59	84.72
ESEA Subgroups			
2011 Graduation Rate			
African Americans	43	93.02	91.41
Hispanic	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10
Economically Disadvantaged	46	89.13	84.72
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10

Achieving School in Literacy						
	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
2012 Performance			2012 Growth			
All Students	86	51.16	49.07	53	64.15	54.17
Targeted Achievement Gap Group	86	51.16	49.07	53	64.15	54.17
Three Year Performance			Three Year Growth			
All Students	287	43.55	49.07	174	52.87	54.17
Targeted Achievement Gap Group	287	43.55	49.07	174	52.87	54.17
ESEA Subgroups			2012 Growth			
2012 Performance			2012 Growth			
African Americans	80	52.50	47.34	48	64.58	52.59
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	86	51.16	49.07	53	64.15	54.17
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	10	10.00	8.33	n < 10	n < 10	n < 10

2012 Arkansas School ESEA Accountability Report (11/15/12)

District: DERMOTT SCHOOL DISTRICT	Superintendent: GEORGE NEWTON
School: DERMOTT HIGH SCHOOL	Principal: TERRY MURRY
LEA: 901003	Grades: 07 - 12
Address: 525 EAST SPEEDWAY	Enrollment: 187
DERMOTT, AR 71638	Attendance Rate: 98.56% (3 QTR AVG)
Phone: 870-538-1030	Poverty Rate: 93.58%

Needs Improvement Priority School

Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Applicable	Percentage	2012 AMO
	2012 Performance			2012 Growth		
All Students	121	43.80	62.62	53	39.62	48.25
Targeted Achievement Gap Group	121	43.80	62.62	53	39.62	48.25
	Three Year Performance			Three Year Growth		
All Students	372	47.85	62.62	174	44.25	48.25
Targeted Achievement Gap Group	372	47.85	62.62	174	44.25	48.25
ESEA Subgroups	2012 Performance			2012 Growth		
African Americans	111	42.34	62.20	48	37.50	47.84
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	121	43.80	62.62	53	39.62	48.25
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	12	25.00	31.25	n < 10	n < 10	n < 10

District:DERMOTT SCHOOL DISTRICT **Superintendent:KELVIN GRAGG**
 School:DERMOTT HIGH SCHOOL Principal:TERRY SWILLEY
 LEA:0901003 Grades:07-12
 Address:525 EAST SPEEDWAY Enrollment:185
 DERMOTT, AR 71638 Attendance (3 QTR AVG):100.00
 Phone:870-538-1030 Poverty Rate:100.00

OVERALL SCHOOL STATUS: **PRIORITY**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	95	96	98.96	116	119	97.48
Targeted Achievement Gap Group	94	95	98.95	115	118	97.46
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	82	82	100.00	101	103	98.06
Hispanic						
White	10	11	90.91	9	10	90.00
Economically Disadvantaged	94	95	98.95	115	118	97.46
English Language Learners						
Students with Disabilities	14	14	100.00	15	15	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	50	88	56.82	53.70	91.00	39	56	69.64	58.33	93.00
Targeted Achievement Gap Group	50	88	56.82	53.70	91.00	39	56	69.64	58.33	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	138	273	50.55	53.70	91.00	104	171	60.82	58.33	93.00
Targeted Achievement Gap Group	138	273	50.55	53.70	91.00	104	171	60.82	58.33	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	45	75	60.00	52.13		34	46	73.91	56.90	
Hispanic				100.00					100.00	
White	2	10	20.00	79.17					72.23	
Economically Disadvantaged	50	88	56.82	53.70		39	56	69.64	58.33	
English Language Learners				100.00					100.00	
Students with Disabilities	2	14	14.29	16.67					16.67	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	50	107	46.73	66.02	92.00	27	56	48.21	52.96	81.00
Targeted Achievement Gap Group	50	107	46.73	66.02	92.00	27	56	48.21	52.96	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	164	331	49.55	66.02	92.00	75	171	43.86	52.96	81.00
Targeted Achievement Gap Group	164	331	49.55	66.02	92.00	75	171	43.86	52.96	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	42	92	45.65	65.63		23	46	50.00	52.58	
Hispanic				100.00					100.00	
White				66.67					44.44	
Economically Disadvantaged	50	107	46.73	66.02		27	56	48.21	52.96	
English Language Learners				100.00					100.00	
Students with Disabilities	2	15	13.33	37.50					16.67	

2012 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	34	41	82.93	86.48	94.00
Targeted Achievement Gap Group	34	41	82.93	86.11	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	106	124	85.48	86.48	94.00
Targeted Achievement Gap Group	105	123	85.37	86.11	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	33	38	86.84	92.19	
Hispanic					
White				50.00	
Economically Disadvantaged	34	41	82.93	86.11	
English Language Learners					
Students with Disabilities					72.23

District: DERMOTT SCHOOL DISTRICT	Superintendent: KELVIN GRAGG	Report created on: 10/29/2014
School: DERMOTT HIGH SCHOOL	Principal: DAVID CLINTON	
LEA: 901003	Grade: 7 - 12	% Prof/Adv.
Address: 525 EAST SPEEDWAY	Enrollment: 188	2014 Math + Literacy 47.8
Address: DERMOTT, AR 71638	Attendance: 99.82	2013 Math + Literacy 51.3
Phone: 870-538-1030	Poverty Rate: 100.00	2012 Math + Literacy 46.9

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT PRIORITY
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	101	103	98.06	137	142	96.48
Targeted Achievement Gap Group	101	103	98.06	137	142	96.48
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	92	94	97.87	125	130	96.15
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	101	103	98.06	137	142	96.48
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	14	15	93.33	15	17	88.24

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	50	96	52.08	58.33	91.00	32	55	58.18	62.50	93.00
Targeted Achievement Gap Group	50	96	52.08	58.33	91.00	32	55	58.18	62.50	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	144	270	53.33	58.33	91.00	105	164	64.02	62.50	93.00
Targeted Achievement Gap Group	144	270	53.33	58.33	91.00	105	164	64.02	62.50	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	# Achieved	# Tested	Percentage	2014 AMO		
African American	47	88	53.41	56.91	30	50	60.00	61.21		
Hispanic	n < 10	n < 10	n < 10	100.00	n < 10	n < 10	n < 10	100.00		
White	n < 10	n < 10	n < 10	81.25	n < 10	n < 10	n < 10	75.00		
Economically Disadvantaged	50	96	52.08	58.33	32	55	58.18	62.50		
English Language Learners	n < 10	n < 10	n < 10	100.00	n < 10	n < 10	n < 10	100.00		
Students with Disabilities	1	14	7.14	25.00	n < 10	n < 10	n < 10	25.00		

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	57	128	44.53	69.42	92.00	25	56	44.64	57.66	81.00
Targeted Achievement Gap Group	57	128	44.53	69.42	92.00	25	56	44.64	57.66	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	160	356	44.94	69.42	92.00	73	165	44.24	57.66	81.00
Targeted Achievement Gap Group	160	356	44.94	69.42	92.00	73	165	44.24	57.66	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	# Achieved	# Tested	Percentage	2014 AMO		
African American	52	117	44.44	69.07	23	51	45.10	57.33		
Hispanic	n < 10	n < 10	n < 10	100.00	n < 10	n < 10	n < 10	100.00		
White	n < 10	n < 10	n < 10	70.00	n < 10	n < 10	n < 10	50.00		
Economically Disadvantaged	57	128	44.53	69.42	25	56	44.64	57.66		
English Language Learners	n < 10	n < 10	n < 10	100.00	n < 10	n < 10	n < 10	100.00		
Students with Disabilities	1	15	6.67	25.00	n < 10	n < 10	n < 10	25.00		

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	23	26	88.46	87.84	94.00
Targeted Achievement Gap Group	22	25	88.00	87.50	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	98	113	86.73	87.84	94.00
Targeted Achievement Gap Group	97	112	86.61	87.50	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	22	25	88.00	92.97	
Hispanic	n < 10	n < 10	n < 10		
White	n < 10	n < 10	n < 10	55.00	
Economically Disadvantaged	22	25	88.00	87.50	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	75.00	



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: DERMOTT SCHOOL DISTRICT
SCHOOL: DERMOTT HIGH SCHOOL
STATUS: PRIORITY/ ACADEMIC DISTRESS
SITE-BASED SIS: HEATHER HARDIN
EXTERNAL PROVIDER: NONE
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT: KRISTI RIDGELL
PRINCIPAL: MIKE DUNCAN

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area: 1
ADE Recommendation:
<p>Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)</p>
<p>Description of full implementation of the Effective Practice and/or Recommendation:</p> <p>District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).</p> <p>The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).</p>
<p>Current reality of effective practice (Assess where we are):</p> <p>Currently, the district governance document does not specify the team structure for all schools. The leadership team for the district and buildings are specified and include a description of the teams' purpose and how they are constituted. New school leaders are usually not apprised of this expectation and there is no evaluation to determine the effectiveness of the team(s).</p> <p>All building and district level teams prepare agenda for their meetings and keep minutes of the proceedings. At the building level, these documents are maintained in a binder in the PLC room. In addition to being placed in a binder in the PLC room, the Leadership Team's agenda and minutes are also housed in Indistar. All district level teams' agendas and minutes are housed in Indistar. At the district level, the agenda and minutes are shared with all those who have a Leadership Team Indistar login. At the building level, the Leadership</p>

Teams' agenda and minutes are accessible to all those who have a Leadership Team Indistar login as well as those having access to the PLC room. All other teams' agenda and minutes are accessible to those having access to the PLC room.

Both buildings in the district operate with a Leadership Team that includes the principal, teacher leaders, and other staff as appropriate to the size and composition of the building. The Leadership Teams meet at least twice a month in regularly scheduled meetings of at least an hour. During the 2014-2015 school year, the high school Leadership Team had a sub team, the Core Leadership Team, that met weekly for at least an hour to review the School Improvement Plan. Currently, both buildings in the district have a Core Leadership Team as well as a building Leadership Team.

Quarterly Objective:

To revise district policy so that it establishes a common team structure and schedule for all buildings within the district.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The district policy specifies a team structure that includes a description of the teams' purpose and how they are constituted.	10/1/15	9/22/15	Mike Duncan, Principal	X		Revised District Governance Policy
2. Building Leadership Team and Core Leadership Team meeting schedules including dates and times are shared	9/24/15	9/23/15	Mike Duncan, Principal	X		HS Activities Calendar

with team members.						
3. Agendas and minutes will be housed in the appropriate binder in the PLC room.	10/14/15	10/14/15	Mike Duncan, Principal	X		Google Drive Folder and Indistar

IMO Area: 1

ADE Recommendation:

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Math instructional teams are currently systematically developing and administering formative assessments at the beginning and end of lessons or units with the assistance of the Math Instructional Facilitator. Literacy and Science instructional teams are encouraged and expected to systematically develop and administer formative assessments at the beginning and end of lessons or units but not all the literacy and science teachers are complying. Math teachers are using the data to differentiate instruction. Not all of Science and Literacy teachers are differentiating instruction based on data. Math instructional teams use the data from assessments to modify units of instruction and during team meetings share successful teaching strategies. Not all the teachers in the Science and Literacy

instructional teams are using assessment data to modify units of instruction. However, successful teaching strategies are shared during all team meetings.

Math teachers currently use pre-test data to adjust lessons and to different assignments. Not all science teachers use pre-test data to adjust lessons and to differentiate assignments. Not all literacy teachers have administered pre-tests. The literacy teacher who has administered pre-tests uses the data to differentiate assignments. Math teachers are differentiating for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments. Not all science and math teachers are differentiating for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments.

Quarterly Objective:

To support and guide teachers to plan for, administer, and analyze results from pre-/post-assessments in order to adjust instruction to ensure mastery for all students.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Each unit of instruction will include pre-/post-assessments.	10/14/15		Arneice Gardner, Curriculum Coordinator		X	Unit Checklist
2. Instructional teams will create a schedule to administer pre/post-assessments.	8/24/15		Dr. Beverly Culley & Sandra Jordan, Instructional Facilitators		X	Calendar of Pre-/ Post Assessments
3. The Math Instructional	10/14/15		Sandra Jordan,	X		PLC Feedback Form

Team will analyze the results of the pre-/post assessments administered during the 1st quarter.			Instructional Facilitator			Data Analysis
4. The Literacy Instructional Team will analyze the results of the pre-/post assessments administered during the 1st quarter.	10/14/15		Dr. Beverly Culley, Instructional Facilitator		X	PLC Feedback Form Data Analysis
5. The Science Instructional Team will analyze the results of the pre-/post assessments administered during the 1st quarter.	10/14/15		Sandra Jordan, Instructional Facilitator		X	PLC Feedback Form Data Analysis
6. The Literacy Instructional Team will use the data from the analyzed pre-assessment to adapt lesson plans and activities that account for differentiated instruction to meet the appropriate level of	10/14/15		Dr. Beverly Culley, Instructional Facilitator		X	PLC Feedback Form Teacher notes and/ or unit plans

challenge.						
7. The Math Instructional Team will use the data from the analyzed pre-assessment to adapt lesson plans and activities that account for differentiated instruction to meet the appropriate level of challenge.	10/14/15		Sandra Jordan, Instructional Facilitator	X		PLC Feedback Form Teacher notes and/ or unit plans
8. The Science Instructional Team will use the data from the analyzed pre-assessment to adapt lesson plans and activities that account for differentiated instruction to meet the appropriate level of challenge.	10/14/15		Sandra Jordan, Instructional Facilitator		X	PLC Feedback Form Teacher notes and/ or unit plans
9. The Math Instructional Team will use the data from assessments to identify	10/14/15		Sandra Jordan, Instructional Facilitator	X		PLC Feedback Form Teacher notes and/ or unit plans

students who need additional supports and/ or enrichment.						
10. The Literacy Instructional Team will use the data from assessments to identify students who need additional supports and/ or enrichment.	10/14/15		Dr. Beverly Culley, Instructional Facilitator		X	PLC Feedback Form Teacher notes and/ or unit plans
11. The Science Instructional Team will use the data from assessments to identify students who need additional supports and/ or enrichment.	10/14/15		Sandra Jordan, Instructional Facilitator		X	PLC Feedback Form Teacher notes and/ or unit plans

IMO Area: 3

ADE Recommendation:

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

Currently, a management plan has been distributed to teachers listing the consequences for actions. Also, a discipline team meets once per week to discuss students who fail to meet disciplinary requirements outlined in the plan. A set of classroom rules and procedures have been shared with teachers for implementation. However, all teachers have not been successful with implementing them with fidelity.

Quarterly Objective:

To establish classroom rules and procedures that guides student behavior such that the classroom atmosphere is always conducive to learning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. During in-service, the	8/18/15	8/17/15	Mike Duncan,	X		In-service agenda

building administrator will establish the disciplinary procedures expected to be followed by all staff.			Principal			Disciplinary Procedures
2. The Dean of Students and/or Building Administrator will note disciplinary issues through classroom observations.	10/14/15	10/14/15	Mike Duncan, Principal	X		Observation Data Meeting Minutes

IMO Area: 4

ADE Recommendation:

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Currently, the district has adopted a School Compact that meets all the Title I requirements. The compact is shared with parents/guardians at the beginning of each school year in the registration packet.

Quarterly Objective:

To educate parents and students on the expectations of partnering with school staff to increase academic achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The school compact is distributed to all students/parents for review and	8/17/15	8/17/15	Mike Duncan, Principal	X		Registration Packet that includes School Compact

signing during Open House or upon enrollment in the district.						
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IMO Area: 4

ADE Recommendation:

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

A CAPS system is in place for teacher advisers to track students and their graduation requirements. During the 2015-2016 in-service, time was assigned for teachers to ensure their assigned students were on track for graduation. A parent contract is presented for signature prior to students receiving their schedules. The TRIO group annually provides a list of graduates from the past three years and the universities they have or had attended. Community stakeholders were questioned to determine the current status of those students who have not or are not currently attending college.

Quarterly Objective:

To ensure that prior to graduation, all students will explore interests and/ or options to aid them in planning for secondary college and/ or career opportunities.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The 8th grade students will be administered the Kuder interest inventory.	10/14/15	10/12/15	Lottie Bunn, Counselor	X		Checklist of students who were administered the Kuder interest inventory
All seniors will be provided the opportunity to attend a college tour.	10/14/15	9/21/15	Lottie Bunn, Counselor	X		Permission Slips
All students are assigned a CAPS advisor to mentor them and track them to ensure they are following the plan for college readiness and graduation.	8/21/14	8/21/15	Lottie Bunn, Counselor	X		Teacher-Student CAPS assignments
A schedule for TRIO visits will be developed.	8/21/14	8/21/15	Lottie Bunn, Counselor	X		Calendar listing scheduled TRIO visits
The counselor will provide all interested students with ACT fee waivers and assistance with the online application.	10/14/15	10/1/15	Lottie Bunn, Counselor	X		Signature lists of students acknowledging they have received ACT fee waivers Signature lists of students acknowledging they have received assistance with the online application
Selected students attend the UPWARD Bound program through UAM.	10/14/15	10/1/15	Lottie Bunn, Counselor	X		UPWARD Bound Program student roster
All seniors will be provided the	10/14/15	10/12/15	Lottie Bunn,	X		Permission Slips for attending

opportunity to attend the college fair at UAM.			Counselor			seniors
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PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Yes, the District Leadership Team, including the Superintendent, Federal Programs Coordinator, Curriculum Coordinator, High School Principal, Elementary Principal, and School Improvement Specialist, holds meetings biweekly. Standard agenda items during these meetings include: Principal's Report: Upcoming Events & School Wide-Updates, Curriculum Report, Federal Programs Coordinator Updates, and School Improvement Specialist Updates. During this time, the high school is given the opportunity to share progresses, concerns, and updates. If needed, the support staff (Curriculum Coordinator, School Improvement Specialist, and Federal Programs Coordinator) are immediately available to advise or schedule the support requested.

Furthermore, the School Improvement Specialist and Superintendent meet weekly to discuss building highlights and concerns. During this time, the Superintendent is provided any updates or progresses the building has made towards implementing the 45-Day Plan. The Superintendent uses this information to construct Coaching Comments in Indistar. The Core Leadership Team replies to any coaching comments during their regularly scheduled meetings.

Support received from the district has been provided by the Curriculum Coordinator and School Improvement Specialist. The Curriculum Coordinator monitors the units of instruction and updates the principal of any concerns. She, along with the Literacy Instructional Facilitator, have provided intensive support to a first year literacy teacher. The support has included: providing resources for instruction, planning, and assessment, writing lesson plans and units of instruction, modeling lessons, administering formative

assessment with data analysis, providing opportunities for peer observations with reflection, and reviewing of lesson plans with feedback. The Curriculum Coordinator has also attended the Literacy and Science Instructional Team meetings to provide support and ask guiding questions to ensure the teachers are adjusting lessons accordingly.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The ADE SIS team assisted in formulating the 45-day plan. The internal SIS meets weekly with the Leadership Team and principal to provide direction and ideas on the implementation of the 45-day plan. The internal SIS and building principal meet as necessary to be proactive in addressing issues and trouble spots. The Internal SIS meets with the Instructional Facilitators often to provide support and guidance in ensuring the tasks for the 45-Day Plan are met. The Internal SIS holds an Arkansas 7-12 Mathematics teaching license and provides resources and support to the math teachers as needed. She consistently assists with developing and monitoring systems and procedures. She has also written and delivered professional development to the teachers.

What are the barriers, if any, in improving student outcomes?

There are two first year teachers in the areas of Math and Literacy. The first year literacy teacher is currently teaching grades 7-9 English and Pre-AP English. The first year math teacher is currently teaching Algebra III, Math 7, Geometry, Geometry A/B, Pre-Calculus, and Bridge to Algebra II. The teachers limited knowledge and experience in planning and instructional delivery has impeded student progress. These teachers are required to plan for an uncommon amount of courses that are not usually associated with first year teachers. Although these obstacles are present, we are addressing them in PLCs with input and support from experienced teachers, Instructional Facilitators, the Curriculum Coordinator, and School Improvement Specialist. Furthermore, we have some veteran teachers in core areas who have not adjusted to the needed changes that are associated with school improvement.

How is your leadership team monitoring student progress in the skill areas of math, reading, science, writing? How are you responding to the results?

The Core Leadership Team consisting of the Math/ Science and Literacy Instructional Facilitators, principal, and School Improvement Specialist meet weekly to review progress. The Instructional Facilitators attend PLCs weekly and lead teachers in discussing effective and ineffective instructional strategies as well as analysis of student data when available. The Instructional Facilitators provide updates to leadership team members as well as express concerns and share highlights during the team meetings. Student progress charts and assigned tasks are posted in the meeting room and discussed during leadership team meetings. The teachers are expected to share the names of failing students and students in danger of failing during PLCs. The Instructional Facilitators share this information with the Leadership Team and provide updates of student progress. As a response to an abundance of students failing or in danger of failing at the time of interim progress report, the principal and dean of students conferenced with those students and made the information shared during the meeting available to the teachers. The Math/ Science Instructional Facilitator shares updates of the students who attend tutoring and their progress made during that time.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The team decided to make tutoring mandatory for all students with a D or F in math at the first interim progress report. The Principal and/or Dean of Students met individually with each student who had a D or F in any subject to identify areas of weakness and make suggestions to improve performance. Also, the Leadership Team has developed a system for the Instructional Facilitators to review and provide feedback on lesson plans and assessments of the teachers assigned to their PLCs. In order to provide uniform support to experienced and new teachers, a system of support has been developed for the Instructional Facilitators to provide for the teachers they assigned.

If anything, what do you intend to change or modify for the next quarter?

In order to gather and most importantly analyze the data from assessments, we plan to fully implement the pre and post testing calendar. We also have a plan for increased IF help and support.



SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	28				3	0	0				1			
8	21				3	1	0				0			
9	24				5	0	0				0			
10	21				4	0	0				0			

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by student enrollment in specific courses.		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by student enrollment in specific courses.	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
13%						0				0	

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	4	29	5				23	25	27		75	47	63%			
8	4	21	4				18	18	18	21	75	28	37%			
9	5	25	5				18	19	14		51	14	27%			
10	1	20	3				18	18	10	9	55	21	38%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	0	29	1				17				17	7	41%			
8	0	21	0				11				11	5	45%			
9	0	25	2				18				18	11	61%			
10	1	20	5				14	16	18		48	10	21%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



**ACADEMIC DISTRESS ADE EVALUATION TEAM
RECOMMENDATIONS
DERMOTT HIGH SCHOOL**

Date: April 14, 2015

District: Dermott School District

School: Dermott High School

School Improvement Team Members: Dr. Richard Wilde, Charlotte Earwood, Roxie Browning, Dr. Mitzi Smith, Pam Clark

School Improvement Specialist: LaDonna Spain

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exist. However, implementation of these recommendations does not guarantee removal of Academic Distress status. Recommendations are not listed in order of priority.

Sources	Evidence/Background/Findings	Recommendations
Interviews, Scholastic Audit (2012)	<ul style="list-style-type: none"> • The instructional leaders at the district and building levels indicated specific roles and responsibilities were not clearly articulated and/or understood. This was confirmed by ADE SIS reports. • Members of the leadership team reported participating in meetings but could not articulate a clear purpose of the team. • It was unclear to the ADE Review Team the distinction of duties between the federal program coordinator, local school improvement specialist, principal, instructional facilitators, and curriculum coordinator. • District personnel indicated that there is no written plan for fast track induction for new teachers. <p><u>Scholastic Audit (2012).</u></p> <ul style="list-style-type: none"> • “School leadership must assist teachers in identifying professional development needs.” • “Professional development is not on –going and job-embedded.” 	<p>Recommendation 1: <u>District leadership in collaboration with the school will define roles of the district and school instructional support personnel to specify duties and responsibilities and establish quarterly goals for each position.</u></p> <p>Clarification: The roles to be clarified for current employees will include but not limited to the following:</p> <ul style="list-style-type: none"> • superintendent • federal program’s coordinator • K-12 curriculum coordinator • district school improvement specialist • LEA Special Education Supervisor • principal • instructional facilitators

Sources	Evidence/Background/Findings	Recommendations
<p>Interviews, Scholastic Audit (2012), ESEA Accountability Reports</p>	<p><u>From Interviews:</u></p> <ul style="list-style-type: none"> • It was identified that there was a high teacher turnover in mathematics and literacy. • Principal turnover has resulted in teacher evaluation facilitating the continuance of minimally effective teachers. • Teachers reported to the team strategies that they found successful in their instructional practice. They indicated these strategies were implemented on an individual basis, rather than as a collaborative effort across all grade levels and content areas. <p><u>Scholastic Audit (2012)</u> From the Nov. 11-16, 2012 Scholastic Audit, the following findings support the need for a systemic plan to improve student outcomes. The following deficiencies were noted in the Scholastic Audit:</p> <ul style="list-style-type: none"> • “Evidence that the leadership team disaggregates data, and has a planning process that involves collecting, managing and analyzing data and using the data for school improvement planning as well as analyzing the students’ unique learning needs.” • “Effective, research- based instructional strategies are not consistently used by most teachers.” <p>Continued on page 4</p>	<p><u>Recommendation 2:</u> <u>It is recommended that the district and school leadership teams, with their defined roles and expectations, will meet with representatives from ADE School Improvement Unit to develop for implementation a systemic plan for improving student outcomes prior to the start of the 2015-2016 student school year.</u></p> <p>Clarification: The plan will include, but not be limited to the following:</p> <ul style="list-style-type: none"> • the quantifying of the district vision; • analysis of data that will inform instructional decisions • development of clear measurable quarterly objectives to be reported to the State Board • process of alignment for standards-based curriculum and research-based strategies • analysis of professional development needs • evaluation of interventions • parent-community engagement strategies • process for recruitment, induction, and retention of highly qualified employees. • the plan reflects roles and responsibilities reflected in the recommendation. • ongoing training and analysis of the effectiveness by each position

	<p>ESEA Accountability Reports (2014)</p> <ul style="list-style-type: none">• The school's math scores fell below 49.5% for 3 consecutive years (2012-43.80%, 2013-46.73%, and 2014-44.53%).• The TAGG scores for Special Education from 2012 to 2014 from the ESEA Accountability Reports fell below 49.5% in both literacy and mathematics (respectively, Literacy 10.00%, 14.29%, and 7.14%; Mathematics 25%, 13.33%, and 6.67 %).	
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Sources	Evidence/Background/Findings	Recommendations
Interviews	<p>The district has approximately 400 students FTE (Full time enrollment) and has an internal school improvement specialist, curriculum coordinator, federal programs coordinator, instructional facilitator (math), and an instructional facilitator (literacy). However, math interim measurable objectives (IMO) tracking indicates no progress.</p> <p>Interview statements:</p> <ul style="list-style-type: none"> • There was no data plan to drive decision making. <p>When selected as interim superintendent, the interim superintendent was a 2nd year elementary principal. The high school principal is in his first year with the Dermott School District and had no formal background in school turnaround.</p>	<p><u>Recommendation 3:</u> <u>Using the defined roles and expectations and plan of implementation, it is recommended that the novice leadership team report monthly to a site review team from the Arkansas Department of Education (ADE).</u></p> <p>Clarification:</p> <p>The site review team from ADE will meet with the building principal and the building leadership team to determine what supports if any, they need. The team will also meet with district leadership to determine if any additional supports or training is needed. Implementation of the plan will also be evaluated at this time.</p>

Dollarway School District: School Improvement Progress Report

Richard W. Wilde

During the first quarter of school year 2015-2016, members of the Arkansas Department of Education, School Improvement Unit provided technical assistance and progress monitoring to the district leadership team and to the local school board. Three questions guided the work related to monitoring:

1. Does the work of the local school board support or distract from the priority schools/academic distress schools ability to make progress?
2. Does the work of the district administrative leadership support or distract from the priority schools/ academic distress schools ability to make progress?
3. Does the work of the building leadership teams support or distract from the work of the classroom teachers?

School Board Progress and Monitoring

A representative from the Arkansas Department of Education (ADE), School Improvement Unit (SIU) attended most of the school board meetings from August through October of 2015. Given the number of special meetings called, and given the short notice in calling the special meetings, it was not possible to attend all meetings. The Arkansas Department of Education, School Improvement Unit representative advised the local school board president to try and limit the number of special meetings, and especially meetings where no action was necessary and no action was taken. Given that these meetings were for the purpose of an executive session, it gave the appearance that the meeting was held so that the local board could give directives (take action) during executive sessions. This is not permitted without a vote in public following executive session.

Initially, a positive working relationship between the district school board, superintendent, and representatives from the Arkansas Department of Education School Improvement Unit was noted. The local board appeared to have a focus on improvement and invited the Arkansas School Board Association to provide additional training. Further, the local board was receptive to coaching comments from ADE and the local board was open to the idea of adding a second meeting a month to develop the agenda for the business meeting.

As time progressed into September, tension between the superintendent and key members of the board appeared to increase. Focus appeared to shift from leading through policy to one or two individuals directing the superintendent. Executive sessions seemed inordinately long given the personnel items processed in public meeting. The board was reminded by both the Arkansas School Board Association during training and the Arkansas Department of Education, School Improvement Unit representative that only specific personnel items could be discussed in executive session, and that no decisions could be made in executive session. The ADE staff member based the reminder solely on discussions with, and perceptions of, those waiting for the local school board to reconvene. Audience members openly discussed

the perception that “the Board” was engaged in many topics in executive session. Given statutory restrictions on sharing “executive session” information, no local school board member was questioned regarding what occurred in the executive sessions.

Following the September elections, the board officers changed. Changes were made based on a rotation of officers rather than a call for nominations and discussion of qualities needed and characteristics of individual members. According to Arkansas School Board Association, while this is not their recommended practice, this is a practice by a number of district school boards within the state. The new vice president of the local board, a member that was very active throughout all prior meetings, seemed to become more openly demanding at times of the superintendent.

In early October, the Arkansas Department of Education, School Improvement Unit Supervisor was requested by the superintendent to attend a clarification meeting with a high school teacher. The teacher had been approved for transfer from the secondary school to the elementary in late August or early September of 2015 due to projected staffing needs and that a qualified replacement could be employed. The anticipated "replacement" hire withdrew from the opportunity to fill the position and thus no qualified applicant was available to fill the role of the teacher at the high school. The local board was informed of the withdrawal of a qualified applicant and that the previously approved transfer had not been processed. Following October 1, 2015, the high school teacher reported to the elementary to begin new duties. The elementary school principal was not aware of the transfer. She called the superintendent and the superintendent was not aware of why the teacher was reporting for duty on the elementary campus. The high school principal was contacted and he was not aware of who directed the teacher to report to the elementary campus. It was further confusing in that the elementary class sizes were within standards and there was no compelling reason for the transfer of the teacher. A retired certified teacher was employed by the local board in November of 2015.

In meeting with the superintendent, ADE representative, and the teacher, it was identified that she was directed by "a board member" to report to the elementary campus. When queried, the teacher declined to identify the board member, but the teacher also indicated that she would not return to the high school because the board had approved her transfer and the board "is in charge in this district". The superintendent called the local board president to come to the meeting. When asking the local board president why a board member would think to tell a teacher to report to the elementary campus, she reported that it was decided by the board to let the teacher transfer to the elementary after the October 1 report. Given that this was not on an agenda, and board minutes do not reflect this confirmation of the decision to permit the transfer following the notification to the school board of the original qualified replacement's withdrawal of application, the question of where this decision was made went unanswered. The teacher is now currently assigned to the elementary campus based on a subsequent board meeting.

This teacher event is included in this report as representative of several items where the

local board and superintendent were not acting in concert. This scenario is also representative of a pervasive belief by staff that the board is making the management decisions. The State Board of Education may find interviewing the assistant superintendent, the high school and middle school principals, the assistant business manager, the external provider for fiscal services helpful to verify or dispute the perception reported here in this document. In addition, the State Board of Education may want input from the Arkansas Department of Education, Fiscal Support Unit and the Arkansas Department of Education, Nutrition Services Unit related to potential Fiscal Distress issues.

A review of all Dollarway School Board agendas and subsequent minutes would identify the number and type of issues the local school board were addressing. The State Board of Education is reminded that the newly hired superintendent was dismissed in November 2015 with no stated reason provided to the public (review of minutes). It is fair to say that the local board is divided four to three on many essential decisions.

Based on observation and interviews with school leadership, it is the conclusion of this report that the work of the Dollarway School Board is distracting from a focus on improving student outcomes. Based on discussions with individual school board members, it is also the conclusion of this report that the local school board is divided and not operating as a team with a focus on school improvement.

The District Leadership Team

It has been difficult to assess the work of the district administrative leadership in support of the priority schools ability to make progress, given the assignments placed on the superintendent by the school board, which has resulted in the disruption of other leaders' work. To clarify this statement, it was stated by a local school board member, in open public meeting that "Ms. Hughey, we hold you responsible for all reports being sent to... ". This obviously placed the superintendent in the checker role for all information leaving the district. This is very time consuming, especially when one realizes the number of reports that have been submitted to the Arkansas Department of Education with errors and given that the superintendent was new to her role. Thus, rather than expecting all staff to assume responsibility for their areas of work, the Board narrowed this specifically to the superintendent. Considering the number of special sessions the local board has held and what appears to be a reactive management style by the local school board, this reactionary practice and behavior has been duplicated into the management of the district. Therefore, management tasks have been the focus of the superintendent rather than educational leadership.

To the credit of the local school board, they did hire a qualified and experienced School Improvement Specialist in September 2015; however, this person was given additional duties of the completion of the Arkansas Comprehensive School Improvement Plan (ACSIP) for all schools. The additional responsibilities were a direct result of the excessive number of audit findings related to lack of local controls for expenditures and to provide the federal programs coordinator with time to provide more oversight to the accounts payable process. While it is essential that the district improve their internal

controls, it is safe to say that much of the work done by the Federal Programs Coordinator, School Improvement Specialist, and the Superintendent was aimed at compensating for the lack of systems and accountability of school personnel within the district. Further, by the local board placing all of the accountability on the superintendent's office, it does relieve other central or administrative staff of the need to improve skills and or to do quality work. Thus, the key individuals related to school improvement at the district level have been focused on management activities rather than on improvement activities.

With the dismissal of the new superintendent, the School Improvement Specialist was appointed interim superintendent. While certified, this will be her first experience as superintendent. To date, the focus of the district leadership team has not been on school improvement. It is fair to say there have been attempts and hopefully the new interim will be able to better focus on improvement.

The Building Leadership Team

The principal is new to the high school this year. He has prior experience in a school that was conducting turnaround with the support of a multimillion dollar School Improvement Grant (SIG). He does appear to have a sense of urgency, but in the state of urgency, he is seeking to establish turnaround efforts prior to establishing relationships with the staff. This sense of urgency without established relationships did cause initial complaints, but increasing expectations were necessary. Some staff members ability to directly access school board members may have further compounded relationship issues. This is suggested in Ms. Hughey verbally reporting that certain school board members wanted him removed. The principal reported "feeling in a tentative situation" given the relationship of long term staff members with the local board. The high school principal has also reported that he does not feel the district leadership is empowering his efforts.

A cursory review of the Dollarway High School's first forty-five day report identifies high teacher absenteeism. On-site reviews identify only an initial understanding of the school improvement process. The reports from the Arkansas Department of Education, School Improvement Unit in 2014-2015 identified there was minimal development of a school leadership team. While the new principal is attempting to jump start the processes, he is working with staff that did not embrace the process or were not included in the improvement process in the prior three years.

It is the conclusion of this report that the high school principal is making efforts to hold staff accountable for improvement. It is noted that many staff are making efforts to improve. The principal is in need of more support and technical assistance from the district and ADE School Improvement Unit.

Recommendations:

It is given that the State Board of Education must consider multiple factors in their oversight of educational progress at both the state and individual district level. Thus, input from other ADE Units should be provided and weighed in total with input provided

by the district and the local school board.

It should also be taken into consideration that the focus of the School Improvement Unit is myopic in nature. The Unit's narrowly focused mission is to identify barriers to improving outcomes for students and to act aggressively to remove those barriers. Thus, it would be the recommendation of the Supervisor for School Improvement that the State Board, through the Commissioner, provide more oversight and intervention of the decision making processes and practices within the Dollarway School District.

Dollarway School District
2014-2015 Highly Qualified Teacher List

LAST NAME	FIRST NAME	SCHOOL	HQT LEVEL
Acker-Moorehead	Kimberly	RMMS	Middle Childhood/Grades 4-8
Allison	Joanette	TPES	Early Childhood/Elementary K-6
Amerson	Patricia	JMES	Early Childhood/Elementary K-6
Armstrong	Kathryn	RMMS	Middle Childhood/Grades 4-8
Bahreini	Amanda	TPES	Middle Childhood/Grades 4-8
Bell	Paulette	DHS	Early Childhood/Elementary K-6 Middle Childhood/Grades 4-8 Secondary/Grades 7-12
Berry	Patricia	RMMS	Middle Childhood/Grades 4-8 Special Education
Berry, Jr.	Ellis	DHS	Secondary/Grades 7-12
Bolick	Melody	TPES	Early Childhood/Elementary K-6
Boyd-Emelife	Diane	TPES	Early Childhood/Elementary K-6
Brascomb	Paggy	TPES	Early Childhood/Elementary K-6
Brown	Stephanie	TPES	Early Childhood/Elementary K-6
Burgess	Syvanus	TPES	Early Childhood/Elementary K-6
Caldwell	Kristi	TPES	Early Childhood/Elementary K-6 Middle Childhood/Grades 4-8
Casey	Rebecca	DHS	Secondary/Grades 7-12
Cato	Virgil	DHS	Secondary/Grades 7-12
Cegers	Linda	TPES	Early Childhood/Elementary K-6
Childs	Phyllis	DHS	Secondary/Grades 7-12
Cleveland	Greg	TPES	Early Childhood/Elementary K-6
Cubbage	Sandra	JMES	Early Childhood/Elementary K-6
Davis	Debra	TPES	Middle Childhood/Grades 4-8
Duncan	Linda	JMES	Early Childhood/Elementary K-6
Echkard	Fox	RMMS	Secondary/Grades 7-12
Edwards	Dana	DHS	Secondary/Grades 7-12
Fields	Betty	DHS	Secondary/Grades 7-12
Gately	Laura	RMMS	Middle Childhood/Grades 4-8
Gibbs	Laura Beth	JMES	Early Childhood/Elementary K-6
Gibbs	Tyson	RMMS	Middle Childhood/Grades 4-8
Gulley	Willie	DHS	Secondary/Grades 7-12
Gulley-Jones	Virginia	RMMS	Early Childhood/Elementary 1-6
Hadley	Sharon	TPES	Early Childhood/Elementary K-6
Hammons	Elizabeth	TPES	Early Childhood/Elementary K-6
Hardcastle	Marquita	JMES	Early Childhood/Elementary K-6
Harris	Bridgett	DHS	Secondary/Grades 7-12
Hawkins	Delores	RMMS	Middle Childhood/Grades 4-8 Special Education
Henard	Raymond	RMMS	Secondary/Grades 7-12

Dollarway School District
2014-2015 Highly Qualified Teacher List

LAST NAME	FIRST NAME	SCHOOL	HQT LEVEL
Henry	Martese	RMMS	Secondary/Grades 7-12
Hicks	Vickie	DHS	Secondary/Grades 7-12
Hill-Jones	Rhonda	DHS	Secondary/Grades 7-12
Holmes	Dedrea	JMES	Early Childhood/Elementary K-6
Howard	Tanica	DHS	Secondary/Grades 7-12
Hubanks	Barbara	RMMS	Early Childhood/Elementary K-6 Middle Childhood/Grades 4-8
Huggins	Dors	TPES	Middle Childhood/Grades 4-8
Hurd	Shiloh	DHS	Secondary/Grades 7-12
Irons	Jennifer	RMMS	Middle Childhood/Grades 4-8
Johnson	Carla	JMES	Early Childhood/Elementary K-6
Jones	Sammie	JMES	Early Childhood/Elementary K-6
Jones, Jr.	James	RMMS	Middle Childhood/Grades 4-8
Kidd	Darrin	DHS	Secondary/Grades 7-12
King	Jeanne	TPES	Early Childhood/Elementary K-6
Landron	Joanne	DHS	Secondary/Grades 7-12
Lee	Cortez	DHS	Secondary/Grades 7-12
Lewis	Beverly	TPES	Early Childhood/Elementary K-6
Liddell	Jerron	DHS	Early Childhood/Elementary K-6 Middle Childhood/Grades 4-8 Secondary/Grades 7-12
Liddell	Vickie	DHS	Early Childhood/Elementary K-6 Middle Childhood/Grades 4-8 Secondary/Grades 7-12
Martin	Frederick	DHS	ROTC
Mays	Marcia	JMES	Early Childhood/Elementary K-6
Mays	Romonda	DHS	Secondary/Grades 7-12
Mays, Jr.	Booker	RMMS	Middle Childhood/Grades 4-8 Secondary/Grades 7-12
McCarty	Kimberly	TPES	Early Childhood/Elementary 1-6
McCarty	Mark	DHS	Secondary/Grades 7-12
McNeal	Sarah	RMMS	Secondary/Grades 7-12
Meadows	Vernice	RMMS	Early Childhood/Elementary K-6
Merritt	Marcia	TPES	Early Childhood/Elementary K-6
Miller	Anna	JMES	Early Childhood/Elementary K-6
Mixon	Andrea	RMMS	Middle Childhood/Grades 4-8 Secondary/Grades 7-12
Moore	Serena	RMMS	Secondary/Grades 7-12
Murrell	Diane	DHS	Secondary/Grades 7-12
Nalls	Reggie	RMMS	Middle Childhood/Grades 4-8
Nash	Gloria	RMMS	Secondary/Grades 7-12
Neal	Antonette	TPES	Early Childhood/Elementary K-6
Nichols	Davona	DHS	Secondary/Grades 7-12

Dollarway School District
2014-2015 Highly Qualified Teacher List

LAST NAME	FIRST NAME	SCHOOL	HQT LEVEL
Okorie	Chioma	RMMS	Middle Childhood/Grades 4-8 Special Education
Owens	Paula	TPES	Early Childhood/Elementary K-6
Petichko	John	DHS	ROTC
Phillips	Nathaniel	DHS	Secondary/Grades 7-12
Porter	Robyn	RMMS	Secondary/Grades 7-12
Reppond	Samantha	DHS	Secondary/Grades 7-12
Rice	Kathryn	RMMS	Secondary/Grades 7-12
Rice	Melissa	TPES	Early Childhood/Elementary K-6 Secondary/Grades 7-12
Ritchie	Natalie	TPES	Early Childhood/Elementary K-6
Robertson	Essie	TPES	Early Childhood/Elementary K-6
Rowlett	Meredith	TPES	Early Childhood/Elementary K-6 Middle Childhood/Grades 4-8 Secondary/Grades 7-12
Shorter	Elouise	DHS	Secondary/Grades 7-12
Shorter	Rachel	RMMS	Secondary/Grades 7-12
Simmons	Linda	DHS	Secondary/Grades 7-12
Smith	Patricia	JMES	Early Childhood/Elementary K-6
Strong	Irma	DHS	Secondary/Grades 7-12
Thompson	Amanda	TPES	Early Childhood/K-4
Thompson	Emanuel	RMMS	Early Childhood/Elementary K-6
Threet	Sabrina	DHS	Secondary/Grades 7-12
Turner	Maika	DHS	Secondary/Grades 7-12
Walton	Krystle	JMES	Early Childhood/Elementary K-6
Wasson	Kenton	RMMS	Middle Childhood/Grades 4-8
Weeks	Tammy	JMES	Early Childhood/Elementary K-6
Wilkes	Joyce	RMMS	Secondary/Grades 7-12
Williams	Adrien	DHS	Secondary/Grades 7-12
Williams	Alexia	TPES	Secondary/Grades 7-12
Williams	Brenda	TPES	Early Childhood/Elementary K-6
Williams	Lakisha	RMMS	Secondary/Grades 7-12
Williams	Takyra	JMES	Early Childhood/Elementary K-6
Williams-Hughes	Patrina	JMES	Early Childhood/Elementary K-6
Young	Regina	JMES	Early Childhood/Elementary K-6

August 11, 2015



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

**AGENDA
REGULAR MEETING- BOARD OF EDUCATION**
Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Tuesday, August 11, 2015 - 5:30 p.m.

- I. CALL TO ORDER**
Ruth Bogy, Board President
- II. ROLL CALL**
Ruth Bogy, President
Billie Sanders Lankford, Vice President
Gene Stewart, Secretary
Charles Girley, Disbursing Officer
Cleollia Robinson, Member
Irene Murphy, Member
Dorothy Singleton, Member
- III. APPROVAL OF AGENDA**
- IV. DISPOSITION OF MINUTES OF PRIOR MEETING**
July 14, 2015 Regular Board Meeting
July 21, 2015 Special Called Board Meeting
- V. INFORMATIONAL ITEMS**
 1. Transportation: Bus Routes
Presenter: Mr. Billy Williams
 2. Food Service
Presenter: Ms. Leonetta Gammel
 3. School Improvement
 4. Athletic Department
Presenter: Coach Lee Hardman
 5. Dollarway High School
Presenter: Principal Jeff Spaletta
 6. Robert S. Morehead Middle School
Presenter: Principal Yolanda Prim
 7. Townsend Park Elementary
Presenter: Principal Ernestine Roberts
 8. James Matthews Pre-K
Presenter: Director Barbara Hardman
 9. James Matthews K-1st Grade
Presenter: Principal Diane Boyd-Emelife
 10. School Improvement Status
Presenter: Superintendent Hughey

August 11, 2015

VI. FINANCIAL REPORT

Presenter: Superintendent Hughey

Presenter: Mr. George Neal

VII. ACTION ITEMS

1. Student Accounts Activity Policy for Sponsors
Job Descriptions
Presenter: Superintendent Hughey
2. Arkansas Tobacco Quitline
SubTeach
TESS Policy
Presenter: Dr. Melvin Bryant
3. HVAC Upgrades
8.5 X 11 Copy Paper
Presenter: Mr. Billy Williams
4. Camera Security System
Presenter: Reggie Johnson

VIII. EXECUTIVE SESSION

IX. ADJOURNMENT

UPCOMING EVENTS:

General Assembly for Dollarway Staff is August 11
JTS Luncheon for staff and school board members is August 13
The 1st quarter starts August 17
Dollarway High School Scrimmage is August 28th at 7:00 p.m.



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

AGENDA

SPECIAL CALLED – BOARD OF EDUCATION

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Monday, November 2, 2015 @ 5:30 p.m.

- I. CALL TO ORDER**
Billie Sanders Lankford, Board President
- II. ROLL CALL**
Billie Sanders Lankford, President
Gene Stewart, Vice President
Charles Girley, Secretary
Cleollia Robinson, Member
Irene Murphy, Member
Dorothy Singleton, Member
Ruth Bogy, Member
- III. APPROVAL OF AGENDA**
- IV. INFORMATIONAL ITEMS**
 - a) Child Nutrition
*Presenters – Leonetta Gammel, Food Services Supervisor
Vicky Reed, Food Services Asst. Supervisor*
 - b) District Calendar
AEA Professional Development – November 6, 2015
Presenter – Kristi Caldwell
- V. ACTION ITEMS**
 - a) Rental of Facilities
December 4, 2015
Presenter – Board President Billie Sanders Lankford
 - b) Alumni Roundup
Presenter – Board President Billie Sanders-Lankford
 - c) Legal Services
*Presenters – Superintendent Patsy A. Hughey
Board President Billie Sanders-Lankford*
- VI. EXECUTIVE SESSION**
- VII. ADJOURNMENT**



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

AGENDA

REGULAR MEETING – BOARD OF EDUCATION

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Tuesday, November 10, 2015 @ 5:30 p.m.

Report to Public will begin after regular board meeting

- I. **CALL TO ORDER**
Billie Sanders Lankford, Board President

- II. **INVOCATION & FLAG SALUTE**
Presenting of Flags and Pledge of Allegiance
Presenters – JMES
Prayer
Presenters – JMES

- III. **ROLL CALL**
Billie Sanders Lankford, President
Gene Stewart, Vice President
Charles Girley, Secretary
Cleollia Robinson, Member
Irene Murphy, Member
Dorothy Singleton, Member
Ruth Bogy, Member

- IV. **APPROVAL OF AGENDA**

- V. **DISPOSITION OF MINUTES OF PRIOR MEETING**
Board of Education Minutes, October 1, 2015 (Special Called)
Board of Education Minutes, October 13, 2015 (Regular)
Board of Education Minutes, October 16, 2015 (Special Called)
Board of Education Minutes, October 22, 2015 (Special Called)

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- VI. **INFORMATIONAL ITEMS**
- a. **ISEP GRANT**
Presenter: Sheveeka Vickers
 - b. **CHILD NUTRITION UPDATE**
Presenter: Tammi Dockett-Wilson
 - c. **DEA**
Presenter: Diane Boyd-Emelife
 - d. **PPC**
Presenter: Kristi Caldwell
 - e. **CPPC**
Presenter: Michael Coates
 - f. **iRead Professional Learning**
Presenter: Tammi Dockett-Wilson

- VII. **ACTION ITEMS**
- a. **FCCLA**
Presenter: Romonda Mays
 - b. **Nook Plan**
Presenter: Jeff Spaletta
 - c. **After School Tutoring**
Presenter: Dr. Melvin Bryant
 - d. **Rental of Facilities**
Presenter: Tammi Dockett-Wilson
 - e. **Financial Report**
Presenter: Dennis Johnson

VIII. **EXECUTIVE SESSION**

IX. **ADJOURNMENT**

CALENDAR OF EVENTS:	
James Matthews:	<i>Family Time Potluck – November 13th</i>
Townsend Park	<i>Book Fair – October 12-16</i>
Robert F. Morehead	<i>Medical Clinic – November 4th & 12th</i>
Dollarway High School	<i>Senior Girls Basketball Tournament – November 9th – 14th</i>
Dollarway School District	<i>Progress Reports – November 18, 2015</i>

- **VETERAN'S DAY** *NOVEMBER 11, 2015*
- **THANKSGIVING BREAK** *NOVEMBER 23 – 27*

Called Board Meeting
October 1, 2015
5:30 p.m.



**DOLLARWAY SCHOOL DISTRICT
CALLED BOARD MEETING
OCTOBER 1, 2015
5:30 P.M.**

AGENDA

- I. Call to order**
- II. Roll Call:**
 - Billie Sanders-Lankford, President
 - Gene Stewart, Vice – President
 - Charles Girley, Secretary
 - Ruth Bogy, Member
 - Cleollia Robinson, Member
 - Irene Murphy, Member
 - Dorothy Singleton, Member
- III. Approval of Agenda**
- IV. Executive Session**
- V. Richard Wilde**
Public School Program Manager
Arkansas Department of Education
- VI. Adjournment**



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

AGENDA

REGULAR MEETING – BOARD OF EDUCATION

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Tuesday, October 13, 2015 @ 5:30 p.m.

- I. **CALL TO ORDER**
Billie Sanders Lankford, Board President
- II. **INVOCATION & FLAG SALUTE**
 - National Anthem**
Presenters – DHS Choir
 - Presenting of Flags and Pledge of Allegiance**
Presenters – DHS ROTC
 - Prayer**
Presenters – DHS Student Council
- III. **ROLL CALL**
Billie Sanders Lankford, President
Gene Stewart, Vice President
Charles Girley, Secretary
Cleollia Robinson, Member
Irene Murphy, Member
Dorothy Singleton, Member
Ruth Bogy, Member
- IV. **APPROVAL OF AGENDA**
- V. **DISPOSITION OF MINUTES OF PRIOR MEETING**
 - Board of Education Minutes, September 8, 2015 (Regular)
 - Board of Education Minutes, September 22, 2015 (Work Session)
 - Board of Education Minutes, September 28, 2015 (Work Session)
 - Board of Education Minutes, September 29, 2015 (Work Session)

VI. ACTION ITEMS

a. 5% Salary increase

Presenter: Dennis Johnson & Sandra Savage

b. Summer School Contract 2015

Presenter: Dennis Johnson

c. Job descriptions

Presenter: Dr. Melvin Bryant

d. Nook Plan

Presenter: Dr. Melvin Bryant

e. Bids for Room 113 A/C Unit

Presenter: Billy Williams

f. High School Report

Presenter: Jeff Spaletta

- Detention Monitor
- Lunch Duty Monitors

g. Millage

Presenter: Patsy A. Hughey

h. No Child Left Behind (NCLB) Assurance Form

Presenter: Patsy A. Hughey

i. Tax Letter to JC Assessor

Presenter: Patsy A. Hughey

j. Minority Report

Presenter: Patsy A. Hughey

k. 2015/2016 ASBA DELEGATE ASSEMBLY

One Board Member chosen to Represent DSD

Presenter: Patsy A. Hughey

VII. INFORMATIONAL ITEMS

1. Dress Code

Presenter: Dr. Melvin Bryant

2. PPC

Presenter: Michael Coates

3. Eye Exams for RMMS & DHS

Presenter: Dr. Tim Norton, O.D.

4. Fiscal Distress

Presenter: Cherry Norris, ADE Fiscal Distress Coordinator

5. Transition Services (Special Education)

Presenter: Judy Seriale Smith, ACE Director of Transition Services

6. Superintendent Report

Presenter: Mrs. Patsy A. Hughey

- *Financial Report*
Presenter: George Neal
- *Academic Progress*
- *Child Nutrition Program*
- *15/16 Contracts*
- *Job Postings*
- *Summer School Contracts*
- *Hiring of District Treasurer*

VIII. EXECUTIVE SESSION

IX. CALENDAR OF EVENTS:

James Matthews:

- *Fall Pictures – October 22*
- *Drug Free Week – October 26 – 30*
- *Fall Festival – October 30*

Townsend Park

- *Book Fair – October 12-16*
- *Fall Family Math Night – October 13*
- *Awards Assembly – October 27 @ 9:00 a.m.*

Robert F. Morehead

- *Homecoming – October 15*

Dollarway High School

- *DHS vs. Star City - October 23 @ 7:00 p.m.*
- *New Tech High School Visit to Arkadelphia 9:00 – 3:30*
- *DHS vs. Crossett - October 30 @ 7:00 p.m.*

Dollarway School District

- **Parent/Teacher Conference**
- *October 20, 2015 from 11:00 a.m. – 6 p.m.*
- **Dr. C.W. Gardenhire – ALE Monitoring 9:00 a.m.**
- **Facilities/Millage Meeting @ ADE – 9:30 p.m.**

➤ **Breast Cancer Awareness Month**

PINKTOBER

➤ ***Halloween***

OCTOBER 31ST

X. ADJOURNMENT



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

AGENDA

SPECIAL CALLED – BOARD OF EDUCATION

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Thursday, October 22, 2015 @ 5:30 p.m.

- I. CALL TO ORDER**
Billie Sanders Lankford, Board President
- II. ROLL CALL**
Billie Sanders Lankford, President
Gene Stewart, Vice President
Charles Girley, Secretary
Cleollia Robinson, Member
Irene Murphy, Member
Dorothy Singleton, Member
Ruth Bogy, Member
- III. APPROVAL OF AGENDA**
- IV. STUDENT HEARING**
- V. EXECUTIVE SESSION**
- VI. ADJOURNMENT**



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

**AGENDA
CALLED MEETING– BOARD OF EDUCATION**

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Tuesday, September 29, 2015 @ 6:00

- I. CALL TO ORDER**
Billie Sanders-Lankford, Board President
- II. ROLL CALL**
Billie Sanders-Lankford, President
Gene Stewart, Vice President
Charles Girley, Secretary
Ruth Bogy, Member
Cleollia Robinson, Member
Irene Murphy, Member
Dorothy Singleton, Member
- III. PLEDGE OF ALLEGIANCE**
Kayla Daniels –RMMS
- IV. PRAYER**
Cherri Graham – RMMS
- V. APPROVAL OF AGENDA**
- VI. UPDATE LUNCH PROGRAM**
Presenters: Leonetta Gammel, Supervisor of Food Services
Vickie Reed, Assistant Supervisor of Food Services
Patsy A. Hughey, Superintendent
- VII. ARTICULATION OF MEDICAL SERVICES**
Presenters: Nurse Mae Hawkins Coleman, Supervisor of Health Services
- VIII. 2016-2016 ACSIP/INDISTAR BUDGET PRESENTATION
(UPDATE ACADEMIC DISTRESS)**
Presenters: Tammi Dockett-Wilson, School Improvement Specialist
Carolyn Vassar, Title I Coordinator/Federal Programs
- IX. 2015-2016 BUDGET PRESENTATION**
Presenters: Patsy A. Hughey, Superintendent
- X. ADJOURNMENT**



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

**AGENDA
BOARD OF EDUCATION – REGULAR MEETING**
Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

**Tuesday,
September 8, 2015 – 5:30 p.m.**

- I. **CALL TO ORDER**
Ruth Bogy, Board President

- II. **ROLL CALL**
Ruth Bogy, President
Billie Sanders Lankford, Vice President
Gene Stewart, Secretary
Charles Girley, Disbursing Officer
Cleollia Robinson, Member
Irene Murphy, Member
Dorothy Singleton, Member

- III. **INFORMATIONAL ITEMS**
 1. Principal's Report: Academic Update
 - A. Presenter, *Jeff Spaletta, Dollarway High School*
 - B. Presenter, *Yolanda Prim, Robert Morehead Middle School*
 - C. Presenter, *Dr. Ernestine Roberts, Townsend Park Elementary School*
 - D. Presenter, *Diane Boyd-Emelife, James Matthews K- 1st Grade*
 - E. Presenter, *Barbara Hardman, James Matthews PreK*
 2. Classified Personnel Policy Committee Report
Presenter, Michael Coates, Chairman
 3. School Improvement Report
Presenter, Tammi Dockett-Wilson
 4. Dates for Work Sessions for the Board
Presenter, Superintendent Patsy A. Hughey
 5. Coordinated Health Report
Presenter, Greg Lancelin
 6. Rave Panic Button
Presenter, Dr. Melvin Bryant
Presenter, Diane Johnson-Fennell
 7. Snack/Lunch Program Presentations
 8. Superintendent's Report to the Public
Presenter, Superintendent Patsy A. Hughey
Presenter, Carolyn Vassar, Federal Programs Coordinator
Presenter, Barbara Boyce, Title VIB Budget
Presenter, Mae Hawkins-Coleman, ARMAC

V. FINANCIAL REPORT

1. Budget

Presenter, Superintendent Patsy A. Hughey

VI. ACTION ITEMS

1. ECS Consulting

2. Advertise for District Treasurer

3. Search for Activity Account Auditor

Presenter, Superintendent Patsy A. Hughey

4. Job Descriptions

5. Special Education Assessments

6. Volunteer Policy

7. Bus Policy

Presenter, Assistant Superintendent Dr. Melvin Bryant

8. Alarm/Security System

Presenter, Reginald Johnson

VII. EXECUTIVE SESSION

VIII. ADJOURNMENT

Minutes for Special Called Board Meeting: August 18, 2015

The meeting was called to order by President Ruth Bogy who delivered the roll call. All members were present.

President Bogy asked the Members to approve the meeting agenda. Board member Charles Girley moved to accept the agenda, and Member Singleton seconded. All voted to approve.

Superintendent Patsy A. Hughey's report provided an overview of the first two days of the new school year. She reported that all staff showed up. She added, "Parents did their best...we're glad they chose Dollarway. We did not lose a student. As of 5:33 p.m., we have not lost a student. We're excited about that."

The enrollment numbers were as follows:

James Matthews Kindergarten through First Grade: 163 students

James Matthews PreK: 118 students

Townsend Park: 298 students

Robert F. Morehead: 250 students

Dollarway High School: 367 students

In 2014, there were 1, 287 students in the district. The preliminary numbers for the start of 2015 were 1,196.

Superintendent Hughey's report continued with a statement about the district's partnership agreement with the state's School Improvement Unit. "I'd like to go back and look at the expectations of the District Superintendent and the School Board." Both entities would make it:

- 1. Transparent**
- 2. Available for training**
- 3. Include on agenda a report on progress**
- 4. Super and School Board will allow participation of staff**
- 5. Employ fulltime specialist...report to Superintendent and work with Principal**
- 6. Principal will be available for full, planned review**

The School Improvement Unit would also like to do some training for the Dollarway School Board, and they are requesting a date for the workshop. The Board agreed to the training proposal.

Board Member Stewart followed up with questions about the creation of committees to participate in the school improvement process. He said, "Part of our academic success plan involves committees. How many committees do we have to this day?"

Superintendent Hughey responded by naming the District Leadership Team which included principals, community members, teachers, literacy leaders, and counselors. She pointed out the Building Leadership Team and outlined her plan for implementing an oversight committee, indicating she would like for a Board member to join the oversight committee.

Mr. Stewart requested a calendar of committee meetings and a record of the meetings. He said, "I would prefer to be more specific...pertaining only to the academic distress meetings. I would like the dates set up across the calendar. This is what the Board was encouraged to do and was told to be a part of. Mrs. Singleton has been working with some parent groups, but I do not know of any other Board members who have had any input."

Mr. Stewart raised the idea of "a second Board meeting each month. And that second Board meeting would be strictly to handle academic distress." Superintendent Hughey asked, "Can I think about that?"

Mr. Stewart replied, "We have a lot of work to do."

Mr. Girley emphasized, "The Superintendent said she would work on these plans. She said she is working on a plan. I think she is doing a good job."

Mr. Stewart then introduced a motion requiring Superintendent Hughey to create a calendar that lists dates and times of meetings and stipulating that it be completed before September 1, 2015. Board Vice-President Bill Sanders-Lankford seconded the motion. The motion carried with a majority of the Board members voting to approve. Member Charles Girley opposed.

Robert F. Morehead Principal Yolanda Prim returned to the special called meeting for the Board vote on Project Lead the Way, the STEM Program requested by the middle school leadership. The Board members voted to approve the program. The support was unanimous.

The next action item involved updating the alarm system at the district. At the August 11, 2015 meeting the Board approved \$6,800.00 to upgrade the system. However, it was discovered since that meeting that the bus barn, the administration building, and the supply warehouse were not included in the \$6,800.00 because those buildings are considered off-campus. To provide an upgrade for those buildings will cost an additional \$3,701.16. The Board voted to approve the expenditure.

In the financial report, Superintendent Hughey reviewed the numbers from the past several years:

2013-2014: 1,318 students
2014-2015: 1,313 students
2015-2016: 1,272 students

The declining enrollment impacts the budgets. Superintendent Hughey said 80 to 85 percent of the budget is dedicated to staff, and she is asking staff to seriously weigh the pros and cons when requesting additional members.

Board member Stewart asked if there any plans in place to work with district finance people and consider long range planning. He also questioned student activities and associated costs, suggesting that instead of "feeding everybody at a high quality cost meal...maybe look at trying to arrange deals with restaurants."

Mrs. Hughey agreed that there were unexpected expenses that impacted the budget, but she said, "I don't think we need to slight the students. When we create a budget, we need to stick to it."

Mr. Stewart asked, "Is there a plan to advertise for a district treasurer?" He said the district hasn't had one in three months.

Mrs. Hughey said, "I don't want to discuss it because it's a personnel matter."

The Board began Executive Session at 6:15 p.m.

The Board ended Executive Session at 7:26 p.m.

When the Board returned from Executive Session, Superintendent Hughey recommended the p

Dollarway High School:

Deborah Freeman: Resource Special Education Teacher
Stephen Duvall: Math Teacher/Bus Driver

Robert Morehead Middle School:

Kathryn Armstrong: Parent Facilitator (\$1,500 stipend)

School Improvement Specialist:

Tammi Dockett-Wilson

Dollarway District:

Alex Davis

Superintendent Hughey also submitted two resignations, and the Board approved: Shiloh McCall, High School Math Teacher, and Loretta Jackson, Computer Laboratory Teacher, who retired. Board Member Stewart applauded the work and commitment of Mrs. Jackson.

Dr. Richard Wilde of the state's School Improvement Unit attended the meeting. He underscored the need for everyone "to work together." The Board voted to attend a workshop facilitated by the School Improvement Unit on Friday, August 28, 2015 from 9:00 a.m. until 4:00 p.m.

Mr. Stewart moved that the special called meeting adjourn. There was a chorus of seconds. And, the meeting adjourned at 7:32 p.m.



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

MINUTES

SPECIAL CALLED – BOARD OF EDUCATION

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Monday, November 2, 2015 @ 5:30 p.m.

- I. Billie Sanders Lankford, Board President, called the meeting to order at 5:30.
Gene Stewart made a motion to adjourn to Executive Session. Ruth Bogy seconded. Motion passed. 7/0
*All Board Members and Superintendent Hughey were present.

- II. Billie Sanders Lankford, Board President, called the meeting back in session at 7:03 p.m. from Executive Session. Mr. Gene Stewart made a motion that Superintendent Patsy Hughey be dismissed and terminated as Superintendent of Dollarway School District effective immediately. Cleollia Robinson seconded the motion. Madam President asked show of hands “T’s”; Billie Sanders Lankford, Gene Stewart, Ruth Bogy, Cleollia Robinson. “Opposed”; Charles Girley, Irene Murphy, Dorothy Singleton. “T’s” have it. Motion passed 4/3.
Madam President thanked Mrs. Hughey for her services as Superintendent of Dollarway School District. Madam President then requested on behalf of the Board, Mrs. Hughey return all school district items/possessions and vacate the premises. Laptop, Ipad, Iphone, keys, credit cards, & all documents that belong to the school district will remain as well as any other possessions that belong to the District.

- III. Gene Stewart made a motion to appoint SIS Tammi Dockett-Wilson as acting Superintendent for Dollarway School District. Ruth Bogy seconded. Madam President asked show of hands “T’s”; Billie Sanders Lankford, Gene Stewart, Ruth Bogy, Cleollia Robinson. “Opposed”; Charles Girley, Irene Murphy, Dorothy Singleton. “T’s” have it. Motion passed 4/3.

- IV. At 7:11 p.m. Gene Stewart made a motion to adjourn. Ruth Bogy seconded. Motion passed 7/0.

Special Called Board Meeting
Monday, November 2, 2015
5:30 P.M.

Billie Sanders-Lankford, Board President

Charles Girley, Board Secretary

Lisa F. Lenox, Recording Secretary

Called Board Meeting
October 1, 2015
5:30 p.m.



DOLLARWAY SCHOOL DISTRICT
CALLED BOARD MEETING
OCTOBER 1, 2015
5:30 P.M.

MINUTES

- I. Mrs. Billie Sanders-Lankford called the meeting to order at 5:31 p.m.
 - Roll was called by Lisa Lenox. Billie Sanders-Lankford, Gene Stewart, Ruth Bogy, Cleollia Robinson, Irene Murphy were present. Charles Girley & Dorothy Singleton were absent. Superintendent Hughey was also present.
- II. Mr. Stewart made a motion to accept Agenda. Ms. Murphy seconded. Motion passed 5/0
- III. Mr. Stewart made a motion to adjourn to Executive Session to discuss hiring, firing, discipline, and personnel. Mrs. Bogy seconded. Motion passed 5/0.

Charles Girley joined the quorum @ 6:10 p.m.

President Sanders-Lankford called the meeting back in session at 8:25 p.m.
No action taken in executive session.

- IV. Dr. Richard Wilde, Public School Program manager with Department of Education, gave direction to the DSD Board member. He stated concerns about too many special called board meetings. He also expressed concerns about special called board meetings with no action taken in executive session. He then passed along the good news that Nutrition reviewed fiscal distress went well in DSD favor. But the legislative audit was a negative with the fiscal office. And an article in the paper prompted call from Asst. Superintendent of Fiscal Distress. Dr. Wilde lastly advised Mrs. Hughey invite ADE fiscal distress to October 13th meeting.

- V. Board President Sanders-Lankford thanked Dr. Wilde for advising the DSD board. She then made a motion to adjourn. Mr. Stewart 2nd. Motion passed 6/0.

Billie Sanders-Lankford, Board President

Charles Girley, Board Secretary

Lisa F. Lenox, Recording Secretary



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

MINUTES

REGULAR MEETING – BOARD OF EDUCATION

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Tuesday, October 13, 2015 @ 5:30 p.m.

- I. Billie Sanders-Lankford, Board president, called the meeting to order at 5:35 p.m.
- II. Dollarway High School ROTC students presented the American Flag and lead the Pledge of Allegiance. Dollarway High School Choir students beautifully sang our National Anthem. Then a Dollarway High School Student Council member gave a prayer to begin the board meeting.
- III. Lisa Lenox called roll. All board members were present with the exception of Irene Murphy who joined the meeting at 5:41 pm. Mrs. Hughey was also present. Members present was enough for a quorum.
- IV. Mr. Stewart made a motion to table Action Item VI-C. He also made a motion to move Information Items VII-3, 4, 5 before Action items to allow guest speakers to present first. Cleollia Robinson seconded. Motion passed. 7/0
- V. Disposition of Minutes of Prior Meeting:
Mr. Stewart made a motion to amend the following board minutes:
Board of Education Minutes, September 28, 2015 (Work Session) – Board President Sanders-Lankford and Secretary Charles Girley were present for roll call.
Board of Education Minutes, September 29, 2015 (Work Session) – Arrangement with Dr. Norton should reflect \$4500 instead of \$1500.
Report to Public – **SIS Correction**

Con't

VI. Action Items

a. 5% Salary increase ?

Presenter: Dennis Johnson & Sandra Savage

b. Summer School Contract 2015?

Presenter: Dennis Johnson

c. Job descriptions?

Presenter: Dr. Melvin Bryant

d. Nook Plan?

Presenter: Dr. Melvin Bryant

e. Bids for Room 113 A/C Unit?

Presenter: Billy Williams

f. High School Report?

Presenter: Jeff Spaletta

- Detention Monitor
- Lunch Duty Monitors

g. Millage?

Presenter: Patsy A. Hughey

h. No Child Left Behind (NCLB) Assurance Form?

Presenter: Patsy A. Hughey

i. Tax Letter to JC Assessor?

Presenter: Patsy A. Hughey

j. Minority Report?

Presenter: Patsy A. Hughey

k. 2015/2016 ASBA DELEGATE ASSEMBLY?

One Board Member chosen to Represent DSD

Presenter: Patsy A. Hughey

VII. Informational Items

1. Dress Code

Presenter: Dr. Melvin Bryant

2. PPC

Presenter: Michael Coates

3. Dr. Tim Norton, O.D. presented procedure, intentions, and proposal to Board. Stewart questioned monies for services to & from District. Mrs. Hughey answered referring to an agreement made by former Superintendent Acklin. Dr. Norton explained duties required from his staff and the District nursing staff. He also informed the Board he has consent forms for parents to sign. Mr. Stewart made a motion to allow Dr. Norton to give eye exams to students at RMMS & DHS according to rules established in 2014-2015 agreement. Ruth Bogy seconded. Motion passed 7/0

4. Cherry Norris, ADE Fiscal Distress Coordinator presented information about Fiscal Distress concerns with DSD. She also explained red flags in 2015-2016 budget. She expressed to importance of modified spending.
5. Judy Seriale Smith, ACE Director of Transition Services (Special Education) presented explanation of transition from student to adult life with Students with Disabilities. She expressed that Regardless of the nature and severity of a disability, parents will be exposed to a transitional process during the child's school years that will provide a foundation for the adult world. This transitional process will include many facets of planning for the future and should be fully understood by everyone concerned each step of the way. Planning for the future is an investment in a child's wellbeing and the purpose of this section of **NASET** is to help you understand all the aspects of this important time.
6. **Superintendent Report ?**
Presenter: Mrs. Patsy A. Hughey
 - *Financial Report*
Presenter: George Neal
 - *Academic Progress*
 - *Child Nutrition Program*
 - *15/16 Contracts*
 - *Job Postings*
 - *Summer School Contracts*
 - *Hiring of District Treasurer*

*Superintendent Hughey recommended the following resignations:
Vickie Newton, & ??*

Gene Stewart made a motion to accept resignations. Dorothy Singleton seconded. Motion passed 7/0

Superintendent Hughey made a motion to appoint Coach Ellis Berry as Interim Athletic Director. Gene Stewart made a motion to accept Ms. Hughey's recommendation. Dorothy Singleton seconded. Motion passed 7/0

Con't

- VIII. At 6:44, Madam President Sanders-Lankford made a motion to adjourn to executive session. Mr. Gene Stewart seconded. Motion Passed 7/0.
At 8:24, Madam President called the meeting back to order and resumed Action items from the agenda.

- IX. The following calendar of events were announced by Board President Sanders-Lankford.

James Matthews:

- *Fall Pictures – October 22*
- *Drug Free Week – October 26 – 30*
- *Fall Festival – October 30*

Townsend Park

- *Book Fair – October 12-16*
- *Fall Family Math Night – October 13*
- *Awards Assembly – October 27 @ 9:00 a.m.*

Robert F. Morehead

- *Homecoming – October 15*

Dollarway High School

- *DHS vs. Star City - October 23 @ 7:00 p.m.*
- *New Tech High School Visit to Arkadelphia 9:00 – 3:30*
- *DHS vs. Crossett - October 30 @ 7:00 p.m.*

Dollarway School District

- **Parent/Teacher Conference**
- *October 20, 2015 from 11:00 a.m. – 6 p.m.*
- **Dr. C.W. Gardenhire – ALE Monitoring 9:00 a.m.**
- **Facilities/Millage Meeting @ ADE – 9:30 p.m.**

- **Breast Cancer Awareness Month**
PINKTOBER
- **Halloween**
OCTOBER 31ST

- X. At 9:44 p.m. Madam President Sanders-Lankford made a motion to adjourn. Mr. Gene Stewart seconded. Motion passed 7/0.

Special Called Board Meeting
Friday, October 16, 2015
5:00 p.m.



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
Special Called Board Meeting**

MINUTES

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Friday, October 16, 2015

I. ROLL CALL

Billie Sanders-Lankford
Gene Stewart
Charles Girley
Irene Murphy
Ruth Bogy
Dorothy Singleton
Cleollia Robinson

II. APPROVAL OF AGENDA

III. EXECUTIVE SESSION

IV. ADJOURNMENT



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

MINUTES

SPECIAL CALLED – BOARD OF EDUCATION

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Thursday, October 22, 2015 @ 5:30 p.m.

- I. Billie Sanders Lankford, Board President, called the meeting to order at 5:30 p.m.
- II. Lisa Lenox called roll. Billie Sanders-Lankford, Gene Stewart, Charles Girley, Irene Murphy, Dorothy Singleton, & Ruth Bogy were all present. Cleollia Robinson was absent. Six members present; have quorum. Also present was Superintendent Hughey.
- III. Gene Stewart made a motion to amend the agenda to add:
 - A. Business Manager to APSCN
Ruth Bogy seconded. Motion passed 6/0.

Gene Stewart made a motion to accept agenda with the added item.
Dorothy Singleton seconded. Motion passed 6/0.

Gene Stewart made a motion to give total and complete access to DSD Business Manager as identified by the Arkansas Department of Education.
Ruth Bogy seconded. Motion passed 6/0.
- IV. Billie Sanders-Lankford then cleared the board room. Parent opted closed Student Hearing.
- V. No Executive Session
- VI. Meeting adjourned at 8:31 p.m.



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT**

MINUTES

CALLED MEETING– BOARD OF EDUCATION

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Tuesday, September 28, 2015 @ 6:00

Billie Sanders Lankford and Charles Girley were the only board members in attendance. Not enough board members to make a quorum. Work session cancelled @ 6:21 p.m.



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
MINUTES
CALLED MEETING– BOARD OF EDUCATION**

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Tuesday, September 29, 2015 @ 6:00

I. CALL TO ORDER

Meeting was called to order by Billie Sanders-Lankford, Board President @ 6:00 p.m.

II. ROLL CALL

Lisa Lenox called roll. Billie Sanders-Lankford, Gene Stewart, Charles Girley, Ruth Bogy, & Dorothy Singleton were present. Cleollia Robinson & Irene Murphy were absent but we have a quorum.

III. PLEDGE OF ALLEGIANCE

Presented by Kayla Daniels –RMMS

IV. PRAYER

Presented by Cherri Graham – RMMS

V. APPROVAL OF AGENDA

Billie Sanders Lankford made a recommendation to accept the agenda. Gene Stewart made a motion to accept the recommendation of Board President Lankford. Charles Girley seconded. Motion carried. 5/0

VI. UPDATE LUNCH PROGRAM

Presenters were Leonetta Gammel, Supervisor of Food Services; Vickie Reed, Assistant Supervisor of Food Services; & Patsy A. Hughey, Superintendent
Mrs. Vickie Reed updated the board on the progress on scanning the students' palm for the new computer system. Mrs. Reed stated all JMES students were scanned. TPES, RMMS & DHS will be scanned on September 30, 2015. Mrs. Reed also explained that palm scanning the students allows more accurate reports. Breakfast and Lunch count reports are printed daily per campus. Stewart asked if there were scanning machines for all campuses. Mrs. Reed said yes. Mrs. Reed further explained that only one student was entered manually and it was because he was a new student. Mrs. Reed said all students would be scanned by October 5th.
Mr. Stewart asked Mrs. Gammel to update the board on Child Nutrition reports for August and September. She explained the numbers that will be sent were collected by student ID's presented at the time of meal. Mr. Stewart questioned if there were any duplicate entries. Mrs. Gammel said no. Mrs. Gammel further explained that the new software will allow only one entry per student palm or id; not both. If the system goes down, manual entries can be made. No monies or payment will be collected at the palm scanner. Parents and Staff pay the Cafeteria Managers only. Lastly ADE has not accepted July claim as of 9/29/2015 and will not look at August until July is accepted. Mr. Stewart suggested calling Child Nutrition and keeping updated on submitted claims progress. Mr. Stewart suggested tabling the August and September claims until October Board Meeting. He also suggested correspondent copies for the Board.

VII. ARTICULATION OF MEDICAL SERVICES

Nurse Mae Hawkins Coleman, Supervisor of Health Services, presented information on Dr. Tim Norton, O.D. reports reflecting eye exams for RMMS students, DHS students and DSD staff. Dr. Norton visited the campuses in April of 2015. He examined 424 students and of those 424 students, 380 received eyewear. He also supplied pro bono work for several students. Nurse Hawkins Coleman explained Dr. Norton's office can charge Medicaid/ARKids for the eye exams and eyewear. He received a large sum from the state. Norton will donate \$1500 to the District for upkeep on the Nursing facility at RMMS.

Stewart questioned who is charged? Hawkins responded ARKids, not the District. Hawkins further explained the exams in April were a trial run. The MOU was written up under the administration of former Superintendent Acklin. The MOU was for 7% donation of monies received from ARKids. Dr. Norton has not agreed to \$1500 suggested for this school year. Mr. Stewart recommended to the board to table the issue until October board meeting.

Nurse Hawkins Coleman also updated the board on grant received in 2010 for \$150,000 for the RMMS Wellness Center. DSD will not receive the grant again unless we hire a physician and nurse practitioner. Dr. Donald Blagdon, M.D. and Darrell Elkin, RNP have agreed to serve as Physician and Nurse Practitioner via Satellite. Satalite Clinics are within the guidelines of the grant. Dr. Blagdon agreed to accept \$500 payment and Mr. Elkin agreed to accept \$1000 per month for services rendered. Mr. Stewart made a motion to accept Nurse Hawkins Coleman recommendation for hiring of the staff needed for grant approval. Mrs. Dorothy Singleton seconded. Motion carried. 5/0

**VIII. 2016-2016 ACSIP/INDISTAR BUDGET PRESENTATION
(UPDATE ACADEMIC DISTRESS)**

Mrs. Patsy Hughey presented a powerpoint comparing 2014-2015 statistics to 2015-2016 statistics. She also asked the board to decide on a representative for New High Tech High meeting.

Mrs. Tammi Dockett-Wilson presented a powerpoint on the new state mandated Indistar program.

IX. 2015-2016 BUDGET PRESENTATION

Mrs. Hughey presented the 2015-2016 budget. Mr. Stewart made a motion to add bonuses for the faculty and staff in the 2015-2016 budget. Mrs. Dorothy Singleton seconded. Motion carried 5/0.

Mrs. Ruth Bogy made a motion the bonus for classified and certified should be the same amount. Mr. Stewart seconded. Motion carried 5/0.

Mr. Stewart made a motion to accept the 2015-2016 Budget. Mrs. Bogy seconded. Motion carried. 5/0.

Presenters: Patsy A. Hughey, Superintendent

X. ADJOURNMENT

At 8:15 p.m. Mr. Stewart made a motion to adjourn. Mr. Charles Girley seconded. Motion carried. 5/0.

Minutes

September 8, 2015

Roll call at 5:32

Motion for Amendment to the Agenda...Starting with Number III. Snack/Lunch Program to become an action item instead of an informational item...Gene Stewart's motion. Seconded by Mrs. Robinson. Approved.

Principal's Report: PowerPoint Presentation...Student Enrollment stands at 382. A number of students were dropped. Pre and Post Test...every nine weeks. "Teachers working hard" For the most part, students and parents are receptive to handbook and safety changes. Most are happy." "In class during instructional time

Mrs. Prim: Moving forward with the STEM program...real shout-out with back-to-school bash. Lots of parents at the event. "We have to find unique ways to involve parents." 273 students...an increase from last year. That's an increase of about 40 students.

Dr. Roberts: September 1...we had "donuts for dads". We tried it in the past, and it was pizza...and we feed all of Pine Bluff, but no one signed up." We had about 30 dads come out and have donuts and juice with their children..."Watchdog Dads" "Fathers have a big impact." 14 dads signed up.

Ms. Boyd-Emelife: We have total of 205 students for K-1. ECS workers with teachers on routines and procedures...important support to moving us forward. Working on parental involvement piece...vital to improving academics. On 9/10/2015 will observe Grandparents day...will have lunch. They will also be allowed to bring in a lunch. Retired Seniors Volunteer program will read to students in honor of 9/11. We have had some "dismissal" issues...30 to 40 minutes early due to Pre-K dismissal time. Finalizing our pre-assessment this week.

Mrs. Hardman: "Very good start" 160 students with only 10 slots left to reach capacity...never had this many students in Pre-K. There is a waiting list. Was awarded the Enhancement Grant. We have already opened two new classrooms. "We are literally bursting at the seams." Completed requirements for hearing and vision screening. All of the Pre-K staff is doing a great job...took two weeks for them to stop crying.

Tammi Dockett-Wilson: Dollarway High: Very powerful dialogue about assessment that is authentic. There are three assessments per nine weeks...the number of D's and F's each nine weeks. Reported to the state and the Board. Townsend Park: Focused conversation...staffing needs. She cares about her staff, and that's the first step in a turnaround...an awesome job.

Ms. Boyd-Emelife...discussion about how to properly look at being proactive...making sure what's done in the early years in grades K-1. Aligned with the National Alliance for the Education of Young Children.

Dynamic collaboration session with ECS...agreeable upon by the leaders that all work will be data driven. Cardiac assessments...focus is on data...to turn things in a positive direction.

Dates for Work Sessions: September 22nd...and at that meeting set the remaining dates for the year.

Coordinated Health Report: Program written by the CDC...written specifically for schools. Eight components to the program. School Health Index...self-assessment of where the school stands with the eight components.

Rave Panic Button: Mrs. Johnson-Fennell and Dr. Bryant. A video presentation...a map of the area police and authorities would monitor...explainer. Singleton wanted to know if Board Members would be added to the panic button list.

Also, Mrs. Johnson-Fennell had a PowerPoint presentation about riding the bus...included safety and rules.

Stewart wanted to know if there are seating charts on small buses. She replied there are rosters.

Superintendent's Report: Mrs. Hughey: Showed artist rendering of the high school campus provided the millage passes. Visit from the Child Nutrition Unit because of the computer input...this is "our last leg" as far as they are concerned. Wants to present to the Board...or Dollarway could be in jeopardy of losing that program. Legislative Audit update...before the standing educational committee to discuss and respond to repeat findings on the district's audit. September 17th. Explained the SUV parking at her house...trying to be nice.

No, report from Mrs. Vassar; Mrs. Boyce didn't have anything to report; Mrs. Hawkins-Coleman did have a report: Health supervisor at Jefferson County...and, "what we have at Dollarway, we have a unique situation at Dollarway Health Services Department." Working on immunizations now. State Department on November 15 will review K-12 on immunizations. ARMAC is Arkansas Medicaid Administrative Claiming Program. Dollarway started participating nine years. It generates funding...they choose staff who can participate in the program \$62,966.41 generated last year. Randomly receive an email. Email asks what are you doing. If you're doing something that meets a medical need? If you are, you score high and the money is generated. Money dispatched each quarter. Is not earmarked for hiring staff. Purchases computers, supplies, etc. Fund source 6752.

Barbara Boyce reported Fund 6702 received \$89332.10 less in 15/16 compared to 14/15. \$442,498.00 funds were received in 14/15. \$353,165.90 was received for 15/16. The funds pay Jenkins tuition, Day school tuition, Speech therapy OT & ET, Transportation & Salaries of Five (5) paraprofessionals.

FINANCIAL REPORT: Get the PowerPoint presentation. ECS Consulting Contract...Gene Stewart wanted to know \$45K for everything but High School...that's \$90K for Dollarway High School

ACTION ITEMS:

ECS Consulting: Using federal funds, Title I, MSLA, School Improvement Money...Gene Stewart wanted to know what are the funding sources

Superintendent Hughey made recommendation to continue using Education Consulting Services (ECS). Stewart Made motion to accept recommendation of Superintendent. Girley Seconded. Passed by a vote unanimously.

Advertise for district treasurer. Timeframe: 10 days or so of advertising. Business manager, ass't business manager, accounts payable and Title 1. Salary 55-65K

Singleton asked “do you feel a need for a district treasurer? Mrs. Hughey said, “Once we get the budget worked out...if you all want a district treasurer...then we figure out...”

Mr. Stewart focused on Mrs. Hughey’s experience in school finance. Mrs. Murphy said, “Dollarway’s problem is not letting the Superintendent do her job.” Everything she tries to do you find fault.

Stewart recommended...hiring a treasurer. Mr. Girley commented...we need to talk to the Superintendent to see if we can afford a treasurer. Favor: Four. Opposed: three.

Search for an activity Account Auditor: if it’s over \$10,000. Need to bid.

Will give a list on September 22nd.

Dr. Bryant: Working on job descriptions for every job in the district...for every job but two. All printed for you next board meeting.

Special Education Assessments: Mrs. Boyce...Board will need to adopt outside evaluators. A list of independent evaluators. School can assess...district will pay for one assessment if parents disagree. Must be within 60 miles of 4900 Dollarway Road and it cannot cost more than \$750.00. Must use the list in the packet.

Stewart made the motion. Singleton seconded. Unanimously approved.

Dr. Bryant with Volunteer Policy: Stewart made a motion to accept the revised policy. Singleton seconded. Board approved unanimously.

Singleton moved that district accept the Volunteer Bus Policy. Stewart seconded. Board approved.

Alarm system...waiting on the third bid. In the beginning overlooked that it would cost more than \$10,000. Back to the drawing board for the third bid.

Snack/Lunch Presentations: Curtis Curry...not just food, educational activities and physical activities...meals are second. Value fact that we are dealing with children. Serves about 3,000 miles a day. Serves in Monticello, Hot Springs, Pine Bluff, and Little Rock.

Kim Anderson from Community Empowerment Council...based in Pine Bluff. Mr. Barnett says they provided meals for students, teacher Appreciation Day, for coaching staff, \$500 scholarship. It’s not just about feeding the kids. We tutor students...propose partnering with tutoring program to provide tutors, help pay for certified teachers or tutors that will help. Three days a week...one hour a day. Transportation will need to be worked out.

Cedric Jackson BJ’s Outreach: one of the first sites was Dollarway. Dedicated to enrich lives through mentorship. Provided tutors...about 42...high school, middle school....to alleviate burnout in teachers. Work with principals to determine which areas students need help. Also provided nutritional meals. Feeding program provides finances. Started the program as a way to help education students get hands-on training prior to graduating. Lighthouse Charter School, Oak Park...now in Fordyce, Stuttgart, Rison School District. Specialized programs are places education students can find employment.

Donate to Homeless shelter, domestic abuse shelters. Incorporated a mentoring program using members of Greek fraternities/sororities.

Mr. Stewart moved that Community Empowerment: Mrs. Robinson seconded. Three...Robinson, Stewart, Sanders-Lankford

Mrs. Murphy recommended BJ's Outreach. Four for BJ's Outreach.

The new vendor is BJ's Outreach.

8:19 Singleton moved for Executive Session: Hiring, Suspension, Firing or Transfer of Personnel.

9:35 Called to order

Erin Joshua...hired

Irma Strong...Literacy Facilitator/English Teacher

Elouise Shorter...Math Teacher/Math Facilitator

Sana Bryant....Co-Counselor (Part from NSLA funds...duration of her work)

Paula Owens...Math Facilitator FTP .42

Sheila Jones...2nd Grade (Transfer from DHS 9th Grade English to Townsend Park)

Beverlie LaGrone...2nd Grade

Velicia Liddell...Long-term Substitute Computer Lab

Chandra Hicks...Long-term substitute Kindergarten

Lisa Smith....Teacher

Debra Bell

Elaine Fletcher

LaKeisha Harris...Pre-K Teacher

Stephanie Nolden...Pre-K Teacher

Three Paraprofessionals:

DeWayne Chapman *

Rannika Jones *

Liz Strickland *

Singleton moved to adjourn...Board approved unanimously.



DOLLARWAY HIGH SCHOOL
INSTRUCTIONAL TEAM
SIGN-IN-SHEET

DATE: 10-07-2015

TIME: 10:45 am to 11:20am

FOCUS: Student Engagement

1. Vanaja Vijayaraghavan	2. Karen Davis	3. F. Hyles
4. [Signature]	5. Elee Berry	6. [Signature]
7.	8.	9.
10.	11.	12.
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25.	26.	27.
28.	29.	30.

"ON OUR WAY TO THE TOP"



DOLLARWAY HIGH SCHOOL
INSTRUCTIONAL TEAM
SIGN-IN-SHEET

DATE: 11-02-2015

TIME: 10:40 am to 11:20 am

FOCUS: Student Engagement

1. Vanaja Vijayaraghavan	2. J. Shultz	3. Karen Davis EES
4. P. Nanto	5. EES	6. Senturdi
7. F. Hyles	8.	9.
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"ON OUR WAY TO THE TOP"



DOLLARWAY HIGH SCHOOL
INSTRUCTIONAL TEAM
SIGN-IN-SHEET

DATE: 11/3/15
TIME: 8:15

FOCUS: Student Engagement
through Technology

1. Ann Walcott	2. Khr Pitt	3. Trudie Reed
4. [Signature]	5.	6.
7. [Signature]	8.	9.
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"ON OUR WAY TO THE TOP"



DOLLARWAY HIGH SCHOOL
INSTRUCTIONAL TEAM
SIGN-IN-SHEET

DATE: 11/3/15
TIME: 10:30

FOCUS: Strategies for Digital Engagement

1. <i>Jane Sutton</i>	2. <i>Laura Hayes</i>	3. <i>Vanaja Vijayaraghavan</i>
4. <i>[Signature]</i>	5. <i>[Signature]</i>	6. <i>Kourtney Smith</i>
7. <i>[Signature] ECS</i>	8. <i>[Signature]</i>	9.
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"ON OUR WAY TO THE TOP"



DOLLARWAY HIGH SCHOOL
INSTRUCTIONAL TEAM
SIGN-IN-SHEET

DATE: 11/4/15
TIME: 8:20

FOCUS: Student Engagement

1. <u>Ann Walcott</u>	2. <u>K. Pitts</u>	3. <u>T. Reed</u>
4. <u>[Signature]</u>	5.	6.
7.	8.	9.
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"ON OUR WAY TO THE TOP"



DOLLARWAY HIGH SCHOOL
INSTRUCTIONAL TEAM
SIGN-IN-SHEET

DATE: 11-4-15

TIME: 10:47

FOCUS: Student Engagement

1. Frank Lyles	2. Varaja Vijayarajheran	3. D. Shork
4. L. Wilson	5. Karen Davis	6.
7.	8.	9.
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“ON OUR WAY TO THE TOP”



DOLLARWAY HIGH SCHOOL
INSTRUCTIONAL TEAM ELA
SIGN-IN-SHEET

DATE: 9/15/15
TIME: 8:00

FOCUS: Lesson Unit Plann.

1. Ann Wakutt	2.	3.
4. Sheila C. Jones	5.	6.
7. Amy Strong	8.	9.
10. Bobbie J. McCombs	11.	12.
13. Elli Berg	14.	15.
16. Sheet	17.	18.
19. K. Liss	20.	21.
22. Pearlita Nantz	23. ELS	24.
25. Tammi DeFett	26. Wilson - S/B Dollarway	27.
28.	29.	30.

"ON OUR WAY TO THE TOP"



DOLLARWAY HIGH SCHOOL
INSTRUCTIONAL TEAM
SIGN-IN-SHEET

DATE: 09/21/15
TIME: 8:10

FOCUS: Unit / Lesson Plan

1. <i>Arma Strong</i>	2.	3.
4. <i>[Signature]</i>	5.	6.
7. <i>[Signature]</i>	8.	9.
10. <i>Ann Willett</i>	11.	12.
13. <i>[Signature]</i>	14.	15.
16. <i>Kuss Johnson</i>	17.	18.
19. <i>Sheila C. Jones</i>	20.	21.
22.	23.	24.
25.	26.	27.
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"ON OUR WAY TO THE TOP"



DOLLARWAY HIGH SCHOOL
INSTRUCTIONAL TEAM
SIGN-IN-SHEET

DATE: 10-5-2015

TIME: 10:40

FOCUS: Educators Consulting Services
Tess Support Model
Domain 2

1. <i>F. Lyles</i>	2. <i>Varaja Vijayaraghavan</i>	3. <i>D. H. White</i>
4. <i>[Signature]</i>	5. <i>Russ Johnson</i>	6.
7.	8.	9.
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“ON OUR WAY TO THE TOP”



DOLLARWAY HIGH SCHOOL
INSTRUCTIONAL TEAM
SIGN-IN-SHEET

DATE: 12/2/15
TIME: 10:45

FOCUS: Act Aspire

1. <i>Paul Sutto</i>	2. <i>Vanaja Vijayaraghavan</i>	3. <i>Karen Davis-ECS</i>
4. <i>Frank Hyles</i>	5. <i>Senthyali Madhoo</i>	6. <i>[Signature]</i>
7. <i>S. Strong</i>	8.	9.
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“ON OUR WAY TO THE TOP”



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: Dollarway School District

SCHOOL: Dollarway High School

STATUS: Priority and Academic Distress

SITE-BASED SIS: TAMMI DOCKETT-WILSON

EXTERNAL PROVIDER: EDUCATIONAL CONSULTING SERVICE

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Dr. Richard Wilde and Lasonia Johnson

SUPERINTENDENT: Patsy Hughey

PRINCIPAL: Jeff Spaletta

45-DAY PLAN

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The school leadership team is composed of the principal, counselor, teacher leaders, parent facilitator, student and parent. The school leadership team meets weekly for one hour. Modified team daily planning periods for content area instructional teams were developed. Content instructional teams meet daily to focus on five themes. Unit/lesson planning, data driven instruction, high yield learning strategies, student engagement/differentiation and literacy through content are discussed in team planning meetings. Weekly PLC's focus on instructional themes with non content area teams. A campus administration consists of the principal and two assistant principals; the campus administration meets daily for at least 10 minutes. A school PTO organization, composed of the principal, parent facilitator, college and career coach and parents meets monthly. All teams operate using agendas and minutes. Agendas are prepared in advance and emailed out to members in advance. All teams look at performance data, classroom observation data, and make decisions about school improvement and professional development. The teams use wise ways indicators to assist with their practices. The teams stay on task and provide minutes following the meetings. Incentive, ACSIP, department and handbook teams are established as needed.

Quarterly Objective: A team structure will be developed and implemented for the school and instructional teams.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop team charter	10/13/15	10/13/15	Jeff Spaletta	X		Team charter poster
2. Develop a template for team meetings	10/13/15	10/13/15	Jeff Spaletta	X		Team binders/Indistar
3. Master schedule revision	10/13/15	10/13/15	Freddie Harris	X		E-school master schedule

Include additional task lines as needed.

DRAFT

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

School leadership should include time in the master schedule for content area teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analysis enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.

ADE Recommendation 2:

School leadership should ensure that the SLT is comprised of representatives from content and specialty areas. Teacher input is necessary to ensure that students' individual learning needs are being met and that every child has a plan to increase achievement.

ADE Recommendation 3:

Content area teams should collaboratively develop pre- and post-unit assessments within instructional units. These units should include strategies that differentiate instruction so all student's educational needs are met.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Staff members attended Summer professional development on unit planning. Content teams and PLC'S have developed instructional units based on the curriculum. An LDC team has developed instructional units. All teachers are administering pre and post tests every two to three weeks. The instructional teams review the pre and post test data. Results from the pre and post tests are used to guide instruction and plan for professional development.

Quarterly Objective: Teachers will develop, implement and analyze instructional pre-post tests.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Teams develop standard units	10/13/15	10/13/15	Irma Strong	X		Unit plan binders/team binders
2.Unit planning training for all staff	10/13/15	10/13/15	Irma Strong	X		Team/PLC binders and unit planning binders
3. LDC developed units	10/13/15	10/13/15	Irma Strong	X		LDC Livebinders

Include additional task lines as needed.

DRAFT

IMO Area 3: Student Safety and Discipline

ADE Recommendation:
 In order to increase the likelihood that students will choose to meet classroom behavioral expectations school leadership should:

- facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms
- ensure that all teachers display classroom rules that include positive, as well as negative consequences students will earn, based in their behavioral choices
- closely monitor implementation levels of the school’s discipline policy to ensure consistency.

Effective Practice within Category:
 Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
 The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):
 A committee met to develop a discipline management plan. The teachers taught the classroom rules to students during the first week of school. Teachers were trained during PLC’s on classroom procedures and classroom management. Additional trainings were offered for teachers to attend for classroom management. Teachers have developed rituals and routines in their classrooms. Focus walks were conducted to ensure that rules were posted and rules were in place.

Quarterly Objective: The staff will develop and implement a guide to student behavior and implement it consistently.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Student handbook revision	10/13/15	10/13/15	Jeff Spaletta	X		Student handbook
2.Classroom management training	10/13/15	10/13/15	Gwen Litzsey	X		PLC/Team planning minutes/agendas; PD files
3. Focus Walks	10/13/15	10/13/15	Jeff Spaletta	X		Focus walk binder

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation 1: School leadership should continue to support PTO in its efforts to assist the school in meeting student needs.						
ADE Recommendation 2: School leadership should facilitate the development and implementation of a research-based plan to involve community and family members in meaningful ways to support student achievement.						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): A committee met and developed a parent-student-school compact agreement. The compact was given to all students and has been presented to parents. The compact outlines how everyone (student, parent and school) will share responsibility for improving academic achievement.						
Quarterly Objective: A compact will be developed to include the school, students and parents in academic achievement						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Design a parent compact	10/14/15	10/14/15	Gwen Litzsey	X		Parent contact in parent involvement

						binder
2. Collect all parent compacts	10/14/15	10/14/15	Ellis Berry		X	Completed parent compacts in compact file.

DRAFT

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

The guidance plan includes the following activities:

- Resolve conflicts and complete all student schedules
- Open House / Report to Public
- Graduation Credit Checklist for seniors
- ACT Registration, Information and Dates
- College Applications and Scholarship Information
- Career Outlook Plan
- Act Prep Workshops
- Concurrent Credit
- Post-Secondary Programs for High School Students (Concurrent Credit, Upward Bound, etc.)
- Transitional Courses for College and Career Readiness

Quarterly Objective: A guidance plan will be developed to guide students and track post college transition.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Update all senior transcripts and recalculate G.P.A.'s to determine	10/14/15	10/14/15	Freddie Harris	X		eSchool generated transcripts; new student records/request for records

any graduation deficiencies.						form.
2. Prepare and enter all course requests for students by referring to student's career choice(s) on the form.	10/14/15	10/14/15	Freddie Harris	X		Student course request form; student transcripts.
3. Using the updated transcript, complete the senior checklist to be shared with seniors and their parents.	10/14/15	10/14/15	Freddie Harris		X	Student credit checklist; senior list; student transcripts
4. Conduct classroom presentations to provide updated ACT information and dates.	10/14/15	10/14/15	Candice Jones	X		ACT calendar and packets; classroom teacher.
5. Attend the Articulation Workshop to update college applications and scholarship information in the Guidance Office.	10/14/15	10/14/15	Candice Jones	X		ARKACRAO Schedule of events.
6. Schedule classroom activity to initiate and update the Career Outlook Plan	10/14/15	10/14/15	Candice Jones	X		Classroom teacher; Career outlook plan form.
7. Make contacts and schedule date and location for the ACT Workshop.	10/14/15	10/14/15	Candice Jones	X		IVY Center for Education; district administration; U of A Outreach Office.
8. Have students complete applications and attach official documents / records to complete the registration process to receive concurrent credit and to participate in post-secondary programs (Upward Bound, UALR TRIO, etc.).	10/14/15	10/14/15	Candice Jones	X		Student transcripts; test data/scores; school nurse; SEARK Testing Center and Admissions Office; UAPB Upward Bound; UALR TRIO; classroom teachers.
9. Attend Open House and the school's "Report to the Public" to	10/14/15	10/14/15	Candice Jones	X		Local administration; Dept. of Edu. Smart/Core Curriculum; local

present information available through the Guidance Office.						graduation requirements; graduation checklist; ACT and college scholarship information.
10. . Refer to current test data to identify students in need of transitional courses for college and career readiness.	10/14/15	10/14/15	Freddie Harris	X		PLAN test scores/data; Dept. of Edu. Minimum Score Chart.
11. Work with the principal to make sure transitional courses are included in the master schedule.	10/14/15	10/14/15	Freddie Harris	X		Local school's master schedule; local administration.
12. Updating contact information for graduates	10/14/15	10/14/15	Candice Jones		X	Updated contact information from exit survey.

DRAFT

PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

There have been meetings between the teams, but there is very little communication to review the school's needs and progress.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

The high school plans to use the following interventions: Math/read 180 lab, math/literacy pullouts with APEX, after school tutoring.

Credit recovery with the PLATO lab is being offered.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Educational Consulting Service: TESS informal observations, classroom management training, math/literacy instruction modeling and data review.

What are the barriers, if any, in improving student outcomes?

The district leadership team or school board has not heard or reviewed the school leadership team charter as it relates to teams. Not all content teachers are able to participate in the team planning because of participation as ALE teachers.

Many of the pre and post tests are not authentic, aligned correctly or rigorous. The students are not mastering the skills taught. Storage area for records is housed away from the counselor's office. Not all students have returned the parent compact.

Technology, instructional supplies, school autonomy, staff absenteeism, new staff and staff accountability are current barriers to improving student outcomes at the high school.

How is your leadership team monitoring student progress in the skill area of science?

TLI module tests, student data walls, pre-post tests.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

TLI module tests, student data walls, pre-post tests. Providing interventions and re-teaching.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

PLC/Team planning periods and teacher training of classroom instructional model.

If anything, what do you intend to change or modify for the next quarter?

Teacher instruction in classrooms, interventions (pullouts/tutoring)



ARKANSAS
DEPARTMENT
OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
9	93				10			3				12			
10	66				8			0				5			
11	91				8			0				8			
12	85				8			0				6			

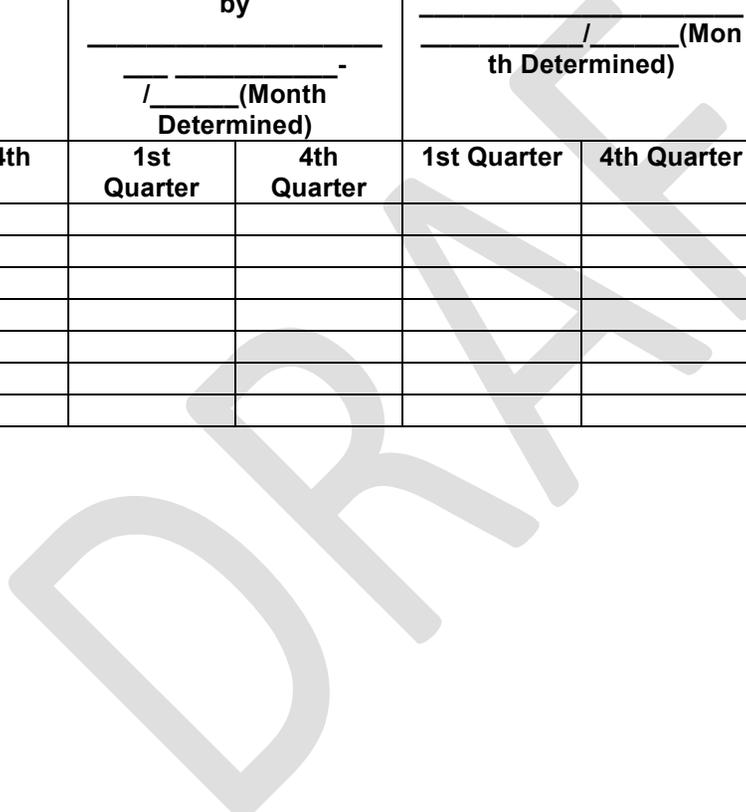
Comments/ Clarifications:

DRAFT

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Star Reading Test __ __ August 2015)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	40%										68	
10	0%										60	
11	20%										71	
12	40%										63	

Comments/ Clarifications:



LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
9	39	116	8				109	108			217	44	20%			
10	7	74	0				68	46			114	91	80%			
11	17	108	89				91	28			119	90	76%			
12	0	112	9				96	78			174	58	33%			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
9	12	71	0				71	--			71	51	71%			
10	30	68	2				68	68			136	29	21%			
11	7	83	3				83	63			146	89	60%			
12	0	84	1				84	74			158	21	13%			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

DRAFT

Dollarway School District Jobs Not Certified				
School	Teacher	Certification Area	Out of Area Assignment	Comment
Matthews Elem	Darton, Stephen	PE & Health K-12	Library Media Specialist	No ALP for 15-16
Robert F Moorehead Middle	Williams, LaKisha	PE & Health 7-12	Language Arts Grade 6	No ALP for 15-16
Robert F Moorehead Middle	Nalls III, Reginald	4-8 Math, Science, SS & Lang. Arts	Design & Modeling	No ALP
Townsend Park Elem	Williams, Alexia	Business & FACS	Library Media Specialist	No ALP for 15-16
Townsend Park Elem	Jackson, Mellglory	Special Education (K-12)	Educational Examiner	No ALP available for this area
Dollarway High	Strong, Irma	English, Soc. Stu (7-12)	Phy. Science, Alg. 1, Geometry and Biology (Plato for all)	No ALP

The above listed educators hold a current Arkansas educator's license, however, they are working in an area not listed on their license. The school district did not request a waiver to employ these educators under an Additional Licensure Plan (ALP). This information was reported to the Arkansas Department of Education (ADE) through the ADE Standards Annual Accreditation System as of November 30, 2015 and cross referenced with the district's master schedule.

Dollarway School District Personnel Not Certified			
School	Teacher	Teaching Area	Comment
Robert F Moorehead Middle	Jefferson, Jarren	Math Grade 6	No License, No Sub Waiver
Robert F Moorehead Middle	Jackson, Ray	Remediation/Enrichment (Literacy Lab)	No License, No Sub Waiver
Townsend Park Elem	Ballard (Buckner), Elaina	Grade 4 Lang. Arts, Reading, Science, Math & Soc. Studies	No License, No Sub Waiver

The above listed educators do not hold a current Arkansas Educator's license, however, they are working in an area that requires an educator's license. The school district did not request a waiver to use any of the above educators as a long term substitute. This information was reported

to the Arkansas Department of Education through the ADE Standards Annual Accreditation System as of November 30, 2015 and cross referenced with the district's master schedule.

2015-16 Dollarway School ALP's

*** According to the district's master schedule as of November 30, 2015, Sentwali Helton is teaching Math (7-12) courses at Dollarway Highs School even though the waiver request was denied.**

LEA	District	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted/Denied	Reason
3502	Dollarway School District	Bell, Paulette	PE K-12	286	Library Media Spec	14-15, 15-16	Granted	
3502	Dollarway School District	*Sentwali, Helton	Math	200	Math	15-16	Denied	No POS 15-16 (exam)
3502	Dollarway School District	Queen, Kevan	Business Tech	412	Career Readiness	15-16	Granted	

2015-16 Dollarway Long Term Substitute

Month on Board	LEA	District	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/Denied	Semester Granted
Nov 2015	3502	Dollarway School Dist	Frank Lyles Jr	BA	None	Math 7-12	Granted	1st



DOLLARWAY SCHOOL DISTRICT
2015 – 2016
HIGHLY QUALIFIED TEACHERS
(HQT)

LAST NAME	FIRST NAME
BROWN	DIANE
CHILDS	PHYLLIS
FIELDS	BETTY
FREEMAN	DEBORAH
GARNER	ADAM
GATELY	LAURA
GULLEY	WILLIE
HELTON	SENTWALI
HENRY	MARTESE
HICKS	VICKIE
HILL-JONES	RHONDA
HOOVER	BRYAN
JEFFERSON	JARREN
JONES	SHEILA
KIDD	DARRIN
LANDRON	JOANNE
LEE	CORTEZ
LIDDELL	VICKIE
MARTIN	FREDERICK
MAYS	RHOMONDA
MCCARTY	MARK
MEADOWS	VENICE
MURRELL	DIANE
PETRICHKO	JOHN
PITTS	KYLE
QUEEN	KEVAN
RICE-DOKES	KATHRYN
SHORTER	ELOUISE
SIMMONS	LINDA
SMITH	KOURTNEY
STRONG	IRMA
SUTTON	SARAH
THREET	SABRINA
VIJAHARAGHAVAN	VANAJA
WALCUTT	ANN
WESLEY	JULIE
WILLIAMS	ADRIAN
WOODARD	JAMES

Arkansas LDC 2015-2016

Site Visit 2 Review

Date: October 15, 2015

Site Visit Date: October 5, 2015 (2A) and October 12, 2015 (2B)

School Visited: Dollarway High School

LDC Trainer(s): Dee Davis, ARESC Literacy Specialist

Other Support: Kelly Cypert, ARESC CTE Specialist

Summary of LDC Site Visit 2A on October 5, 2015:

Willie Gulley, Sabrina Threet, and Irma Strong participated in the first multi-district LDC Site Visit Work Day held at ARESC. This workday was predominately attended by English and History/Social Studies teachers from across several ARESC LDC participating schools, including Pine Bluff High School and Jack Robey Jr. High School.

Summary of LDC Site Visit 2B on October 12, 2015:

Phyllis Childs, Sarah Sutton, Vickie Liddell, and Rhonda Hill-Jones participated in an LDC Site Visit Work Day held at ARESC. This workday was specifically for Science, CTE, and other curricular area teachers.

Kelli Cypert, CTE Specialist, offered specific support and expertise related to CTE content and instructional practices.

Both 2A and 2B:

Teachers worked both collectively and independently to update, tweak, modify, and/or improve their LDC modules in an informal setting, and prior to the next LDC Site Visit, which will be classroom observation of implementation. The LDC trainer provided collective and individual assistance with that process, as needed by the participants, and worked with teachers to revise the schedule for the upcoming classroom observations in November.

Participants were asked to complete Work Day Reflective Questions connected to TESS Domain 4 and upload them to their LDC LiveBinder within 24 hours. Sign-In sheets and other site visit documentation can be found in the teacher, building, and district LDC LiveBinder.

Reflections and Feedback:

LDC Administrator Reflections, Goals, and Next Steps:

Site Visit 2A (October 05, 2015)

- Mr. Spaletta (Principal), Ms. Litzsey (Assistant Principal), and Mr. Berry (Assistant Principal) attended the workday at intervals, each staying for several hours to collaborate with teachers.

- Mr. Spaletta's next steps were to try scheduling a make-up professional development session on the SIM CER Survey Routine, originally conducted for the district on September 21, 2015. DHS teachers had not been able to attend the session due to mandated suicide prevention training being held at the high school at the same time. The LDC teachers in attendance at this workday requested that training, and felt like that particular routine would be one that would work well as a Mini-Task in their LDC modules. A survey was created and sent to all DHS staff to determine how many teachers might also be interested in attending that training. There were 22 responses to the survey, 15 of which expressed interest. The data from that survey was provided to Mr. Spaletta via email.
- Ms. Litzsey agreed to obtain information requested by teachers that is related to Indistar indicators relevant to DHS and how the teachers might be able to coordinate their LDC work with making pre and post assessments, completing modules, and making collective data driven decisions for Dollarway High School. Ms. Litzsey stated that she would get back with the teachers regarding the information.

Site Visit 2B (October 12, 2015)

- No administrator was present.

LDC Trainer Notes for Administration:

- Administration is encouraged to follow-up on, and attend (at least in part), all planning and collaboration sessions with the building LDC team, which occur between site visit classroom observations and professional development sessions, as they are available to do so.
- Administration is also encouraged to attend all Site Visits and Professional Development sessions as noted in the original Letter of Understanding assurances.
- Administration is encouraged to communicate with the LDC trainers and the LDC participating teachers between site visits so that any challenges or obstacles that arise may be addressed and overcome. Administration is further encouraged to contact the LDC trainers as needed with any questions or assistance they may need.
- Administration is encouraged to work toward setting up an LDC PLC so that LDC teachers can collaborate toward incorporating a common language across the curriculum, a systemic process of planning, an effective method for using the formative and summative assessments within their LDC modules as a means for driving instruction to improve student achievement, as well as other discussions pertinent to their work, building strength, capacity, and sustainability.
- Administration is encouraged to make connections between DHS's school improvement status and the everyday work that teachers do, including their work with the Literacy Design Collaborative (LDC), so that teachers do not feel as though they are simply doing "more stuff" but addressing the components and elements to meet the requirements which administration is directing as "required by the state and the Indistar indicators."

LDC Participant Reflections, Goals, and Next Steps:

Site Visit 2A (October 05, 2015)

- Mr. Gulley described the day as "extremely productive," stating that not only was he able to work, but "...had time with coworkers to collaborate" and "access to facilitators to ask questions." Mr. Gulley noted that he and his colleagues were able to discuss their successes as well as areas that could use improvement. "Different ideas were given for possible improvements to modules and for future modules." He stated, "This is helpful because I am not an English teacher." Mr. Gulley believes the ideas he heard "will allow students to continue to give relevant content while improving their final writing project."

- Ms. Threet felt like the day “showed me how we can work together to the common good of the students” not being in “competition, but in collaboration.” She specifically mentioned benefitting from the opportunity to work with the history teacher and in discussing how the two departments could work together on assignments and allow students to work on cross-curricular projects.
- Ms. Strong felt like the work day was informative and helpful in providing her with the assistance she would need to do her job as Literacy Coach for DHS. She also felt like the “collaboration with colleagues provided new ideas and approaches to old problems.” She noted once specific benefit being how she “could expand her use of the LDC site and all the new materials that are provided to teachers.”

Site Visit 2B (October 12, 2015)

- Ms. Childs described the outcome of the work day as “helpful and necessary.” She noted the success resulting from being able to collaborate with colleagues, getting and giving advice, feedback, and ideas. Regarding the influence of this experience on instruction and specific changes as a result, Ms. Childs mentioned the discovery of beneficial mini-tasks, and being able to develop additional tasks for students to aid in guiding instruction.
- Ms. Sutton described the day as “productive,” and that “it gave me a clearer idea of what exactly I want students to know and be able to do at the end of the module.” She further added that she was “able to organize my thoughts and move away from an abstract idea into a more solidified assignment with clear goals.” One particular reflection made by Ms. Sutton was that “it would be helpful to have had history LDC members available to potentially tie our content areas to one another and do a cross-curricular exploration of the topic.” Finally, in her reflections regarding what influences this professional learning experience has had on instruction as well as specific examples of change resulting from this experience, Ms. Sutton noted the following: “Working with LDC has forced me to think critically about what exactly I want students to know and be able to do, and has pushed me to reconsider what is and is not important long-term. This year I have felt challenged to find a meaningful way to incorporate LDC in my instruction, and as a result I don't really have specific examples of change this year. However, with Module 2, I think there will be a clear improvement in my ability to target long-term transfer goals that students can apply in their lives and in other studies. The more clear and explicit I am in developing and delivering our essential question, the more well-prepared the students will be in terms of answering it.”
- Ms. Liddell stated that she was able to complete lesson mini-tasks and that it worked best being away from the distractions being on campus can bring. She noted sharing ideas and helping one another with technology issues are part of having “a good support group.” She stated that the work day helped her to “see that the things I do are mini-tasks.”
- Ms. Jones described the outcome of the work day as giving her “a better understanding of how I need to document what I have been doing in class.” She stated in her reflections, “I talked with the CTE coordinator (Kelli Cypert) who has been very helpful in showing me some ways to continue implementing LDC in any of my lessons.” Ms. Jones noted that that as a result of this experience, she “will have to research more activities for my students in order to enhance higher order thinking skills.”

LDC Trainer Notes for Participants:

- The LDC trainers appreciate the commitment of the participating teachers to the LDC process and its implementation in order to enhance personal professional practice and increase student achievement. Their willingness to learn new ways to teach and reach students is paramount in meeting the desired outcomes successfully.
- The LDC trainers want the LDC teachers to remember that flexibility is necessary when writing and implementing an LDC module. Once written, a module is still a “living document” which

needs to be tweaked often, as individual situations and circumstances dictate.

- The LDC teachers are encouraged to contact the LDC trainers as well as all other ARESC support at any time.

LDC Student Reflections, Goals, and Next Steps:

- No students observed

LDC Trainer Notes for Students:

N/A

Upcoming Dates:

Next LDC Site Visit: November 18, 2015 (Classroom Observation of Implementation)

Next LDC Regional Professional Development: LDC Day 4 (October 8, 2015 or October 9, 2015)

LDC Day 5 (December 3, 2015 or December 4, 2015)

Arkansas LDC
2015-2016

Site Visit 1 Review

Date: September 29, 2015

Site Visit Date: September 04, 2015 (Site Visit A); September 21, 2015 (Site Visit B); September 28, 2015 (Site Visit C)

School Visited: Dollarway High School

LDC Trainer(s): Dee Davis, ARES Literacy Specialist and Andi Lunsford, ARES Science Specialist

Other Support: Kelli Cypert, ARES CTE Specialist

Pre Site Visit Preparations:

Dr. Bryant (DSD Assistant Superintendent) met with the district LDC team on August 14, 2015, to discuss the district's participation in LDC for the 2015-2016 school year. Dr. Bryant addressed teacher comments, questions, and concerns regarding professional development, documentation, and classroom implementation with fidelity. Dee Davis (LDC Trainer), Andi Lunsford (LDC Trainer), K. Acker-Moorehead (RFMMS), James Jones (RFMMS), Sarah McNeal Sutton (DHS), Joyce Wilkes (RFMMS), Vickie Liddell (DHS), Phyllis Childs (DHS), Willie Gulley (DHS), Rhonda Hill-Jones (DHS), Sabrina Threet (DHS), Chioma Okorie (RFMMS), Kathryn Armstrong (RFMMS), Reggie Nalls (RFMMS), Rachel Shorter (RFMMS), and Irma Strong (DHS) attended the meeting with Dr. Bryant. One major concern by teachers was the use of LDC modules in lieu of traditional lesson plan templates. Dr. Bryant agreed and gave permission for teachers to use their LDC module in lieu of a traditional lesson plan document. Another concern was training. The LDC trainers agreed to conduct two additional sessions of Days 1-3, originally held in June for those teachers who may be struggling, who missed the training, or who are new hires. These two sessions were held on September 8, 9, 10 and on September 14, 15, 16. Dr. Bryant asked Mrs. Davis to send teachers an email to include the information necessary to prepare them for the upcoming trainings. An email was sent to all participating LDC teachers as given by either the building principal or instructional facilitator. A google form was provided for teachers to respond when preparation was complete. This documentation was provided to building and central office leadership.

Dollarway High School sent three teachers (Mr. Gulley, Mrs. Hill-Jones, and Mrs. Dokes) to the training on September 14, 15, 16. The building principal (Mr. Spaletta) attended Day 1 of that training. No administrator from DHS attended Day 2 or 3.

The LDC trainers have provided LiveBinders for all LDC participating teachers as well as to building and central office administration. These binders house all LDC professional development materials, as well as all LDC documentation. They are updated regularly and are available for viewing at any time. Individual teacher binders are maintained by the individual teacher. Administration can view teacher binders at any time.

Summary of LDC Site Visit 1:

The LDC trainers met with the building principal (Mr. Spaletta) on September 03, 2015, and have corresponded via email on several occasions, prior to this site visit. Discussions included individual and collective roles and responsibilities regarding participation in the LDC process for both

administrators and teachers, as well as those teachers who would need to attend the additional Days 1-3 training. Lesson plans, site visit protocol, and LDC documentation were also discussed during that meeting. Mr. Spaletta provided the LDC Trainers and the teachers with an observation schedule via email, prior to the day of the site visit.

Site Visit A

- Observed Mr. Gulley during his third period World History class. Mr. Spaletta, Mrs. Hughey, Dr. Renee Calhoon (UCA-SIM), and Dr. Patty Kohler-Evans (UCA-SIM) attended the observation with the LDC trainers. Students were working in small groups to find the main ideas and supporting details in an article about important people within the two time periods of history, which they will ultimately compare in the module Teaching Task. They were using a SIM FRAME visual device to record their findings.

Site Visit B

- Observed Mr. Gulley during his second period World History class. Students worked in small groups to learn how to use the SIM Concept Comparison Routine. Simple concepts were used to build their knowledge toward using this routine to complete the final Teaching Task of the LDC module.
- Observed Mrs. Threet's third period Transitional English 12 class. Students were working with a partner to learn vocabulary necessary for understanding the text within the unit. This is an activity prescribed by the unit itself.
- Observed Mrs. Dokes's third period Art I class. Students were using a visual thinking strategy to close read photos from Hurricane Katrina. In small groups they used a graphic organizer to record their thinking and evidence.
- Conducted a work session during Mrs. Sutton's fourth period conference. Discussion included her PGP goals and why she chose those particular goals, as well as what kinds of professional development she felt might be beneficial for her in order to enhance those areas of her professional practice. One of her goals was "to deliver effective instruction." We talked about several strategies she might utilize and ways she might think about how her delivery of important content might be more meaningful, relevant, and engaging for her students. Conducted a brief observation of Mrs. Sutton's fifth period Spanish II class where students were writing a children's book in Spanish.
- Observed Mrs. Childs's sixth period Office Management class. Students were watching a video clip about cyber-bullying and how individuals can work toward preventing that type of behavior within an organization. They were using a SIM FRAME visual device to find main ideas and supporting details within an article provided by the teacher.

Site Visit C

- Observed Mrs. Hill-Jones's seventh period Computer Accounting I class. Kelli Cypert, ARESC CTE Specialist, attended the site visit with the LDC Trainer and offered individual support to Mrs. Hill-Jones. In today's lesson, students worked whole group and with a partner to discuss ethics in the workplace. The teacher provided a worksheet activity with several case scenarios for students to think about whether particular actions were legal or illegal, ethical or unethical, and who might have been impacted by those actions. Responses were discussed with a partner and then shared and discussed whole group.
Note: Mrs. Hill-Jones requested additional support from the ARESC CTE Specialist, Kelli Cypert, and will be meeting with her on Wednesday, September 30, 2015.

Reflections and Feedback:

LDC Administrator Reflections, Goals, and Next Steps:

- Mr. Spaletta joined the LDC Trainers on the classroom observation during Site Visit A and subsequently sent out an email to the entire staff, with a "shout-out" to the teacher being observed, giving "kudos" for a job well done. Mr. Spaletta also "Tweeted" a "shout-out" to that same teacher, and favorited one "Tweeted" by the LDC Trainers.
- Mr. Spaletta has expressed concerns regarding Dollarway High School being in academic distress and the use of substitutes while teachers are out of class for professional development or other collaborative work related to LDC, such as debriefing sessions or work days. Mr. Spaletta stated that, "This past week when the teachers went to the training it caused lots of problems for those classes. We need our teachers in classes. We cannot get out of academic distress by allowing subs to be in the classes instead of teachers."

LDC Trainer Notes for Administration:

- While the LDC Trainers do recognize the school improvement status of Dollarway High School, and the need to protect instructional time between teachers and students, administration is encouraged to continue supporting teachers in the LDC planning and implementation process, through the acquisition of materials and resources, by securing one-on-one assistance with the LDC trainers when needed, by conducting classroom observations between site visits, and through brainstorming conversations with teachers to help them overcome obstacles and challenges perhaps through an LDC PLC. As taken from SIM, and The Survey Routine Guidebook, a quote which the LDC Trainers find to be quite accurate in reference to LDC as well, "The teachers who make the biggest difference in education today are those who are committed to a process of continual professional growth and development. The challenges of the teaching profession are enormous. In large measure, the key to addressing them is in the hands of teachers who are willing to try new ways of teaching and reaching students." The LDC Trainers are extremely concerned that unless administration allows teachers quality time to participate in learning new ways of teaching and reaching students, they are apt to continue doing what they've always done, therefore getting what they've always gotten.
- The LDC Trainers feel that a debriefing time after observations is a key element to implementation with fidelity and would encourage administration to work with a schedule that will allow that PLC to occur.
- Administration is encouraged to continue working with LDC team members to allow for collaborative planning time as a whole group and as small partnerships throughout the year.
- The LDC trainers appreciate the commitment of both building and district administration to the LDC process and its implementation within the district in order to enhance professional practice and increase student achievement. Their willingness to support both their staff and ARESC is paramount in meeting the desired outcomes successfully. The expectation that everyone will work together to build capacity within the building is key.
- Administration is encouraged to attend Day 4 of LDC Professional Development on October 8th/9th to support teachers, and continue enhancing their own knowledge regarding the LDC process.
- Administration should continue encouraging teachers with "high-fives", "Tweets", and "Shout-Outs" when they see positive and rigorous activities and assignments going on in classrooms.
- Administration is encouraged to avoid "piling more stuff" onto teachers' plates. Many times the

teachers who can and will...get it all. Teachers become overwhelmed, frustrated, and ultimately unsuccessful when they try to focus on too many things at once. The goal of LDC and the LDC Trainers is not to cause frustration and set teachers up for a perceived failure, but to build them up, and to be a useful tool for implementing CCSS and Arkansas State Standards, ultimately producing college and career ready students, while enhancing teacher planning and practice. One way this can be done is by allowing teachers who are in the process of implementing an LDC module, the ability to use those modules as lesson plans, in lieu of a traditional lesson plan template or process.

LDC Participant Reflections, Goals, and Next Steps:

Site Visit A

- In his reflections, Mr. Gulley felt like, "Today's lesson went pretty well. Students were engaged for the majority of the working period. Students were able to stay focused even with a shortened class period and visitors in the classroom." Mr. Gulley utilized a SIM FRAMING Routine to help students organize the material being presented. Students were very open with all of the "visitors" in the room and quite capable of clearly articulating to anyone who asked what they were learning and how this particular "routine" helped them learn the content. Mr. Gulley stated that in the future he would "break the Frame down into even smaller parts and give a time limit for each main idea heading. This would hopefully keep students from feeling overwhelmed with the size of the document." He also mentioned in his reflections that he, "...would like to use the Comparison Routine later in the module when analyzing the similarities and differences of the Renaissance and Reformation."

Site Visit B

- Mr. Gulley noted challenges with not having History textbooks available for students in addition to his reflections from his observation in Site Visit A.
- Mrs. Threet's reflections included the fact that, "Most of the work completed in this class could be accomplished more effectively if we had the novels we need to read in connection with this module. Up to this point we have been listening to the audio version of The Shallows: What the Internet is doing to our Brains. This does not allow the students to read and annotate as the module requires. We cannot complete MLA citations because we have no page numbers (which is an important part of the module). We are doing the best we can however, the novels should have been available to the students weeks ago." The Transitional English 12 class has specific novels or other texts which have been written into each unit by Southern Regional Education Board (SREB), a program adopted by the Arkansas Department of Education for implementation of this required course within a school's curriculum.
- The site visit schedule reflected a debriefing time frame when Mrs. Dokes would not be on the DHS campus, however in her individual reflections uploaded to her LiveBinder, Mrs. Dokes expressed the need for recognition that she is the art teacher and feels like "LDC doesn't readily fit within my discipline." She does note however, "I appreciate and see where LDC is beneficial but I don't want my personal content to be slighted or seem less than." She says, "My students want to create art." and she feels "restricted and forced to adhere to LDC."
- Mrs. Sutton's reflections included that in the future, she "would spend more time explaining the exact expectations I had for the book the students are writing, and I would show them an example of the work I was expecting. We would also have spent more time reviewing how to write complete sentences in Spanish. I would have spent the same amount of time reviewing verb conjugations and vocabulary with students. The pre-writing activities were helpful in activating prior knowledge and serving as a warmup for students." She stated, "In reflecting, students should have been provided with a more thorough rubric before being assigned their task." Mrs. Sutton noted, "I would like professional development on TPRS and CI foreign language classrooms. I would also like the opportunity to visit other foreign language classrooms that have implemented CI so that I can observe how this looks in practice." and

suggested that any professional development that ARES C might provide targeted in her content area would be very helpful.

- The site visit schedule did not allow for a face-to-face debriefing time for Mrs. Childs, and no individual reflections were provided.
- Several teachers noted the need for time to collaborate and plan together as an LDC team and with the LDC Trainers as a whole group.
- Many teachers expressed a need for professional development more closely aligned to their needs, such as content specific foreign language content and strategies, CTE content, History content, and more SIM Content Enhancement Routines to choose from.

Site Visit C

- The site visit schedule did not allow for a face-to-face debriefing session with Mrs. Hill-Jones, however, in her individual reflections uploaded to her LiveBinder, Mrs. Hill-Jones's reflections indicated that she was feeling a bit overwhelmed last week when the original site visit was scheduled, but felt better about it, and a little less nervous, this week. She felt as though, "Today's lesson was engaging and interesting to the students as they participated in the class discussion." and that in the future, she would still share her personal story, but would also allow students to share a personal story of their own. Mrs. Jones felt more time to learn and prepare for the LDC process would be beneficial and she would personally like, "feedback on ways the lesson could be improved," and "training on weak elements of the lesson."

LDC Trainer Notes for Participants:

- As taken from SIM, and The Survey Routine Guidebook, a quote which the LDC Trainers find to be quite accurate in reference to LDC as well, "The teachers who make the biggest difference in education today are those who are committed to a process of continual professional growth and development. The challenges of the teaching profession are enormous. In large measure, the key to addressing them is in the hands of teachers who are willing to try new ways of teaching and reaching students."
- The LDC Trainers note that teamwork is a key component to the success of any initiative in any organization. Together, we can go places and do things that alone, might never happen.
- Teachers are encouraged to utilize the resources available in their LiveBinder, submit new resources they find, and share with others. LDC.org and the "Classroom Resources" tab in the LDC LiveBinder also provide many beneficial resources that should be reviewed often.
- Teachers are encouraged to contact ARES C Specialists and LDC Trainers any time they would like additional help with planning or instruction. They can use the ARES C Support Form in their LDC LiveBinder and a specialist will get in touch with them.
- LDC teachers are encouraged to either submit their modules for feedback to the LDC Trainers as well as to peers and instructional leaders. This will help with ensuring implementation with fidelity and the inclusion of appropriate levels of rigor required by the CCSS and Arkansas State Standards within modules. LDC Core Tools has a new feature for requesting feedback through the Jurying tab on the site navigation bar or teachers can request feedback via email.
- Teachers are encouraged to remember that flexibility is necessary when writing and implementing an LDC module. Theory and reality don't always equal, and teachers must be able to monitor and adjust accordingly without abandonment. Once written, a module is still a "living document" which needs to be tweaked often as individual situations and circumstances dictate.
- Teachers must understand that LDC is a process and not a program. It is a way of thinking about teaching and learning. The module is a framework...a logical sequence of events. It follows a four step process: **1. What Task?** What do you want students to know, understand, and be able to do? **2. What Skills?** What skills do students need in order to be successful on the Task? **3. What Instruction?** What instruction does the teacher need to provide so that students acquire the necessary skills to be successful on the Task? and finally, **4. What**

Results? What results do you expect, and how will you know if the results are good enough? We would ask the question, is there any one of these four steps that could be left off of a true meaningful lesson plan? Regardless of what we teach, don't we always consider what it is that we want our students to know, understand, and be able to do? Shouldn't we always think about what skills they will need in order to be successful? Wouldn't we then provide them with instruction so that they might learn the necessary skills? And finally...do we not always have some sort of expectation regarding what they will produce in order to demonstrate that they have learned those necessary skills?

LDC Student Reflections, Goals, and Next Steps:

- Students were engaged and on task in all classes observed.
- Student behavior was appropriate and respectful.
- When asked, students were generally able to articulate what they were learning to observers.
- Students appeared to be comfortable asking for assistance when needed.
- Students generally knew and followed a specific protocol for behavior and activities in all classes observed.

LDC Trainer Notes for Students:

Please share the following feedback with your students.

First of all, we want to say what a great job you all did during our visits to your different classes. Your hard work is appreciated and we only see great things in your future should you continue on this path.

It is our hope that you found your teachers' use of collaboration and partnership activities to be a positive learning experience. College and/or career readiness will require that you be able to work with a diverse group of people way more often than it will be an independent process.

As a citizen of the United States of America, you have the amazing right to an education. As Frederick Douglass said, "Education is the key to freedom." That doesn't mean just freedom from slavery. That means the freedom to go wherever you want to go, do whatever you want to do, and be whoever you want to be. We encourage you to start today...embrace that right completely and totally. With that right, I hope you will also embrace your responsibility to learn ALL that you can! we look forward to returning to your classes and are excited to see what you will do, where you will go, and who you will become!

Upcoming Dates:

Next LDC Site Visit: TBD

Next LDC Regional Professional Development: October 8/9, 2015 (LDC Day 4)

Next Webinar/Zoom: October 9, 2015



**Arkansas LDC
2015-2016**

Site Visit 1 Review

Date: October 18, 2015

Site Visit Date: October 06, 2015

School Visited: Robert F. Morehead Middle School

LDC Trainer(s): Dee Davis, ARESC Literacy Specialist

Pre Site Visit Preparations:

Dr. Bryant (DSD Assistant Superintendent) met with the district LDC team on August 14, 2015, to discuss the district's participation in LDC for the 2015-2016 school year. Dr. Bryant addressed teacher comments, questions, and concerns regarding professional development, documentation, and classroom implementation with fidelity. Dee Davis (LDC Trainer), Andi Lunsford (LDC Trainer), K. Acker-Moorehead (RFMMS), James Jones (RFMMS), Sarah McNeal Sutton (DHS), Joyce Wilkes (RFMMS), Vickie Liddell (DHS), Phyllis Childs (DHS), Willie Gulley (DHS), Rhonda Hill-Jones (DHS), Sabrina Threet (DHS), Chioma Okorie (RFMMS), Kathryn Armstrong (RFMMS), Reggie Nalls (RFMMS), Rachel Shorter (RFMMS), and Irma Strong (DHS) attended the meeting with Dr. Bryant. One major concern by teachers was the use of LDC modules in lieu of traditional lesson plan templates. Dr. Bryant agreed and gave permission for teachers to use their LDC module in lieu of a traditional lesson plan document. Another concern was training. The LDC trainers agreed to conduct two additional sessions of Days 1-3, originally held in June for those teachers who may be struggling, who missed the training, or who are new hires. These two sessions were held on September 8, 9, 10 and on September 14, 15, 16. Dr. Bryant asked Mrs. Davis to send teachers an email to include the information necessary to prepare them for the upcoming trainings. An email was sent to all participating LDC teachers as given by either the building principal or instructional facilitator. A google form was provided for teachers to respond when preparation was complete. This documentation was provided to building and central office leadership.

RFMMS sent thirteen (13) teachers and two (2) instructional facilitators to the training on September 8, 9, 10 and September 14, 15, 16. The building principal (Mrs. Prim) attended each day of the training at varying times throughout.

The LDC trainers have provided LiveBinders for all LDC participating teachers as well as to building and central office administration. These binders house all LDC professional development materials, as well as all LDC documentation, including sign-in sheets. They are updated regularly and are available for viewing at any time. Individual teacher binders are maintained by the individual teacher. Administration can view teacher binders at any time.

Summary of LDC Site Visit 1 on October 6, 2015:

The LDC trainers met with the building principal (Mrs. Prim) and the Literacy Coach (Mrs. Porter) on several occasions, prior to this site visit. Discussions included individual and collective roles and

responsibilities regarding participation in the LDC process for both administrators and teachers, as well as those teachers who would need to attend the additional Days 1-3 training. Lesson plans, site visit protocol, and LDC documentation were also discussed during those meetings.

The RFMMS Literacy Coach, Robyn Porter, provided the LDC trainer with an observation schedule several days prior to the actual site visit. The schedule included an afternoon debriefing session with all observed teachers. Lunch was provided to the LDC team by the principal. (Thank you!)

Mrs. Meadows (Math/Science IF) accompanied the LDC trainer to all classrooms and attended the afternoon debriefing session.

Lakisha Williams (ELA Grade 6) - Out

Kenton Wasson (Science Grade 6) - Out

Observed Kimberly Acker-Moorehead (AR History Grade 7)

The teacher was working with the students as a whole group using the acronym PRAZE. (P=What's our Progress?; R=Review the Objective; A=Ask questions; Z=Zoom In; and E=Evaluate Next Steps) The Teaching Task was on the SmartBoard and students were asked to share what part of the Teaching Task they did not understand. Also on the board was the question, "What does my product need to look like to meet or exceed expectations?" The teacher stated, "There's no need to go on if you guys don't understand what we're doing." The mini-task appears to be a part of task and rubric analysis.

Observed Diana Brown (ELA Grade 7)

Students were working independently to begin either writing a first draft or possibly an outline for their final product for the Teaching Task. The Teaching Task was on the SmartBoard. Students were directed to choose at least two events from the novel, A Wrinkle in Time, and write about how a character other than Meg (the main character) might have responded.

Observed Reggie Nalls (Science Grade 7)

Mr. Nalls stated that he had completed his LDC module the previous week, however at the beginning of class he did review what had been previous learning and what would be new learning. Mr. Nalls provided students with a copy of the SIM Concept Comparison Table and opened his own on the overhead projector. He told students, "I am going to tell you a story...take notes." Once he completed his story, he told students they would need to use information from his story and from their textbook to complete the Comparison Table. One student said, "On page 225 there's a demonstration." The teacher reminded students of having used a FRAME and that this would be similar and showed students where to find the acronym COMPARING, telling them "That's our guide."

Observed James Jones (Science Grade 8)

Coach Jones's students were working in small groups to create "flip books" depicting "which one you (students) want to be, a multicellular or single cellular organism". Students were required to discuss their decision with their partner and provide each other with ideas and feedback on their flip books. Coach Jones allowed students to go back to the lab and review a previous lab activity to help them draw pictures for their flip books.

Observed Rachel Shorter (CTE)

Ms. Shorter's students were working on individual computers to complete a PowerPoint and flyer as part of an assessment. They were to save it to their flash drive for teacher scoring. The module Teaching Task was on the smart board throughout the class. Ms. Shorter monitored the class and provided individual assistance as needed by students.

Observed Kathryn Armstrong (AM History Grade 8)

Ms. Armstrong's students were analyzing the electoral vote versus the popular vote for Jefferson and Adams. She directed students to take notes using the Cornell Note Taking method and provided them with a small review sheet depicting the structure for Cornell Notes. Ms. Armstrong provided a student with special needs a modified version of the SIM Survey Routine that included teacher recorded notes for him to refer to. The Essential Question (Why does conflict develop?) and a small Teaching Task was on the whiteboard. Students were required to take notes while listening to the textbook being read aloud from the electronic teacher version. Students do not have individual textbooks.

Observed Nick Henard (ELA Grade 8)

Mr. Henard was helping students to analyze the rubric associated with the writing product in his Teaching Task as a whole group. His objective written on the board was, "Write an effective argumentation essay." The teacher and students were discussing the rubric element "focus" and decided together that it meant "not to be distracted." Students were then directed to transition to small groups to work on deconstructing the other elements of the scoring rubric.

Observed Chioma Okorie (Special Ed)

Ms. Okorie's students were working on regular nouns. This was a special education classroom, and it was not evident as to whether or not this mini-lesson was part of an LDC module.

Observed Eckard Fox (Music) October 7, 2015

Mr. Fox's students were working on drum beats and rhythms as a whole group using individual equipment. A student was helping to present the material to his classmates. It was not evident as to whether or not this mini-lesson was part of an LDC module.

Observed Emanuel Thompson (Social Studies Grade 6) October 7, 2015

Mr. Thompson's students were watching a video clip on ancient societies. Mr. Thompson provided directions for viewing the video clip prior to watching to answer the Teaching Task's Essential Question, "How does geography influence culture?"

Reflections and Feedback:

LDC Administrator Reflections, Goals, and Next Steps:

- Mrs. Prim (Principal) and Mrs. Porter (Literacy Instructional Facilitator) were not present for the observations due to a prior obligation in another meeting, however, Ms. Meadows (Math/Science Instructional Facilitator) attended all classroom observations as well as the group debriefing session.

LDC Trainer Notes for Administration:

- The LDC trainer wishes to express much appreciation for the working lunch provided by RFMMS. It was a delight to both the observer as well as the participating teachers.
- Administration is encouraged to continue working with LDC team members to allow for collaborative planning time as a whole group and as small partnerships throughout the year.
- The LDC trainers appreciate the commitment of both building and district administration to the LDC process and its implementation within the district and this building, in order to enhance professional practice and increase student achievement. The district's willingness to support both their staff and ARESC is paramount in meeting the desired outcomes successfully. The expectation that everyone will work together to build capacity within each building is key.

- Administration is encouraged to attend Day 5 of LDC Professional Development on December 3rd or 4th to support teachers, and continue enhancing their own knowledge regarding the LDC process.

LDC Participant Reflections, Goals, and Next Steps:

Lakisha Williams (ELA Grade 6)

Out

Kenton Wasson (Science Grade 6)

Out

Kimberly Acker-Moorehead (AR History Grade 7)

No reflections provided

Diana Brown (ELA Grade 7)

No reflections provided

Reggie Nalls (Science Grade 7)

Mr. Nalls noted that this was his first LDC module and that possibly today's lesson was only "average." Future changes to enhance the lesson and his module included "using the same hook" but "spending more time on the device" being used during the lesson. He felt like he needed more mini-tasks than what he had originally thought, and had to "monitor and adjust" as he went along. However, he did feel like this knowledge would allow him to be able to plan better when writing his next module.

James Jones (Science Grade 8)

Coach Jones's reflections included a realization that keeping the Teaching Task, Essential Question, and related LDC rubric in front of students throughout the module would help both the teacher and the students stay focused and on task, making each day's work important and relevant to the final task. His needs for a more productive future module and better chance for student success included the need for digital textbooks on Nook books or other mobile device, as well as access to literacy test data, as students prepare for the final writing product so that areas of strength can be celebrated and areas of weakness can be supported with scaffolding. His next steps to perfect future modules are to work on making essential questions more student-centered as opposed to teacher-centered and to post a large copy of the appropriate LDC rubric in the class for quick reference throughout the module.

Rachel Shorter (CTE)

No reflections provided

Kathryn Armstrong (AM History Grade 8)

Ms. Armstrong noted in her reflections that many students seemed to struggle with summarizing a text, specifically "with paraphrasing and identifying the main idea/theme in a series of events." However, she did observe that "students did demonstrate an appropriate focus and most demonstrated an appropriate controlling idea for the summaries that were reviewed." Ms. Armstrong stated, "I think that most students understood what to do but were not very engaged during the lesson. I think this was partly due to the fact that students had to listen to the textbook being read instead of reading it independently." Thoughts on possible future changes included, "If I could change today's lesson, I would make copies of the text for students and let them go through the cloze notes independently first, and then come back as a class to discuss student responses. I would also add more spaces on the handout for student input. I would want to give students more practice identifying the structure of Cornell notes." Resources Ms. Armstrong felt would be beneficial, include "print or tangible texts for students

to closely read.” She stated, “ It is hard to teach students to analyze text structure and identify clues/signals from a text without allowing students to work with the text independently. I need to have textbooks (print or digital) and more dictionaries (print or digital) for students to use in the classroom. Additional planning time would also be useful in planning my next module.” Ms. Armstrong feels like “more training on how to get students to understand the language of the rubric” would also be beneficial because “students struggled on analyzing the rubric partly because they had trouble understanding its language.” She did note that the “collaborative discussions and trainings for LDC” are helpful because they provide “someone to bounce ideas off of.”

Nick Henard (ELA Grade 8)

No reflections provided

Chioma Okorie (Special Ed)

No reflections provided

Eckard Fox (Music)

No reflections provided

Emanuel Thompson (Social Studies Grade 6)

No reflections provided

LDC Trainer Notes for Participants:

- As taken from SIM, and The Survey Routine Guidebook, a quote which the LDC Trainers find to be quite accurate in reference to LDC as well, “The teachers who make the biggest difference in education today are those who are **committed** to a process of continual professional growth and development. The challenges of the teaching profession are enormous. In large measure, the key to addressing them is in the hands of teachers who are willing to try new ways of teaching and reaching students.” It must also be noted here that there is a vast difference between true commitment and simple compliance.
- Teachers are encouraged to submit appropriate documentation within the requested time period so that both administrators and LDC trainers are better able to preview classrooms and lessons prior to observations and so that teachers are better able to productively reflect on their own practice and the learning that takes place as a result.
- Teachers are encouraged to utilize the resources available in their LiveBinder, submit new resources they find, and share with others. LDC.org and the “Classroom Resources” tab in the LDC LiveBinder also provide many beneficial resources that should be reviewed often.
- Teachers are encouraged to contact ARESC Specialists and LDC Trainers any time they would like additional help with planning or instruction. Mrs. Porter or Mrs. Meadows can help them to set up that assistance or they can contact ARESC directly through the ARESC Support Form in their LDC LiveBinder.
- LDC teachers are encouraged to submit their modules for feedback to the LDC Trainers as well as to peers and instructional leaders within the building. This will help with ensuring implementation with fidelity and the inclusion of appropriate levels of rigor required by the CCSS and Arkansas State Standards within modules. LDC Core Tools has a new feature for requesting feedback through the Jurying tab on the site navigation bar or teachers can request feedback via email.
- Teachers are encouraged to remember that flexibility is necessary when writing and implementing an LDC module. Theory and reality don’t always equal, and teachers must be able to monitor and adjust accordingly without abandonment. Once written, a module is still a “living document” which needs to be tweaked often as individual situations and circumstances dictate.
- Teachers must understand that LDC is a process and not a program. It is a way of thinking

about teaching and learning. The module is a framework...a logical sequence of events. It follows a four step process: **1. What Task?** What do you want students to know, understand, and be able to do? **2. What Skills?** What skills do students need in order to be successful on the Task? **3. What Instruction?** What instruction does the teacher need to provide so that students acquire the necessary skills to be successful on the Task? and finally, **4. What Results?** What results do you expect, and how will you know if the results are good enough? We would ask the question, is there any one of these four steps that could be left off of a true meaningful lesson plan? Regardless of what we teach, don't we always consider what it is that we want our students to know, understand, and be able to do? Shouldn't we always think about what skills they will need in order to be successful? Wouldn't we then provide them with instruction so that they might learn the necessary skills? And finally...do we not always have some sort of expectation regarding what they will produce in order to demonstrate that they have learned those necessary skills?

- Teachers are encouraged to keep the Teaching Task central throughout the duration of the LDC module. Regular reference to the Teaching Task made by the teacher helps students to understand and remember that each mini-task is an essential component toward completion of the final product.
- Rather than changing the language of LDC templates and rubrics, teachers are encouraged to deconstruct their Teaching Task and associated LDC rubric WITH students to make sure that all students understand the requirements and scoring criteria.
- Teachers are encouraged to work with Ms. Porter and Ms. Meadows to plan visits to other classrooms to see LDC in action and to try incorporating different ideas found into their own instruction. Subsequent discussions of teacher/teacher observations provide great foundations for discussions during PLCs to systemically remain consistent, enhance professional practices, and increase student achievement by eliminating possible cross curricular confusions and develop transferable skills.

LDC Student Reflections, Goals, and Next Steps:

- Students were generally engaged and on task in most classes observed.
- Student behavior was generally appropriate and respectful.
- When asked, a few students were generally able to articulate what they were learning to observers.
- Students appeared to be comfortable asking for assistance when needed.
- Students generally knew and followed a specific protocol for behavior in most classes observed.

LDC Trainer Notes for Students:

Please share the following with your students.

The LDC trainer (Mrs. Davis) wants to express appreciation to the students observed at RFMMS on this day for their hard work and willingness to take responsibility for learning the information presented by their teachers. Those students who behave appropriately allow themselves and those around them to absorb a wealth of knowledge that will be so beneficial to them as they continue their journey through school and through life.

Your teachers work very hard to plan and present daily lessons that will take you down the best paths and provide you with the most opportunities for future success. Sometimes some "stuff" may seem boring or useless, but be assured that all things have a unique purpose, and it is your responsibility to meet every challenge with a positive attitude, to learn from all situations, and to use all challenges for your benefit, as the only REAL failure is the failure to try!

I am so glad that you allowed me to be a part of the learning on this day, and I can't wait until I am able to return and see how far you've come! You ROCK!!!

Upcoming Dates:

Next LDC Site Visit: TBD

Next LDC Regional Professional Development: LDC Day 5 - December 3, 2015 or December 4, 2015

Arkansas LDC 2015-2016

Site Visit 2 Review

Date: November 5, 2015 (Amended Copy 11-6-15)

Site Visit Date: October 28, 2015

School Visited: Robert F. Morehead Middle School

LDC Trainer(s): Dee Davis, ARESC Literacy Specialist and Andi Lunsford, ARESC Science Specialist

Summary of LDC Site Visit 2 on October 28, 2015:

Cohort 3 and 4 LDC Teachers participated in an LDC Site Visit Work Day held at RFMMS.

Teachers worked both collectively and independently to update, tweak, modify, and/or improve their LDC modules in an informal setting, and prior to the LDC Site Visit 3, which will be classroom observation of implementation. The LDC trainers provided collective and individual assistance with that process, as needed by the participants. Mrs. Meadows and Mrs. Porter (instructional facilitators) attended the session periodically throughout the day.

Participants were asked to complete Work Day Reflective Questions connected to TESS Domain 4 and upload them to their LDC LiveBinder within 24 hours. Site visit documentation can be found in the teacher, building, and district LDC LiveBinder.

Reflections and Feedback:

LDC Administrator Reflections, Goals, and Next Steps:

LDC Trainer Notes for Administration:

- Administration is encouraged to follow-up on, and attend (at least in part), all planning and collaboration sessions with the building LDC team, which occur between site visit classroom observations and professional development sessions, as they are available to do so.
- Administration is encouraged to communicate with the LDC trainers and the LDC participating teachers between site visits so that any challenges or obstacles that arise may be addressed and overcome. Administration is further encouraged to contact the LDC trainers as needed with any questions or assistance they may need.

LDC Participant Reflections, Goals, and Next Steps:

- **Joyce Wilkes** described the outcome of the workday as “productive” and stated that she was “able to tie up loose ends on module 1 and create a task for module 2.” She noted that “being able to collaborate relieved me of the pressure of struggling to understand portions of the module that I didn’t quite understand.” Ms. Wilkes further stated,

“Creating the modules are more detailed than the traditional lesson plan” and “outline a map for reaching your final product. Collaborating with colleagues was very beneficial because it allowed me to ask questions and get assistance when needed.”

- **Rachel Shorter** described the work day as “very productive” and stated that she was “able to add mini-tasks, and pacing, and give the tasks names.” She also noted that she was able to share information with colleagues and give and receive assistance as needed. She felt like she was “able to organize information and actually make progress within the module.”
- **Diana Brown** described the day as being “incredibly helpful.” She stated, being able “to work on campus with the support of my fellow LDC teachers, the administrators, and Dee and Andi...was especially beneficial.” Mrs. Brown noted that she was able to work with one teacher “regarding strategies” and with other “7th grade teachers regarding alignment across our own curricula within LDC.” She felt like she “made a lot of wonderful progress” especially with adapting her reading comprehension work to be more “LDC friendly.” Mrs. Brown stated that this experience “has definitely helped me see more big picture ideas and working to the Task as opposed to working to the day’s work.”
- **Chioma Okorie** stated that the day “helped me improve my ability to navigate the site to get information or edit information.” She made special note of the benefit of being able to “remind one another of some things we forgot to do and where some things in the site are located. We were able to put information in their right places.” Mrs. Okorie felt like this experience has helped her to “focus on targeted skills or concepts being taught.”
- **James Jones** described the work day as “very productive” and noted the “chance to collaborate with Andi and Dee to get feedback” was beneficial. Coach Jones noted that this experience has helped him to learn the advantage of “a well planned out module.” He made special note of “doing a better job with stating essential questions” and feels like this gives “students a variety of ways to derive at an answer to help them produce a product that is unique and shows ownership.”
- **Nick Henard** felt like the day “allowed me to finish up my reflections as well as add a significant amount of material to my second module.” He noted working “most closely with the 6th grade ELA instructor” and discussing “proper methods of implementation as well as tips on specific mini-tasks that need to be added.” By giving each other feedback on their modules. Mr. Henard stated that “This experience has provided me with needed time to work on my modules as well as make up my reflections. The work days are a great time to focus on LDC and organize my modules.” He noted that “these days provide a time when I am around numerous other instructors as well as the LDC trainers which means that any questions I have can be answered immediately and I can continue uninterrupted.”
- **Kathryn Armstrong** reflected on the day noting having been “able to develop a teaching task as well as a basic outline for my second module.” She also offered to jury and “co-author” with colleagues, bouncing ideas off “fellow history teachers”. Ms. Armstrong described this experience as making her “more aware of the need to have students see the end goal before starting instruction and of having them make connections between the skills and content they are learning with the activities” that are done in class.
- **Lakisha Williams** described the day as “a very productive work day” and stated that she was able to “finish my first module” and start on her second. Ms. Williams noted that she worked with an ELA colleague to get ideas on different parts of her module, but didn’t really feel like the experience itself had really influence her instruction because “Everything we are doing in the module was already a part of our previous lesson plan format. It is just a more detailed version of our old lesson plan template.”

- **Reggie Nalls** described the day as “very productive” and a “great time to get my second module started.” Mr. Nalls noted the opportunity to discuss with colleagues future material that could be introduced in multiple classrooms. Mr. Nalls also discussed the building-wide implementation of LDC and feels like that has had a positive influence on their instruction because teachers are using the same language across disciplines.
- **Emanuel Thompson** described the outcome of the work day as “very productive” noting that he worked with co-workers to provide each other with feedback on their modules. He found it to be beneficial to work with colleagues who could help him add attachments to his first module and was reminded that all activities in the module need to reflect back to the essential question in the Teaching Task.
- **Kimberly Acker-Moorehead**--No reflections provided
- **Eckard Fox**--No reflections provided

LDC Trainer Notes for Participants:

- The LDC trainers appreciate the commitment of the participating teachers to the LDC process and its implementation in order to enhance personal professional practice and increase student achievement. Their willingness to learn new ways to teach and reach students is paramount in meeting the desired outcomes successfully.
- The LDC trainers want to remind teachers that flexibility is necessary when writing and implementing an LDC module. Once written, a module is still a “living document” which needs to be tweaked often as individual situations and circumstances dictate.
- All members of the LDC team are encouraged to continue utilizing the support and expertise of the instructional facilitators, and to contact the LDC trainers at any time following the protocol requested by administration.

LDC Student Reflections, Goals, and Next Steps:

- No students observed

LDC Trainer Notes for Students:

N/A

Upcoming Dates:

Next LDC Site Visit: November 16, 2015 (Classroom Observation of Implementation)

Next LDC Regional Professional Development: LDC Day 5 (December 3, 2015 or December 4, 2015)



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: Dollarway School District
SCHOOL: Robert F. Morehead Middle School
STATUS: Priority

SUPERINTENDENT: Patsy Hughey
PRINCIPAL: Yolanda Prim

SITE-BASED SIS: TAMMI DOCKETT-WILSON

EXTERNAL PROVIDER: EDUCATORS CONSULTING SERVICES AND ARESC

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Dr. Richard Wilde and Lasonia Johnson

45-DAY PLAN

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:
Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:
District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

Currently, we are meeting weekly in PLC's, grade-level and bi-weekly with the Building Leadership with each team keeping sign-in sheets, agenda and minutes.

Quarterly Objective: To maintain an accurate and current records all meetings.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. A copy of each leadership team minutes will be emailed to members.	09/02/2015	10/15/2015	Raymond Henard	x		Minutes and agendas placed in notebook in the office.
2. PLC's lead persons will email team members 1 day in advance agendas	09/02/2015	10/13/2015	Raymond Henard	x		Minutes and agendas place on file in the office.

3. Leadership team will add events/information to the master calendar which is displayed in office data center and workroom.	09/02/2015	10/16/2015	Virginia Jones	x		Posted calendars
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Include additional task lines as needed.

DRAFT

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Teacher are administering pre and post tests for all units of study. Pre and post tests will allow accurate assessment of the students' prior knowledge and academic growth. Tests may be verbal, observation or written.

Quarterly Objective:

Teachers will utilize pre- and post-test for all units of study to drive their instruction and lesson planning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Principal, Academic coaches, department chairs, and team chairs will reinforce.	09/07/2015	10/16/2015	Robyn Porter	X		Copies of pre and post tests.
2. Data from tests, discussion of the items in team and department meetings.	09/10/2015	10/16/2015	Vernice Meadows	X		Agendas, minutes, lesson plans.

Include additional task lines as needed

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

Currently we have developed five standard rules for the building. They are displayed in each classroom. Teachers can have classroom procedures in addition to the standard rules.

Quarterly Objective: All classrooms will be effectively managed to maximize student achievements.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Classrooms orientation to include signed acknowledgement of standard school rules and classroom procedure.	08/17/2015	10/16/2015	Yolanda Prim	x		School standard rules and classroom procedures posted in each classroom, decrease in office referrals.
2. Create a form for teachers to distribute and have students sign each time the standard rules are reviewed.	09/15/2015	10/16/2015	Jennifer Irons		x	The signed forms will be handed into the principal's office.
3. Leadership team will review quarterly discipline reports.	09/17/2015	10/16/2015	Andrea Mixon	x		Discipline reports / data.

Include additional task lines as needed

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): Currently at this time we have a small group of parents participating in the advisory meetings.						
Quarterly Objective: To increase parent involvement by 10% by the end of the quarter.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Increase parent involvement in school activities.	08/11/2015	10/16/2015	Kathryn Armstrong	x		Sign in sheets, pictures
2. Parent advisory meetings monthly.	09/22/2015	10/16/2015	Kathryn Armstrong	x		Sign in sheets, agendas and minutes
3. Provide a schedule to parents for Saturday tutoring for parent and students.	09/01/2015	10/20/2015	Yolanda Prim Kathryn Armstrong		x	Sign in sheets, pictures, list of activities completed.

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

- ADE will monitor the following:**
- The guidance plan
 - The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Currently, we provide college awareness days throughout the school year that involve the students and school staff.

Quarterly Objective: To assess students interest and match with career and college options.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create college posters which are displayed throughout the building.	09/15/2015	10/10/2015	Joyce Wilkes	x		Posters, kuder reports, and photos.
2. Career Development teacher will schedule regular visits from the High School College and Career Coach so students on be exposed to as much college and career information.	09/15/2015	10/10/2015	Joyce Wilkes		x	Career coach sign-in sheets

Include additional task lines as needed.

PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district? **Yes, The district Leadership provides on going monitor, supply materials needed to meet the teacher and student needs, embedded professional development as needed, Team meetings**

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.) **Read and math 180, System 44, SMI and SRI to identify students working below grade level, The RTI process is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner**

- *High-quality, scientifically based classroom instruction.*
- *Ongoing student assessment.*
- *Tiered instruction.*
- *Parent involvement.*

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team? **The SIS reviews assessments, have conversations about what is being done and how we can better improve student achievement. The ADE is working us to review and provide directions or recommend**

What are the barriers, if any, in improving student outcomes? **None at this time.**

How is your leadership team monitoring student progress in the skill area of science? **Weekly assessments, pre and post results, CWT's, weekly team meetings, observations, meeting with teachers individually to address strengths and weakness of teachers and students.**

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? **We are reviewing test data, meeting weekly with PLC's, overserving classroom instructions and meeting with teachers individually to address strengths and weakness of the students and teachers.**

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes? **Create more building wide initiatives.**

If anything, what do you intend to change or modify for the next quarter?
We will provide more remedial time by using after school tutoring.

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ARKANSAS
DEPARTMENT
OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
6 th	94				10	0	5					6			
7 th	82				14	0	0					5			
8 th	102				17	0	0					8			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by ___/___ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by ___SMI___ _09 / 22_ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by ___ - /___ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by ___SRI___ _09 / 22_ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6 th	5%						85				83	
7 th	0%						73				70	
8 th	0%						89				90	

Comments/ Clarifications:

DRAFT

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th			
6th	26	94	47				89				89	55	62%				
7th	20	82	21				69				69	51	74%				
8th	22	102	45				90				90	53	59%				
			<i>Example</i>				248	90	95	N/A	248	159	65%				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
6th	10	94	69				78				78	59	77%			
7th	30	82	53				71				71	49	69%			
8th	25	102	72				80				80	67	84%			
							229									
						<i>Example</i>	100	90	95	N/A	229	175	76%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

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DOLLARWAY SCHOOL DISTRICT - PROFESSIONAL DEVELOPMENT - 2015-2016 SCHOOL YEAR

FUND	FUNCTION	AMT - BUDGETED	AMT - OBLIGATED	PURPOSE
2281	2210	\$ 254,600.00	\$ 156,750.00	IMPROVEMENT OF INSTR. - EXTERNAL PROVIDERS/STAFF TRAINING
2281	2213	\$ 85,400.00	\$ 8,621.02	PROFESSIONAL DEVELOPMENT - STAFF TRAINING
TOTAL		\$ 340,000.00	\$ 165,371.02	
6501	2210	\$ 98,345.46	\$ 3,680.00	IMPROVEMENT OF INSTR.- STIPENDS/STAFF TRAINING IN/OUT OF DISTRICT
6501	2213	\$ 278,055.97	\$ 246,326.00	PROFESSIONAL DEVELOPMENT - EXTERNAL PROVIDERS/STAFF TRAINING
TOTAL		\$ 376,401.43	\$ 250,006.00	
6756	2213	\$ 158,000.00	\$ -	PROFESSIONAL DEVELOPMENT - STAFF TRAINING
TOTAL		\$ 158,000.00	\$ -	
GRAND TOTAL		\$ 874,401.43	\$ 415,377.02	

Robert F. Morehead Middle School will be hosting its Math, Science, and EAST (STEM) Night on Monday December 7, 2015 at 5:30 pm.

The event will include activities and games in Math and Science for students and parents to participate in. Student work from the STEM classes, taught by Mr. Reggie Nalls, will be showcased. The STEM Design class has designed mouse trap racecars which they will race.

Special Called Board Meeting
Friday, October 16, 2015
5:00 p.m.



**DOLLARWAY SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
Special Called Board Meeting**

AGENDA

Administration Building
4900 Dollarway Road
Pine Bluff, AR 71602

Friday, October 16, 2015

I. ROLL CALL

Billie Sanders-Lankford
Gene Stewart
Charles Girley
Irene Murphy
Ruth Bogy
Dorothy Singleton
Cleollia Robinson

II. APPROVAL OF AGENDA

III. EXECUTIVE SESSION

IV. ADJOURNMENT



Strategies for Improving Student Achievement:

1. Gain Control of the School Environment: A Prerequisite

- * Create a safe place to learn
- * Establish order

2. Improve Curriculum and Classroom Instruction

- * Provide challenging curricula and instruction
- * Help students who fall behind or need extra instruction

3. Focused Curriculum

- * Emphasize high-quality classroom instruction
- * Maximize resources in ways that improve interaction between teachers and students

What Do Schools Look Like When They Focus on Student Learning?

1. Implement a Schoolwide Instructional Focus

- * Establish Schools Dedicated to Student Learning
- * Require practices that support the instructional focus
- * Present consistent materials
- * Maintain coherent schedule with few interruptions
- * Utilize resources strategically to support the instructional focus
- * Mandate all school personnel engaged in instruction
- * Schedule group meetings focused on teaching and learning
- * Align school vision with instructional focus

2. Analyze Student Work and Data

- * Teachers develop exemplars of good work
- * Display student work that meets standards and reflects the instructional focus
- * Promote professional development based on teachers' and students' needs
- * Encourage peer coaching

3. Create Targeted Professional Development Plan for Core Subjects

- * Include teachers in plan development
- * Drive plan with data
- * Align activities with instructional focus
- * Pool resources
- * Monitor ongoing assessment of student learning
- * Identify responsibilities, strategies and time lines
- * Evaluate effectiveness of activities

How to Rewrite the Book on Reading:

1. Focus on Reading Across School Curriculum and Small Group Teaching

- * Designate reading as a central focus for curricular and instructional reforms
- * Elevate intensive reading instruction to priority status
- * Upgrade professional development in reading instruction
- * Assist teachers in their work with individual students
- * Select a concentrated reading program, create a plan, and train teachers to implement plan

Implementing Comprehensive Reform:

1. Components of a Comprehensive School Reform Program

- * Effective, research-based methods and strategies
- * Comprehensive design with aligned components
- * Professional development
- * Measurable goals and benchmarks
- * Support within the school
- * Parental and community involvement
- * External technical support and assistance
- * Evaluation strategies
- * Coordination of Resources

***Sourced from a U.S. Department of Education Report**

October 28, 2015

1. Clear objective written and discussed in terms of learning expectations at the end of the period.

Teach students and the material. Give the students opportunities for success.

DATA---Analyze

identify low achieving students/do an analysis on why they are not achieving

Attendance

Behavior

Course performance

Peer tutoring

Group tutoring

Test the same way that TLI tests and use the same vocabulary

TEACH differently

Who are the students failing? Do they need intervention or instruction

Pair share

What other programs do you have in place and what is the purpose?

Peer tutoring

Group in classroom for tutoring

2. Assessment Aligned to Achievement Standards---Pre-test---is it authentic?

2.a. Benchmarks for progress monitoring/Common Assessment

3. Are teachers teaching the Pre-test based on standard

4. What do you want the students to know by the end of the period?

5. How do you assess the learning? Stop waiting three or four days later

6. Exit statements

Let the students practice

7. Identify the students who are failing and why

8. Different teaching strategies

9. Guided practice

10. Independent practice

11. Quiz every other day...big test once a week

12. Hands on projects based on materials taught

13. Illustrate book cover, scene in the book, collage, characters (put on poster) Rubric

14. Teach for success

15. Marzonia Strategies

16. BLOOM's

17. Differentiation activities sheet

18.

Math Module 1

Algebra 1

Total	0	5	63	27	95
	A	P	B	BB	Tested
%	0.0%	5.3%	66.3%	28.4%	

Geometry

Total	0	17	46	10	73
	A	P	B	BB	Tested
%	0.0%	23.3%	63.0%	13.7%	

Algebra 2

Total	0	2	54	40	96
	A	P	B	BB	Tested
%	0.0%	2.1%	56.3%	41.7%	

Math Module 2

Algebra 1

Total	0	11	64	19	94
	A	P	B	BB	Tested
%	0.0%	11.7%	68.1%	20.2%	

Geometry

Total	0	11	46	14	71
	A	P	B	BB	Tested
%	0.0%	15.5%	64.8%	19.7%	

Science Module 1

Biology

Total	4	28	32	3	67
	A	P	B	BB	Tested
%	6.0%	41.8%	47.8%	4.5%	

Literacy Module 1 (*Reading*)

Grade 9

Total	13	18	29	13	73
	A	P	B	BB	Tested
%	17.8%	24.7%	39.7%	17.8%	

Grade 10

Total	9	26	20	12	67
	A	P	B	BB	Tested
%	13.4%	38.8%	29.9%	17.9%	

Grade 11

Total	25	34	24	5	88
	A	P	B	BB	Tested
%	28.4%	38.6%	27.3%	5.7%	

Literacy Module 1 (*Language*)

Grade 9

Total	2	34	29	10	75
	A	P	B	BB	Tested
%	2.7%	45.3%	38.7%	13.3%	

Grade 10

Total	0	4	30	36	70
	A	P	B	BB	Tested
%	0.0%	5.7%	42.9%	51.4%	

Grade 11

Total	0	3	49	41	93
	A	P	B	BB	Tested
%	0.0%	3.2%	52.7%	44.1%	



BOARD OF EDUCATION WORK SESSION: SEPTEMBER 22, 2015

MINUTES

CALL TO ORDER:

The meeting was called to order by Board President, Ruth Bogy. All members were present with the exception of Member Irene Murphy.

President Bogy guided the transfer of her position to the incoming President, Billie Sanders-Lankford who was re-elected during the September 15th election. Member Gene Stewart, formerly Secretary, became the Vice-President. Member Charles Girley, also re-elected on September 15th, became Secretary. Each will serve a three-year term.

President Sanders-Lankford thanked Member Bogy for leading the Board during the first year of its reinstatement.

Students from Robert F. Morehead participated in the meeting: Kierra Shavers led the Pledge of Allegiance. JaQuan Marbley prayed.

Secretary Stewart moved to approve the agenda, suggesting that an executive session be added as an agenda item. It was seconded and the Board approved.

The Board decided to wait until its next meeting to select a disbursing office. They also discussed utilizing the original Board handbook for the procedure regarding the rotation of officers. The Board unanimously approved the action.

There were comments from Dr. Wilde, head of the State Department's School Improvement Unit. Dr. Wilde explained the intent of a Board of Education Work Session, saying "you do not typically conduct business. It is to glean information to direct policy. Typically, you would not have voted on anything. There is no law that stops you from having an executive session, but you cannot take any action."

INFORMATIONAL ITEMS:

Student Highlights: LaRose Spicer, an 8th grader at Robert F. Morehead Middle School, represented her peers with a report about the first weeks of school. LaRose told the audience, "Eighth grade is going great for me!"

Child Nutrition: Sheila Chastain from the Arkansas Department of Education's Child Nutrition Division presented the Board with an alarming assessment of the district's status with the United States Department of Agriculture. Chastain explained that there is not an accurate meal count, and the meal counts are not taken and added correctly to generate a claim for reimbursement which provides the foundation of the program's integrity. According to Chastain, the district is not in compliance with the

Provision II guidelines which govern the free breakfast and free lunch meal programs. After two years of monitoring, she says there are limited options now:

1. Remove the district from Provision II
2. Remove the district from the USDA Meals Program which means the district would not operate the program and would not qualify for any reimbursement.
3. If there is accurate meal reporting and data supporting the information for the months of August, September and October 2015, the review will be closed.
4. If the district cannot submit accurate claims, the review will be closed and considered failed.

James Matthews Pre-K: Director Barbara Hardman described her staff as qualified and committed. She says her staff promotes responsible parenting, and parents are necessary to improve student achievement. Vice-President Stewart questioned the means for assessing the accomplishments of the Pre-K students prior to their advancement to the next grade.

James Matthews K-1st Grade: Principal Diane Boyd-Emelife told the Board her students have taken pre-assessments and the data is being reviewed. She said she is concerned about the high number of kindergarteners who do not recognize letters and sounds. She expressed that concern to School Improvement Specialist Tammi Dockett-Wilson, and she met with parents and told them test intervention will be provided. Vice-President Stewart requested a report updating the students' progress. He also inquired about the programs offered by external provider, ECS. President Sanders-Lankford asked for a calendar of events.

Townsend Park Elementary School: Principal Dr. Ernestine Roberts shared news of the weekly team meetings at her school. She said students received progress reports last week. Teachers received theirs today (September 22). She said her staff is working closely with ECS, admitting she had mixed feelings about ECS last, but she "loves JoBeth Reed." Dr. Roberts says her target is second grade. They need more certified teachers for that grade, but substitutes have been really involved. She also mentioned programs for parents: muffins for Moms and Donuts for Dads as well as Grandparents Day.

It was pointed out that Teacher Sheila Jones who was approved to teach second grade at Townsend Park did not make the move because the English teacher hired to replace her at Dollarway High School did not accept the job. Mrs. Hughey said one of the options being considered is utilizing literacy facilitators.

Robert F. Morehead Middle School: Principal Yolanda Prim talked about the testing she and her staff have conducted to assess the reading skills of their students, and she said they are not pleased with the results: 65% below the proficiency level in the 6th grade; 69% below the proficiency level in the 7th grade; and, 73% below in the 8th grade. She indicated she and her team are looking at moving some students into the Read 180 Program. In addition, they have juggled the schedules of 27 middle schoolers to address their reading issues. Parents have been notified.

At this point, Dr. Wilde addressed the School Board Members, encouraging them to think about their vision for the district, saying "This is vision-development material we are hearing tonight."

City Alderman Steven Mays, who is also campaigning for Pine Bluff Mayor, made an unexpected appearance at the Board Work Session. Alderman Mays asked to address the Board. He said, "Mrs.

Hughey is the Superintendent. Every Superintendent we've had could not do their job. I'm asking all of you to see which direction she is headed. Mr. Stewart, can you let her do her job?"

President Sanders-Lankford said, "Mr. Mays, we are finished with that conversation." The Alderman sat down and the meeting continued.

Dollarway High School: Principal Jeff Spaletta stated, "We are on our way to changing the culture where discipline and expectations are accepted. Now, we need to work on the academics." He mentioned the interim progress reports, saying "They weren't all that good. We're identifying the D's and F's...and working with those students." Mr. Spaletta also said students had taken Math Module tests in algebra and geometry which provided a baseline. He added that all teachers will have informal observation in the coming weeks and external provider, ECS, will give feedback a few days after the observation. Mr. Spaletta concluded with information about a visit to the New Tech High School in Arkadelphia which a team from the district will visit in October.

LEA Supervisor Report: Mrs. Barbara Boyce addressed the reading of students in the special services department. She expressed great concern about the graduation and drop-out rates as well as the statistics indicating that it is difficult for students who have graduated to maintain a job for a year. She also talked about the state targets for reading and math and articulated the need for a reading interventionist. Mrs. Boyce also pointed out that a waiver will be necessary for the self-contained classroom at Robert F. Morehead. The state allows 115 students, but the classroom has 116.

The Transportation Report: Mr. Mark Jynes briefed the Board on the "aging" bus fleet. He described the buses as "antiquated". To move the district forward and transport students safely, Mr. Jynes repeated the importance of purchasing new buses, saying some of the buses date back to the 1980s and it is often challenging to find replacement parts. Due to diligence on the part of the maintenance staff, all but one bus passed state inspection. Mr. Jynes estimated the cost of one bus as \$80,000 to \$100,000.

Maintenance Report: Mr. Billy Williams described the potholes at Townsend Park Elementary and Robert F. Morehead Middle School. He said there is a problem with the alarm system at the high school. The Middle School also has an alarm problem. There is also an issue with old heating and air conditioning units at Dollarway High School, and as a result, units are being replaced almost monthly.

Mr. Williams expressed a need for a new riding lawnmower if the grounds at Altheimer are to be maintained. Board Members also asked questions about transcripts and trophies from the school. Mr. Williams said some items were left in the old building but transcripts were moved to Dollarway.

Visual Arts Report: Teacher Kathryn Dokes spoke urgently about the importance of art and the talent she sees in a number of her students. She said, "The talent is not being supported the way it should." She outlined a department without supplies and scant resources to purchase any pens, paper, paint as well as other art materials.

Financial Report: Mr. Ray Beardsley of Beardsley Financial Services reminded the Board that with student enrollment declining, funding is down for the 2015-2016 school year. He told the Board the \$9,269,000 is the bottom line revenue or unrestricted funds for the Dollarway School District. His point to the Board: if you are losing students, you have to reevaluate staffing because that is the majority of the expenditures.

With respect to the defeated millage proposal on the September 15th ballot, Mr. Beardsley outlined the options:

1. Leave the millage at its current rate
2. Hold a special election in January or February 2016. A decision needs to be made by late October or early November. Because it was a close election, he indicated the momentum is still with the district should the Board decide to move forward with a special election.
3. Remove the athletic facility from the proposed construction plan and revisit the matter in a few years

Secretary Charles Girley supported leaving the proposed construction plan as it was first presented to voters on September 15th.

Standards & Accreditation: Assistant Superintendent Dr. Melvin Bryant told Board Members that the day before, September 21st, was “Early Out” for Professional Development. He distributed copies of the standards to Board members, explaining they are the required documentation for the district. There are 185 of them. Some are grade-specific. Others are district-specific. Board Members have to sign off on them. February is the month for review.

Board members returned to their discussion about the policy regulating the Board and the original handbook. Dr. Bryant said he would contact district attorney Paul Blume for more information.

Board Member Input for Next Agenda: Board members offered items for discussion for the next meeting. Among those: a review of the original policy manual for the Board of Education; deciding whether to hold a special election on the millage; inviting members of the Oversight Committee to the Board meeting; signatures of Board Members on the child nutrition documentation; a report on the facilities at Altheimer; and, the possibility of leasing three new school buses.

SUPERINTENDENT’S REPORT: Mrs. Hughey informed the Board that Cobb & Suskie Certified Public Accountants will review the Activity Accounts from 2014-2015 and submit a report by October 31, 2015. She updated the Board on the Legislative Audit Hearing in Little Rock on Thursday, September 17. The dates for a Fiscal Distress Workshop for the Board were discussed, and Members chose to meet on Friday, October 23 at noon. They have another meeting in Sheridan on Tuesday, October 20th. Per the Board’s approval, Mrs. Hughey started the search for a district treasurer. She followed up on Mr. Spaletta’s information about the site visit to the New Tech High School in Arkadelphia on October 26, 2015 and invited a Board Member to join the team.

ADJOURNMENT: The meeting ended at 9:57 p.m.

Dollarway School District

School Improvement Action Plan- High School Grades 9-12

Introduction

The Dollarway High School is a Distress Priority School. The school has consistently failed to make progress in academics. As the superintendent of the Dollarway School District, I have inherited the lemons and my goal is to make lemonade out of the lemons. I am committed to making the necessary changes that need to occur in order to move Dollarway forward in achieving a school where students are performing academically. I am not going to continue to spend federal and state dollars on “EXTERNAL PROVIDERS” looking for a program that adds more stress to an already disgruntled staff, that promises to move the lowest performing students, that promises to assess each student and give an individual academic plan that will move students reading at grade level by the end of the year. My Action Plan for the district will require one non-negotiable “Mastering the Basics of High Expectations.”

All talk centered about “high expectations” revolves around academics. But what about expectations for behavior? Where does it fit into the picture? How do all the expectations gel together to build a caring, successful learning community? I was named Interim Superintendent April 15 and appointed Superintendent May 2015. My observation of the current academic status of the district centers on “few or no expectations for behavior or academic student performance.” There is no sense of urgency. It is okay to not meet a deadline. The status quo is acceptable. The focus is on the problem, and not the solution. My vision is to change this concept.

Here’s a strong bias of mine, formed from my own experience as a classroom teacher and building level administrator, you must first have high expectations for behavior. If you want to create a rigorous curriculum where students are expected to stretch to high academic standards, then you must first concentrate on establishing a climate of high behavior standards. Once high behavior standards are successfully implemented, you can move with ease into working on academic excellence, and then, watch students exceed those academic expectations!

Mastering the Basics of High Expectations-The What?

Expectations—What?

WHAT? Let’s begin to get clear about what I mean by expectations. This noun covers everything students do in the classroom—and sometimes outside the classroom, too. This ranges from what they bring to class to how they treat each other or sharpen their pencils to how they approach their assignments. When you think about it, we have dozens (maybe hundreds) of expectations for students. What gets the most attention is the expectations that teachers have for the students—how they should conduct themselves and how they should perform in the classroom.

Most of the time the teachers hold expectations closely, and students don’t even fully “get” what they are. The first rule about expectations is that students: must understand what they

Dollarway School District

are, what they mean, and how it looks to them. Teachers cannot assume that students, even teenagers, come to class automatically understanding expectations of how to act in a classroom or what it means to be a good student. Even if teachers have posted expectations on the wall or read out them loud, the teachers cannot assume students know how these expectations translate into action.

Expectations in the classroom-Procedures and Rules:

- I. **Procedures**—a procedure is a set of specific steps to follow in performing a task, such as getting a hall pass, contributing to a class discussion, or putting together a report. Procedures make the classroom operate more smoothly. Every classroom needs procedures for organizational tasks (such as getting and storing materials or sharpening pencils), for how we get along together (such as handling conflict, disagreeing, or behaving in discussions), for instructional tasks (such as completing assignments or turning in homework), and for academic habits (such as note-taking, working hard, or doing your best). Students learn clear steps for tasks if they do them daily, and these tasks then become automatic.
- II. **Rules**—a rule is a principle to guide conduct. Most classrooms have at least a few rules, and they are generally connected to clearly stated consequences if the rules are not followed. Some classrooms call these commitments—agreements they have about how they are going to live and work with one another respectfully.

In my experience, a classroom that has reasonable, working procedures for most classroom tasks will need few rules. This is because most troubles in a classroom are the result of no procedures, inappropriate procedures, procedures that students don't fully understand, or procedures that don't work.

Mastering the Basics of High Expectations-The Why?

WHY? Clear, working expectations (rules and procedures) offer the same benefits as routines. Routines are about a sequence of activities—a schedule or rhythm for doing things. A routine is simply a set of steps for helping something run smoothly—a plan for getting something done. Routines are necessary for teachers and very important for kids because they take the guesswork out of “what are we supposed do now or today.” They offer certainty and safety because kids know what to do and when to do it. Procedures that are discussed, explained, modeled, and practiced bring organization and smooth flow to a classroom. Those routines help the teacher and students cultivate a climate that gives the cognitive and emotional space needed for real learning.

When expectations are put into practice, they promote responsibility and togetherness. Things work better. People get along better. Kids can feel pride in their classroom community. Many (and I assure you, many!) behavior problems that might interfere with learning are eliminated or reduced.

Dollarway School District

My expectation for starting the first day of school, the principals and the teachers will explain the rules. They will talk about the “why”—why rules are needed, why this rule, what difference each rule makes. And finally ask what classroom life would be like without this rule?

Throughout the year these conversations will continue, we will keep talking and showing students how these behaviors look in the classroom. We will make sure students understand that this is not something they hear on the first day of school and then forget. These will become a part of their classroom life at all times. I will hold principals accountable, principals will hold teachers accountable, and the chain continues.

Setting Academic Expectations

There is little chance that the students at Dollarway High, Robert F. Moorehead, Townsend Park, and James Matthew Elementary will meet high standards if their school environment is chaotic or unsafe. That is why we must have clear behavioral and procedural expectations to provide the safety that sets minds free to soar. Once we have mastered the action plan for a functional, well-managed school setting where students know what to do and how to get along, we can focus on actions to move students academically, to challenge their thinking, inspire their desire to learn, and help them achieve their highest potential.

In my view, high academic expectations start and finish with the teacher’s belief in every student. The teacher must believe and show in their actions that all students can learn, grow, and excel.

Students must be sure that we (Dollarway) believe they can learn and can do things that are even harder than they might think they can do. If they do not know this unequivocally, we can forget about high standards, and even students who are intrinsically motivated need to know this. We (Dollarway) demonstrate our belief in them (or lack of it) by our comments, attitudes, behaviors, tone of voice, responses to them, gestures, facial expressions, body language, enthusiasm for learning, preparedness, lessons, and energy.

We (Dollarway) must teach students what high standards are. What does “high” mean? It means to succeed at everything the (student) possibly can. It means to accomplish, master, understand, and complete tasks, concepts, and processes at grade level and beyond—or beyond what they (students) are used to doing. It means to teach them (student) by showing the difference between low and high standards. We (Dollarway) must help them understand what it means to be a successful student. Principals and teachers must show students precisely what high standards looks like:

- ✓ Be prepared. Do your work.
- ✓ Do your work well. Do all your work.
- ✓ Do your work on time. Take homework seriously.
- ✓ Turn in your homework. Try hard.
- ✓ Put forth effort. Bring all your supplies to class.
- ✓ Be ready to learn. Study for tests. Listen.
- ✓ Participate. Listen and learn from others.

Dollarway School District

- ✓ Share your ideas. Finish what you start.
- ✓ Reflect on your work. Make good decisions.
- ✓ Push yourself beyond the easy. Don't settle for mediocre work.
- ✓ Try new things. Ask for help.

Principals, teachers, and support staff must hold and model high expectations for themselves by the way they do their job. The first expectation for the teacher is that he or she believes that students can reach high standards.

Hundreds of research studies verify the transformative effects of the teacher's expectations on student growth. In his examination of leadership in 1994, Warren Bennis found that a teacher's high expectation was sufficient to cause an increase of 25 points in student IQ scores.

Every time—a teacher gives the students a clear message that this class is so important that we will get underway right away—as soon as the bell rings! That action Supports, Demonstrates, and Enforces all behavioral expectations and this is step one of how we move students forward academically at Dollarway.

Finally, the action plan that I submit to you today is the beginning of changing the culture in the district. Dollarway High School is in Priority Academic Distress because of multi years of students performing below basic. The first step is implement a set of non-negotiables that everyone understands and follows. This builds a school culture of high expectations for all in the Dollarway School District.

Fourth Quarter ESEA/IMO Report

Date Completed: June 5, 2015

School: Dollarway High School

District: Dollarway School District

Status: Priority Academic Distress

Principal: Gabriel Jackson, Interim

ADE School Improvement Specialist: Kerri Williams

External Provider: Generation Ready

Internal School Improvement Specialist: None



ARKANSAS
DEPARTMENT
OF EDUCATION

Highlights:

- Graduation was successful; parents and guest followed all instructions and procedures
- Senior graduates doubled their scholarship money from the previous year (\$1.6 million scholarships awarded)
- Senior honor banquet had 400 people attended
- Overall track winner for the state (H. Murphy), the track team placed first place but it was rescinded due to competitors competing in 5 events instead of 4
- The staff are beginning to utilize data to drive instruction
- Literacy Coach has worked consistently with teachers on effective instruction
- Curriculum workshops are being set-up to train and inform the school board to become more academic focused
- Planning summer school to remediate and improve student achievement
- Working with staff to make assessments of staff placement for next school year
- External Provider noted that the ADE School Improvement Specialist is involved in all leadership meetings

Fourth Quarter ESEA/IMO Report

Concerns/Barriers as reported from:

a) District Personnel/District Leadership Team:

The Superintendent noted the following concern:

- Due to the resignation of the principal, there will be a change in building leadership for the next school year.
- Currently an Assistant Principal was named as Interim Principal which leaves the school with 1 less administrator.

b) Building Principal:

The building principal noted the following concerns:

- Technical issues with PARCC testing caused missed instruction and testing time school wide
- An adjustment focusing my role from assistant principal to interim principal is challenging

c) Building Leadership Team:

Members from the building leadership team noted the following

- Teacher by-in is not occurring with turnaround efforts
- Processes and procedures are not in place and consistent
- Change in leadership in March
- Teacher noted that they were removed from leadership team in December from previous principal

The math facilitator noted the following concern:

- Ensuring that the pre and post-test are given
- Designated time during the school day to have meeting time to ensure that the test are aligned and analyze the data.

d) ADE School Improvement Specialist:

The School Improvement Specialist noted the following concerns:

- Having all members of the Leadership Team involved in the meeting to have input and discuss certain issues with the teachers
- Tardy and discipline issues are not decreasing enough to show academic improvement

Fourth Quarter ESEA/IMO Report

- Lack of instructional leadership from the math facilitator at the high school
- Lack of support for the 2 long term substitutes in math that are not certified and 1 first year math teacher who is non-traditional certified
- Numerous initiatives throughout the school by multiple external providers which is causing a lack of compliance and misunderstanding from staff.
- Lack of communication throughout the building; the teachers are not receiving pertinent information from leadership team. There is a lack of or miscommunication from the math facilitator and external provider. There are no follow-up procedures from administration to ensure that communication is occurring.
- There will be new leadership for the upcoming school year; planning has not begun at this point
- Inconsistent implementations of handbook/policy being carried out in regards to discipline
- There is currently a Read 180 and Math 180 lab on the schedule but the lab is not functioning and the programs are not being utilized.
- Interim superintendent named on 4/15; change of leadership from high school level and district level has caused inconsistencies in expectations and new initiatives.

e) Other:

The External Provider noted the following concerns:

- Implementing processes and procedures school wide
- Lack of leadership from math facilitator at the high school
- Change in policy for next school year regarding tardy procedures
- Lack of structure in In-School-Suspension
- The district does not have a working website

Fourth Quarter ESEA/IMO Report

Additions/Revisions to current year's PIP/TIP:

Revision to IMO's for the remainder of the 2014-15 school year:

The following interim measurable objectives have been created for next school year:

Teacher Leader Practice:

1. By the end of the first quarter, **50%** of core content areas teachers will give a pre and post-test to assess student mastery as documented by pre and post test data.
Quarter 2 – 75% Quarter 3 – 85% Quarter 4 – 100%
2. By the end of the first quarter, **50%** of core content teachers will analyze the data from pre and post-test to implement researched based strategies based on student needs as documented by data analysis form.
Quarter 2 – 75% Quarter 3 – 85% Quarter 4 – 100%
3. By the end of the first quarter, Grade/Instructional team meeting agenda and minutes will reflect at least **25%** of each meeting was spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes.
Quarter 2 – 25% Quarter 3 – 25% Quarter 4 – 25%
4. By the end of the first quarter, Leadership team meeting agenda and minutes will reflect at least **35%** of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes.
Quarter 2 – 35% Quarter 3 – 35% Quarter 4 – 35%
5. By the end of the first quarter, the principal and/or designees will conduct **35** classroom observations as documented by script notes and the data will be presented to the leadership team to recommend professional development as documented by leadership team agenda and minutes.
Quarter 2 – 35 Quarter 3 – 35 Quarter 4 - 35
6. By the end of the first quarter, based on observation data, **25%** of teachers will attend monthly job-embedded professional development based on individual teacher needs.
Quarter 2 – 25% Quarter 3 – 25% Quarter 4 – 25%
7. By the end of the first quarter, **100%** of teachers will have their Professional Growth Plan completed in Bloomboard

Fourth Quarter ESEA/IMO Report

as documented by principal report.

Student Progress and Achievement:

Literacy:

1. By the end of the second quarter, at least 47% of 9th grade literacy students are projected to be proficient or advanced by as documented by formative assessment data.
Quarter 2 – 50% Quarter 3 – 58% Quarter 4 – 58%
2. By the end of the first quarter, formative literacy assessment data will reflect that at least 47% of 10th grade literacy students are projected to be proficient or advanced as documented by formative assessment data.
Quarter 2 – 50% Quarter 3 – 58% Quarter 4 – 58%
3. By the end of the first quarter, formative literacy assessment data will reflect that at least 47% of 11th grade students are projected to be proficient or advanced as documented by formative assessment data.
Quarter 2 – 50% Quarter 3 – 58% Quarter 4 – 58%

Math:

1. By the end of the first quarter, formative math assessment data will reflect that at least 37% of Algebra I students are projected to be proficient or advanced as documented by formative assessment data.
Quarter 2 – 43% Quarter 3 – 51% Quarter 4 – 51%
2. By the end of the first quarter, formative math assessment data will reflect that at least 37% of Geometry Algebra I students are projected to be proficient or advanced as documented by formative assessment data.
Quarter 2 – 50% Quarter 3 – 58% Quarter 4 – 58%
3. By the end of the first quarter, formative math assessment data will reflect that at least 37% of Algebra II students are projected to be proficient or advanced as documented by formative assessment data.
Quarter 2 – 50% Quarter 3 – 58% Quarter 4 – 58%

Unit Assessments:

1. By the end of the first quarter, unit post assessments will reflect that at least 25% of students are scoring at least 70% on unit assessments.
Quarter 2 – 35% Quarter 3 – 45% Quarter 4 – 55%

Student Safety and Discipline:

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1. By the end of the first quarter, discipline will decrease by 60 % in the number of discipline referrals as compared to the quarter for the previous school year as documented by discipline data.
Quarter 2 – 65% Quarter 3 – 70% Quarter 4 – 75%
2. By the end of the first quarter, **25%** of students will be able to participate in the positive behavior incentives for students as documented by roster participation
Quarter 2 – 35% Quarter 3 – 45% Quarter 4 – 50%
3. By the end of the first quarter, tardy infractions will decrease by 60% as compared to the quarter for the previous school year as documented by E-School reports.
Quarter 2 – 65% Quarter 3 – 70% Quarter 4 – 75%

Parent and Community Engagement:

1. By the end of the first quarter, membership in the Parent Teacher Organization will increase by 5% as documented by sign-in sheets based on last year roster.
Quarter 2 – 5% Quarter 3 – 5% Quarter 4 – 5%
2. By the end of the second quarter, each teacher (32) will contact 5 parents per week as documented by parental contact log.
Quarter 2 – 5 Quarter 3 – 5 Quarter 4 - 5

Fourth Quarter ESEA/IMO Report

IMO Area: 1. Change in teacher and leader practice: Met: 2 Not Met: 4
 2. Student progress and achievement: Met: 1 Not Met: 6
 3. Student safety and discipline: Met: 0 Not Met: 3
 4. Parent and community engagement: Met: 0 Not Met: 2

Total IMO's this Quarter: 18 Met: 3 Not Met: 15

IMO	Met	Not Met	IMO Area	IMO Date	Explanation/Supporting Data
By the end of the fourth quarter, <u>50%</u> of content areas teachers will give a pre and post-test to assess student mastery as documented by pre and post test data.		X	1	05/30/15	0% - Content areas have not completed the pre-test or post-test Teachers are meeting during half-day sessions to plan instructional units and pre and post assessments. The minutes and agenda have been reviewed and the progress in math is not occurring as planned. The literacy teachers have created one pre and post-test to be administered fourth quarter and currently working on the remainder assessments.
By the end of the fourth quarter, <u>50%</u> of teachers will analyze the data from pre and post-test to implement researched based strategies based on student needs as documented by data analysis.		X	1	05/30/15	0% - No pre-test or post-test assessment data Teachers are meeting during half-day sessions to plan instructional units and pre and post assessments. The minutes and agenda have been reviewed and the progress in math is not occurring as planned. The literacy teachers have created one pre and post-test that will be administered during fourth quarter. They

Fourth Quarter ESEA/IMO Report

					are currently working on the remainder assessments. The math teachers are not discussing student data in their instructional meetings.
By the end of the fourth quarter, Grade/Instructional team meeting agenda and minutes will reflect at least <u>25%</u> of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes.	X		1	05/30/15	25% - Teachers are reviewing student data during Professional Learning Community meetings and discussing strategies to implement that will assist in improving instruction by documented agenda and minutes.
By the end of the fourth quarter, Leadership team meeting agenda and minutes will reflect at least <u>35%</u> of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agenda and minutes.	X		1	05/30/15	Leadership team is consistently reviewing tardy, behaviors, grade, and TLI data in leadership to plan for implementing strategies by documented agenda and minutes. The team is spending 50% of the meeting addressing data related concerns.
By the end of the fourth quarter, the principal and/or designees will conduct <u>25</u> classroom observations as documented by script notes and the data will be presented to the leadership team to recommend professional development as documented by leadership team agenda and minutes.		X	1	05/30/15	No observation data available. The interim principal did not provide documentation for the observations that have been completed.
By the end of the fourth quarter, based on observation data, <u>60%</u> of teachers will attend monthly job-embedded professional		X	1	05/30/15	There were 20 teachers who attended a SIM coaching visit on 4/15/15 that was rescheduled from last quarter due to

Fourth Quarter ESEA/IMO Report

development based on individual teacher needs.					inclement weather
By the end of the fourth quarter, at least <u>53%</u> of 9th grade literacy students are projected to be proficient or advanced by as documented by formative assessment	X		2	05/30/15	TLI Data for Module 8 – 54%
By the end of the fourth quarter, at least <u>57%</u> of 10th grade literacy students are projected to be proficient or advanced by as documented by formative assessment		X	2	05/30/15	TLI Module 8 - 35% Currently the school has Read 180 but the program is not being utilized.
By the end of the fourth quarter, formative literacy assessment data will reflect that at least <u>56%</u> of 11th grade students are projected to be proficient or advanced as documented by formative assessment data.		X	2	05/30/15	TLI Module 8 – 52% Currently the school has Read 180 but the program is not being utilized.
By the end of the fourth quarter, formative math assessment data will reflect that at least <u>12%</u> of Algebra I students are projected to be proficient or advanced as documented by formative assessment data.		X	2	05/30/15	Module 4 – 25% The school has Math 180 but is not utilizing the program with the students.
By the end of the fourth quarter, formative math assessment data will reflect that at least <u>50%</u> of Geometry students are projected to be proficient or advanced as documented by formative assessment		X	2	05/30/15	Module 4 – 31% The school has Math 180 but is not utilizing the program with the students.

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data.					
By the end of the fourth quarter, formative math assessment data will reflect that at least <u>40%</u> of Algebra II students are projected to be proficient or advanced as documented by formative assessment data.		X	2	05/30/15	Module 4 – 32% The school has Math 180 but is not utilizing the program with the students.
By the end of the fourth quarter, unit pre and post assessments will reflect that at least <u>70%</u> of students are scoring at least <u>70%</u> on unit assessments.		X	2	05/30/15	No unit assessments given
By the end of the fourth quarter, discipline will decrease by <u>50%</u> in the number of discipline referrals as documented by discipline data. (baseline 258) Q3-157		X	3	05/30/15	Based on the e-School data from 5/21 there were 171 discipline referrals which is a 33% decrease. It is a decrease of 52% from Quarter 3 data.
By the end of the fourth quarter, positive behavior incentives for students will increase by <u>30%</u> as documented by roster participation.		X	3	05/30/15	There is currently no documentation for this quarter.
By the end of the fourth quarter, tardy infractions will decrease by <u>50%</u> as documented by E-School reports. (baseline Q1-2127) Q3-1277		X	3	05/30/15	920 9 th grade tardies 561 10 th grade tardies 312 11 th grade tardies 189 12 th grade tardies 4 th Quarter = 1991 tardies 6.4% decrease from Quarter 1 31% increase from Quarter 3

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By the end of the fourth quarter, membership in the Parent Teacher Organization will increase by <u>15</u> % as documented by sign-in sheets.		X	4	05/30/15	There was no documentation for PTO meetings held this quarter.
By the end of the fourth quarter, each teacher (32) will contact <u>5</u> parents per week as documented by parental contact log.		X	4	05/30/15	No parental contact logs provided from teachers.

Rev. 11/18/14

**45-Day Action Plan for Schools in Academic Distress
4th Quarter**

District: Dollarway School District	School: Dollarway High School	Principal: Gabriel Jackson, Interim Principal	District SIS or External Provider: Generation Ready
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ADE Assigned SIS: Kerri Williams

Recommendation: #1
Content area teams should collaboratively develop pre- and post-unit assessments within instructional units. These units should include strategies that differentiate instruction so all student's educational needs are met.

Description of full implementation of the recommendation: A unit test is aligned with each standards-based objective covered in the unit, and administered to all students before and after the unit of instruction. The pre-test and post-test are the same test or parallel items for the same objectives, given at the beginning and the end of the unit. Unit tests are constructed to give teachers a good idea of a student's current level of mastery of the objectives. Based on the data from the pre and post-test, teachers will have various/different assessments and/or instructional strategies provided for students' individual needs.

Objective(s) Only 1 required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
<u>Obj. 1</u> The teachers will create units of instruction.	11/18/14		1A. Teachers will meet with content teams for half-day sessions to create units. (agenda/sign-in/minutes)	06/05/15	Principal and Instructional Facilitators	<u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented The teachers did not meet during the 4 th quarter.
<u>Obj. 2</u> The teachers will create pre and post assessments from	11/18/14		2A. Teachers will meet with content teams for half-day sessions to create pre and post assessments.	06/05/15	Principal and Instructional Facilitators	<u>Obj. 2</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress

<p>units of instruction.</p> <p><u>Obj. 3</u> The teachers will evaluate the data from pre and post-test to create differentiated instructional strategies based on individual student needs.</p>	<p>01/05/15</p>		<p>(agenda/sign-in/minutes)</p> <p>3A. Teachers will review data from pre and post assessments to drive instructional decisions. (assessments/agenda/minutes)</p>	<p>06/05/15</p>	<p>Principal and Instructional Facilitators</p>	<p><u> </u> # & % tasks implemented <u> </u> Obj. fully implemented</p> <p>By the end of the fourth quarter, 75% of content areas teachers will give a pre and post-test to assess student mastery as documented by pre and post test data. <i>(NOT MET - No pre or post-test given, teachers have not developed the pre and post test.)</i></p> <p><u>Obj. 3</u> <u> X </u> No evidence of progress <u> </u> Documentation of progress <u> </u> # & % tasks implemented <u> </u> Obj. fully implemented</p> <p>By the end of the fourth quarter, 75% of teachers will analyze the data from pre and post-test to implement researched based strategies based on student needs as documented by data analysis. <i>(NOT MET - No pre or post-test data to analyze)</i></p>
<p>Narrative/Description of Progress on Recommendation <i>[For ADE SIS to complete]</i>:</p>						

Recommendation: #2

School leadership should include time in the master schedule for content area teams to meet and regularly analyze various student achievement data sets (state mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the year.

Description of full implementation of the recommendation: Teachers will have scheduled times within the school day to effectively work with content teachers to plan instructional units and analyze student data for student progress and differentiated instruction. Teachers will effectively work together to create or refine individual student interventions within lessons of instructions.

Objective(s) Only 1 required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
<u>Obj. 1</u> School leadership team with create a master schedule to present with o the district leadership that allows for content teams to meet regularly.	04/23/15	05/21/15	1A. The leadership will meet to develop a master schedule. 1B. The leadership team will present the master schedule to the district team	06/05/15	Leadership Team	<u>Obj. 1</u> <input type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input checked="" type="checkbox"/> Obj. fully implemented (See narrative section)

Narrative/Description of Progress on Recommendation *[For ADE SIS to complete]:*

The building leadership team has a presented a master schedule to the district and the district has approved the schedule. The schedule is for 8 periods a day, 45-minute class periods, and 2 teacher prep periods. One teacher prep period will be designated for data team meetings, content team meetings, embedded professional development, and any other meeting determined by administration.

Recommendation: #3

District leadership should develop and implement a comprehensive plan to retain highly-qualified administrators to ensure continuity of instructional leadership.

Description of full implementation of the recommendation: The district has established procedures to recruit leaders and teachers fit for service in priority schools. The district has a strategic plan to market the strengths of the district and schools and has developed high and unyielding standards for the identification and selection of candidates. The district aggressively reaches out to all possible candidate pools when recruiting for difficult-to staff positions. The district has put in place supports to assist leaders and teachers new to the district and/or the profession to include incentives, induction training, and mentoring program.

Objective(s) Only 1 Required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
<u>Obj. 1</u> This recommendation will be a priority for the district office during summer planning. <u>Obj. 2</u>						<u>Obj. 1</u> <input type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented <u>Obj. 2</u> <input type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented

Narrative/Description of Progress on Recommendation *[For ADE SIS to complete]*:

Recommendation: #4

School leadership should ensure that the SLT is comprised of representatives from content and specialty areas. Teacher input is necessary to ensure that students' individual learning needs are being met and that every child has a plan to increase achievement.

Description of full implementation of the recommendation: The Leadership Team is headed by the principal and includes teachers and other staff that are identified as teacher leaders of Instructional Teams in each content and specialty area within the school. The Leadership Team effectively operates with agendas, minutes, and sign-in sheets. The team serves as a means of communication among school personnel, especially in regards to school improvement efforts and everyone's role in them. The Leadership Team regularly analyzes school growth data, individual student performance, the relationship between the written curriculum, taught curriculum, and assessments. The Leadership Team has critical roles in facilitating school initiatives and provides input to the leader regarding the school improvement plan.

Objective(s) Only 1 required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
<u>Obj. 1</u> The Principal will select teacher leaders to serve on the building leadership team. The principal will ensure that all content and specialty areas are represented.	10/23/14	11/06/14	1. The Principal will provide a list of teacher leaders selected to serve on the building leadership team.	06/05/15	G. Jackson, Interim Principal	<u>Obj. 1</u> <input type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input checked="" type="checkbox"/> Obj. fully implemented
<u>Obj. 2</u> The building leadership team will meet in its entirety on a	11/06/14		2. The leadership team will establish roles, meeting dates, keep minutes, plan, communicate, and facilitate school improvement efforts to all	06/05/15	G. Jackson, Interim Principal	<u>Obj. 2</u> <input type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented

regular basis to plan, communicate, and facilitate school improvement efforts.			personnel.			By the end of the fourth quarter, Leadership team meeting agendas and minutes will reflect at least 35% of the meetings were spent reviewing student data and implementing researched based strategies as documented by meeting agendas and minutes. <i>(Met – leadership team is reviewing behavior, TLI data, and grade analysis data. The entire leadership it not meeting on a regular basis and communication is not occurring to the remainder of the staff.)</i>
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Narrative/Description of Progress on Recommendation [For ADE SIS to complete]:
 OBJECTIVE 1: The Principal provided a list of all teachers who will serve on the leadership team. All content and specialty areas are represented.

Recommendation: #5

In order to increase the likelihood that students will choose to meet classroom behavioral expectations school leadership should:

- facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms
- ensure that all teachers display classroom rules that include positive, as well as negative consequences students will earn, based on their behavioral choices
- closely monitor implementation levels of the school’s discipline policy to ensure consistency.

Description of full implementation of the recommendation: Students will choose to take an active role in monitoring their own behavior and that of other students against standards of conduct. Classroom interactions are highly respectful among teachers and individual students. Teachers’ responses to student misbehavior are sensitive to individual needs and respectful of students’ dignity. Teachers monitoring of student behavior is subtle, preventative, and consistently reinforces the rules and procedures that are posted in the classroom. Students are reminded of the rules and learn to operate according to them. The teacher “teaches” classroom procedures in a positive way rather than relying solely on correcting misbehavior. Students are engaged in learning in the classroom respectfully of other students and the teacher.

Objective(s) Only 1 required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
<u>Obj. 1</u> Teachers will review and discuss rules with students.	01/05/15		1A. Teachers will show a video that demonstrates school wide rules. (sign-in sheet) 1B. Teachers will post school wide rules with positive and negative consequences in each classroom. (checklist)	06/05/15 06/05/15	G. Jackson, Interim Principal and E. Berry, Assistant Principal	<u>Obj. 1</u> ___ No evidence of progress <u>X</u> Documentation of progress ___ # & % tasks implemented ___ Obj. fully implemented
<u>Obj. 2</u> Students will demonstrate an understanding	01/05/15		2A. Students will review policies and procedures by: -Discussing posted school wide rules. (sign-in sheet)	06/05/15	G. Jackson, Interim Principal and E. Berry,	<u>Obj. 2</u> ___ No evidence of progress <u>X</u> Documentation of progress

<p>of school rules and appropriate behavior.</p>			<p>-Discussing individual classroom procedures</p> <p>2B. Students will follow school rules and procedures by:</p> <ul style="list-style-type: none"> -Decrease in tardy (reports) -Decrease in uniform violations -Decrease in discipline referrals 	<p>06/05/15</p>	<p>Assistant Principal</p>	<p>___ # & % tasks implemented ___ Obj. fully implemented</p> <p>By the end of the fourth quarter, discipline will decrease by 50% in the number of discipline referrals as documented by discipline data. <i>(Not Met – decrease of 33% - 171 discipline referrals on 5/21)</i></p> <p>By the end of the fourth quarter, positive behavior incentives for students will increase by 30% as documented by roster participation. <i>(Not Met – there is no documentation to support this IMO)</i></p> <p>By the end of the fourth quarter, tardy infractions will decrease by 50% as documented by E-School reports. <i>(Not Met – 6.4% decrease - 1991 tardies on 5/21 9th-920, 10th-561, 11th-312, 12th -189)</i></p>
<p>Narrative/Description of Progress on Recommendation <u>[For ADE SIS to complete]</u>:</p>						

Recommendation: #6

School leadership should continue to support the PTO in its efforts to assist the school in meeting student needs.

Description of full implementation of the recommendation: The established Parent Teacher Organization engages parents in ways that directly relate to their children’s academic progress. The PTO maintains a consistent message of what is expected of parents, teachers, and reaching parents directly, personally, and with a trusting approach from school. Parents support the school’s expectations and they understand what is expected of each student.

Objective(s) Only 1 required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
<u>Obj. 1</u> By December 2014, the school will hold a PTO meeting.	11/15/14	12/18/15	1. The parent facilitator will organize and schedule a PTO meeting.	06/05/15	Ms. Shorter, Parent Facilitator	<u>Obj. 1</u> <input type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input checked="" type="checkbox"/> Obj. fully implemented (see narrative section) By the end of the fourth quarter, membership in the Parent Teacher Organization will increase by 15% as documented by sign-in sheets. <i>(Not Met– No documentation provided for this IMO.)</i>
<u>Obj. 2</u> The school will have a schedule of PTO meetings to be held	01/05/15		2. PTO meetings will be scheduled and held every month.	06/05/15	Ms. Shorter, Parent Facilitator	<u>Obj. 2</u> <input type="checkbox"/> No evidence of progress <input checked="" type="checkbox"/> Documentation of progress

for the remainder of the school year.						___ # & % tasks implemented ___ Obj. fully implemented
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Narrative/Description of Progress on Recommendation [*For ADE SIS to complete*]:
 Objective 1: The parent facilitator held a PTO meeting and scheduled the PTO meetings for the remainder of the school year.

Recommendation: #7

School leadership should facilitate the development and implementation of a researched-based plan to involve community and family members in meaningful ways to support student achievement.

Description of full implementation of the recommendation: School leadership has established a supportive relationship with all stakeholders involved in the continuous improvement of the school. The stakeholders are informed of the current state of the school and the efforts involving increasing student achievement.

Objective(s) Only 1 required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
<p><u>Obj. 1</u></p> <p>This recommendation will be a priority for the 2015-16 school year</p> <p><u>Obj. 2</u></p>						<p><u>Obj. 1</u></p> <p><input type="checkbox"/> No evidence of progress</p> <p><input type="checkbox"/> Documentation of progress</p> <p><input type="checkbox"/> # & % tasks implemented</p> <p><input type="checkbox"/> Obj. fully implemented</p> <p><u>Obj. 2</u></p> <p><input type="checkbox"/> No evidence of progress</p> <p><input type="checkbox"/> Documentation of progress</p> <p><input type="checkbox"/> # & % tasks implemented</p> <p><input type="checkbox"/> Obj. fully implemented</p>

Narrative/Description of Progress on Recommendation *[For ADE SIS to complete]*:

Recommendation: #8

District and building leadership should analyze a variety of student achievement data sets to determine professional development activities to improve teachers' instructional practice to better meet the individual learning needs of all students.

Description of full implementation of the recommendation: The District and Building Leadership Team analyze all data sets in order to make decisions regarding professional development. The decisions are directly tied to classroom observations and analysis of student learning data. The teachers use the information from professional development to implement into instructional practice to improve the needs of individual students.

Objective(s) Only 1 required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
<u>Obj. 1</u> Building leadership will analyze student data to determine the professional development needs of the staff.	01/08/15		1A. Building leadership team will analyze observation data to determine professional development needs for teachers. 1B. Building leadership team will analyze various student data to determine professional development needs for teachers.	06/05/15	D. Edwards, Literacy Facilitator and C. Cunningham, Math Facilitator	<u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented By the end of the third quarter, the principal and/or designees will conduct 22 classroom observations as documented by script notes and the data will be presented to the leadership team to recommend professional development as documented by leadership team agenda and minutes. <i>(Not Met - No observation data available)</i>

<p><u>Obj. 2</u> District leadership will analyze various student data sets to determine the professional development needs of the staff.</p>	<p>01/8/15</p>		<p>2A. District leadership team will analyze observation data to determine professional development needs for teachers.</p> <p>2B. District leadership team will analyze various student data to determine professional development needs for teachers.</p>	<p>06/05/15</p> <p>06/05/15</p>	<p>Dr. Bryant, Assistant Superintendent</p>	<p>By the end of the third quarter, based on observation data, 60% of teachers will attend monthly job-embedded professional development based on individual teacher needs. <i>(Not Met- 20 teachers attended a SIM coaching professional development on 4/15/15)</i></p> <p><u>Obj. 2</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented</p>
<p><u>Obj. 3</u> District and building leadership will monitor the implementation of instructional</p>	<p>01/08/15</p>		<p>3A. District leadership team will monitor the implementation of instructional strategies in the classroom that are presented at professional</p>	<p>06/05/15</p>	<p>Dr. Bryant, Assistant Superintendent</p>	<p><u>Obj. 3</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented</p>

strategies presented at professional development sessions.			development sessions. 3B. Building leadership team will monitor the implementation of instructional strategies in the classroom that are presented at professional development sessions.	06/05/15		
Narrative/Description of Progress on Recommendation <u>[For ADE SIS to complete]</u> :						

Recommendation: #9

District and building leadership should analyze a variety of classroom observation data to determine professional development activities to meet the needs of individual teachers.

Description of full implementation of the recommendation: The District and Building Leadership Team analyze all data sets in order to make decisions regarding professional development. The decisions are directly tied to classroom observations and analysis of student learning data. The district and building leadership teams utilizes the data to provide differentiated professional development for teachers to improve instruction.

Objective(s) Only 1 required	Start Date	Date Obj. Completed	Actions / Tasks	Timeline for Action/ Tasks	Person assigned to task	Evaluation of Objective <i>[For ADE Personnel]</i>
<u>Obj. 1</u> Building leadership will conduct classroom observations on all teachers.	01/05/15		1A. All teachers will complete their professional growth plans in Bloomboard. 1B. Administrators will conduct observations on all teachers based on the track they are in according to TESS. 1C. Building leadership team will analyze observation data to plan for professional development for all staff.	06/05/15	G. Jackson, Interim Principal	<u>Obj. 1</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented By the end of the third quarter, the principal and/or designees will conduct 22 classroom observations as documented by script notes and the data will be presented to the leadership team to recommend professional development as documented by leadership team agenda and minutes. <i>(Not Met– No documentation to support this IMO; observation data was not</i>

<p><u>Obj. 2</u> The district leadership will analyze observation data to determine professional development needs for teachers.</p>	<p>01/22/15</p>		<p>2. District leadership will collaborate with building leadership to review observation and student data to create a professional development plan for teachers.</p>	<p>06/05/15</p>	<p>Dr. Bryant, Assistant Superintendent</p>	<p><i>discussed in leadership team meetings.)</i></p> <p>By the end of the third quarter, based on observation data, 50% of teachers will attend monthly job-embedded professional development based on individual teacher needs. <i>(Not Met- 20 teachers attended a SIM coaching professional development on 4/15/15)</i></p> <p><u>Obj. 2</u> <input checked="" type="checkbox"/> No evidence of progress <input type="checkbox"/> Documentation of progress <input type="checkbox"/> # & % tasks implemented <input type="checkbox"/> Obj. fully implemented</p>
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Narrative/Description of Progress on Recommendation [For ADE SIS to complete]:



**ARKANSAS
DEPARTMENT
OF EDUCATION**

**Dollarway Public High School
Academic Distress
Follow-up Review**

**Arkansas Department of Education
School Improvement Unit
June 4, 2015**

Dollarway Public Schools Academic Distress Follow-Up Review

In anticipation of the Academic Distress Sub-committee of the State Board of Education review the School Improvement Unit conducted a site review of the Dollarway School District. The intent of the review was to verify reports submitted by the School Improvement Specialist assigned to the district/school and to determine capacity for further progress. The site review team consisted of Dr. Sally Robison, Dr. Mitzi Smith, Ms. Wendy Allen, Ms. Tina Bell and Dr. Richard Wilde.

It was noted that the district had been in State authority for the two previous school years with the current local school board in place since September 2014. State control was based on fiscal distress findings.

The capacity for further progress was difficult to assess given recent changes in the school principal (acquired position at local charter school) and the superintendent (dismissed by local school board). Both the district and the school were operating with interim administrators pending further action by the school board. The superintendent recently released by the local school board had been appointed by the commissioner during the period the district was under State control.

Progress of the school is reported to be minimal, with the following concerns noted from the SIS reports:

1. No building leadership team meetings consisting of teachers were documented during the second semester of the school year.
2. No district leadership team meetings were documented for the entire year.
3. No building level autonomy was documented and school governance appeared to be top down. School innovations appeared to be driven by district level decisions with little to no input from building staff.
4. At least two of the math and two of the English literacy core classes appeared to be taught by substitute teachers for at least one-half of the school year.
5. No documentation of the aligned curricula was available for review.
6. No apparent use of classroom level data to drive the school improvement work.
7. Staff reported having minimal to no voice in the decisions being made to address the academic distress classification.
8. The district's external consultants were selected while the district was under state authority.

The local school board appeared to be supportive of the interim superintendent and it was noted that the intent is to continue through the next school year with this person. The interim superintendent and Board had selected a replacement principal and that person observed during the site review.

Ms. Patsy Hughey is the interim superintendent. Ms. Hughey has been a school principal and served as the superintendent for Stephens' school district during their last year of operation. Ms. Hughey was the Federal Programs Coordinator for Dollarway Schools prior to her appointment as interim superintendent.

Site Review Recommendations:

School and district leadership expressed a willingness to participate in summer planning for the next school year. At least two of the local school board members were career educators, and while this is positive in assisting the local board with decision making, it is also highly probable that given the sense of urgency, they will be encouraged to move beyond governance by policy and seek to engage in administration of daily operations. Additional training through AAEA and the School Boards' Association is recommended.

The site review team identified that there is a sincere intent by administration and the local board to improve current systems and hopefully student outcomes. However, given the newness of the district and school leadership as well as the local board, the review team concluded that quarterly progress monitoring by the State Board would be beneficial to keep everyone focused on school improvement.

2011 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 11/03/2011

District and School Information

District:	DOLLARWAY SCHOOL DISTRICT	School:	DOLLARWAY HIGH SCHOOL
LEA:	3502	LEA:	3502010
Superintendent:	RUTH BOGY	Principal:	ARNOLD ROBERTSON
Address:	4900 DOLLARWAY ROAD	Address:	4900 DOLLARWAY ROAD
City:	PINE BLUFF, AR 71602	County:	JEFFERSON
Phone:	870-534-7003	Phone:	870-534-3878

Overall School AYP Information

2011 AYP Status: State Directed (SD-6) HC

Met Standards for Mathematics:	NO	Overall Math Status:	SI_7
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_7
Met Standards for Graduation:	YES	Overall Grad Status:	SI_M

Prior Year AYP Status: Whole School Intensive Improvement (WSII-5-R)

AYP Group:	9 - 12	Met Graduation Target of 70%:	YES	Smart Accountability Index:	16.7%
Grade Range:	9 -12	Met Graduation Goal of 85%:	NO(81.0%)	Number of Groups Met AYP:	1
Minimum N*:	40	Qtrs. 1-3 Average ADM:	473.03	Number of Groups ≥ 40:	6

Summary of Subgroup Adequate Yearly Progress for 2011

	Math		Literacy			Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor		Met Growth	Met Growth
Combined	No	No	No	No		No	No
African American	No	No	No	No		No	No
Hispanic	NA	NA	NA	NA		NA	NA
Caucasian	NA	NA	NA	NA		NA	NA
Economically Disadvantaged	No	No	No	Yes		No	No
LEP	NA	NA	NA	NA		NA	NA
Students with a Disability	NA	NA	NA	NA		NA	NA

Percent Tested Results for Overall and Subgroups

	Combined	African American	Caucasian	Hispanic	Economically Disadvantaged	LEP	Students with a Disability
LITERACY	YES	YES	YES	NA	YES	NA	NO
MATH	YES	YES	NO(89%)	YES	YES	NA	NO

*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

2011 Arkansas Adequate Yearly Progress: School Improvement Report

DOLLARWAY SCHOOL DISTRICT Report Completed: 11/03/2011
 DOLLARWAY HIGH SCHOOL AYP Status: State Directed (SD-6)
 Math AMO: 73.45 Literacy AMO: 75.81

SUB-GROUP AYP STATUS

	2008-2009		2009-2010		2010-2011		3-year 2008-2011	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
COMBINED POPULATION								
# Proficient	25	15	38	45	43	40	106	100
# Attempted	219	106	191	128	166	110	576	344
% Proficient	11.4	14.2	19.9	35.2	25.9	36.4	18.4	29.1
AYP Status	SI_5	SI_3	SI_6	SI_4	SI_7	SI_5	SI_7	SI_5
AFRICAN-AMERICAN POPULATION								
# Proficient	24	13	35	41	39	38	98	92
# Attempted	208	100	178	120	156	108	542	328
% Proficient	11.5	13	19.7	34.2	25	35.2	18.1	28
AYP Status	SI_5	SI_5	SI_6	SI_6	SI_7	SI_7	SI_7	SI_7
HISPANIC POPULATION								
# Proficient	0	0	0	0	1	0	1	0
# Attempted	2	2	2	1	1	0	5	3
% Proficient	0	0	0	0	100	NA	20	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
CAUCASIAN POPULATION								
# Proficient	1	2	3	3	3	2	7	7
# Attempted	9	4	11	5	8	2	28	11
% Proficient	11.1	50	27.3	60	37.5	100	25	63.6
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED POPULATION								
# Proficient	22	11	35	32	37	35	94	78
# Attempted	207	96	173	110	147	96	527	302
% Proficient	10.6	11.5	20.2	29.1	25.2	36.5	17.8	25.8
AYP Status	SI_5	SI_3	SI_6	SI_4	SI_7	SI_M	SI_7	SI_M
LIMITED ENGLISH PROFICIENT POPULATION								
# Proficient	0	0	0	0	0	0	0	0
# Attempted	0	0	0	0	0	0	0	0
% Proficient	NA	NA	NA	NA	NA	NA	0	0
AYP Status	NA	NA	NA	NA	NA	NA	NA	NA
STUDENTS WITH DISABILITIES								
# Proficient	10	1	5	6	17	6	32	13
# Attempted	23	9	12	18	23	16	58	43
% Proficient	43.5	11.1	41.7	33.3	73.9	37.5	55.2	30.2
AYP Status	NA	NA	NA	NA	NA	NA	A	A

2011 Arkansas Adequate Yearly Progress: School Improvement Report

DOLLARWAY SCHOOL DISTRICT Report Completed: 11/03/2011
 DOLLARWAY HIGH SCHOOL AYP Status: State Directed (SD-6)
 Math AMO: 73.45 Literacy AMO: 75.81

In order to be eligible for Safe Harbor (SH), eligibility must be met for:
 Percent Tested (95.0%), Graduation Rate (70%) and Proficiency Change 10-11

COMBINED POPULATION	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(6.0)	NO(1.2)
2010-2011 AYP STATUS	SI_7	SI_5

AFRICAN-AMERICAN POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(5.3)	NO(1.0)
2010-2011 AYP STATUS	SI_7	SI_7

HISPANIC POPULATION

Percent Tested	YES	NA
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NA
2010-2011 AYP STATUS	NA	NA

CAUCASIAN POPULATION

Percent Tested	NO(89%)	YES
Graduation Rate	YES	YES
Prof. Change 10-11	YES	YES
2010-2011 AYP STATUS	NA	NA

ECONOMICALLY DISADVANTAGED POPULATION

Percent Tested	YES	YES
Graduation Rate	YES	YES
Prof. Change 10-11	NO(4.9)	YES
2010-2011 AYP STATUS	SI_7	SI_M(SH)

LIMITED ENGLISH PROFICIENT POPULATION

Percent Tested	NA	NA
Graduation Rate	YES	YES
Prof. Change 10-11	NA	NA
2010-2011 AYP STATUS	NA	NA

STUDENTS WITH DISABILITIES

Percent Tested	NO(85%)	NO(90%)
Graduation Rate	YES	YES
Prof. Change 10-11	YES	NO(4.2)
2010-2011 AYP STATUS	NA	NA

* (SH) indicates that Safe Harbor has been applied to status determination.

2011 Arkansas Adequate Yearly Progress: School Improvement Report

DOLLARWAY SCHOOL DISTRICT Report Completed: 11/03/2011
 DOLLARWAY HIGH SCHOOL AYP Status: State Directed (SD-6)
 Math AMO: 73.45 Literacy AMO: 75.81

SUBGROUP DETAILS FOR GROWTH USED IN AYP 2011

Math

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	166	43	25.9	NA	25.9	No
Af.Amer.	156	39	25	NA	25	No
Hispanic	1	1	100	NA	100	NA
Caucasian	8	3	37.5	NA	37.5	NA
Econ.Dis.	147	37	25.2	NA	25.2	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	23	17	73.9	NA	73.9	NA

Literacy

	Number of Tests Attempted	Number Prof.Adv 2011 Status	Percent Prof.Adv 2011 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2011 with Growth*	Met Growth?
Combined	110	40	36.4	NA	36.4	No
Af.Amer.	108	38	35.2	NA	35.2	No
Hispanic	0	0	NA	NA	NA	NA
Caucasian	2	2	100	NA	100	NA
Econ.Dis.	96	35	36.5	NA	36.5	No
LEP	0	0	NA	NA	NA	NA
Stud.Dis.	16	6	37.5	NA	37.5	NA

*Note 1: The number of below proficient students who met their growth increment is added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

**Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced. The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO with status and not meet AMO with growth due to the application of the confidence interval.

***Note 3: For schools with grades 4-8 students NA indicates that no students who were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	449.98	429.58	405.97	428.51
Average Daily Membership:	476.88	476.30	465.91	473.03

2012 Arkansas School ESEA Accountability Report (11/15/12)

District: DOLLARWAY SCHOOL DISTRICT	Superintendent: BETTYE WRIGHT
School: DOLLARWAY HIGH SCHOOL	Principal: ARNOLD ROBERTSON
LEA: 3502010	Grades: 09 - 12
Address: 4900 DOLLARWAY ROAD	Enrollment: 473
PINE BLUFF, AR 71602	Attendance Rate: 91.03% (3 QTR AVG)
Phone: 870-534-3878	Poverty Rate: 83.51%

Needs Improvement Priority School

Needs Improvement School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math	
All Students	97	YES	205	NO(94%)	
Targeted Achievement Gap Group	87	YES	182	NO(93%)	
ESEA Subgroups		# Expected Literacy	Literacy	# Expected Math	Math
African Americans	90	YES	198	NO(93%)	
Hispanic	n < 10	n < 10	n < 10	n < 10	
White	n < 10	n < 10	n < 10	n < 10	
Economically Disadvantaged	86	YES	180	NO(93%)	
English Learners	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	n < 10	n < 10	21	NO(91%)	

Needs Improvement School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	160	73.13	73.54
Targeted Achievement Gap Group	140	69.29	71.63
Two Year Graduation Rate			
All Students	302	72.19	73.54
Targeted Achievement Gap Group	266	69.17	71.63
ESEA Subgroups		2011 Graduation Rate	
African Americans	152	73.68	74.00
Hispanic	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10
Economically Disadvantaged	137	69.34	70.93
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	25	72.00	56.58

Needs Improvement School in Literacy

Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	87	37.93	41.66	170	23.53	32.08
Targeted Achievement Gap Group	78	38.46	41.41	149	23.49	31.41
Three Year Literacy			Three Year Math			
All Students	325	36.31	41.66	527	22.96	32.08
Targeted Achievement Gap Group	285	34.04	41.41	469	22.81	31.41
ESEA Subgroups		2012 Literacy		2012 Math		
African Americans	81	38.27	40.59	165	22.42	31.25
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	78	38.46	41.76	147	23.13	31.41
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	18	44.44	76.08

District: DOLLARWAY SCHOOL DISTRICT **Superintendent: FRANK ANTHONY**
 School: DOLLARWAY HIGH SCHOOL Principal: ARNOLD ROBERTSON
 LEA: 3502010 Grades: 09-12
 Address: 4900 DOLLARWAY ROAD Enrollment: 406
 PINE BLUFF, AR 71602 Attendance (3 QTR AVG): 93.52
 Phone: 870-534-3878 Poverty Rate: 89.90

OVERALL SCHOOL STATUS: **PRIORITY**

PERCENT TESTED

PERCENT TESTED STATUS: NEEDS IMPROVEMENT						
PERCENT TESTED						
LITERACY			MATHEMATICS			
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	98	103	95.15	184	199	92.46
Targeted Achievement Gap Group	88	93	94.62	167	180	92.78
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	91	96	94.79	174	187	93.05
Hispanic						
White						
Economically Disadvantaged	86	91	94.51	166	178	93.26
English Language Learners						
Students with Disabilities	20	21	95.24	9	13	69.23

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT					
STATUS PERFORMANCE -- LITERACY					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	25	92	27.17	46.97	91.00
Targeted Achievement Gap Group	20	83	24.10	46.73	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	98	289	33.91	46.97	91.00
Targeted Achievement Gap Group	85	258	32.95	46.73	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	22	86	25.58	45.99	
Hispanic				16.67	
White				100.00	
Economically Disadvantaged	19	81	23.46	47.05	
English Language Learners					
Students with Disabilities	5	20	25.00	47.92	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT					
STATUS PERFORMANCE -- MATHEMATICS					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	44	165	26.67	38.25	92.00
Targeted Achievement Gap Group	41	150	27.33	37.64	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	127	501	25.35	38.25	92.00
Targeted Achievement Gap Group	113	446	25.34	37.64	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	42	158	26.58	37.50	
Hispanic				100.00	
White				47.92	
Economically Disadvantaged	41	149	27.52	37.64	
English Language Learners					
Students with Disabilities				78.26	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
2012 SCHOOL GRADUATION RATE					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	96	136	70.59	75.94	94.00
Targeted Achievement Gap Group	80	110	72.73	74.21	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	314	438	71.69	75.94	94.00
Targeted Achievement Gap Group	264	376	70.21	74.21	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	94	131	71.76	76.37	
Hispanic				100.00	
White				58.33	
Economically Disadvantaged	79	107	73.83	73.58	
English Language Learners					
Students with Disabilities	14	21	66.67	60.53	

**Minutes
State Board of Education Special Committee on Academic Distress Meeting
Friday, July 10, 2015**

The State Board of Education Special Committee on Academic Distress met Friday, July 10, 2015, in the Arkansas Department of Education Auditorium. Chair Vicki Saviers called the meeting to order at 10:04 a.m.

Present: Vicki Saviers, Chair; Diane Zook; Brett Williamson; and Ouida Newton.

Additional State Board Members in Attendance: Jay Barth; Joe Black; and Charisse Dean.

Absent: Toyce Newton.

Reports

Chair's Report

Chair Saviers said Mr. Williamson, new State Board member, and Ms. Newton, 2015 Arkansas Teacher of the Year, would join the Special Committee on Academic Distress.

Chair Saviers said the Special Committee on Academic Distress was formed to meet with schools identified in academic distress. She said the committee wanted to know what the schools are doing to show improvement.

Consent Agenda

Ms. Zook moved, seconded by Mr. Williamson, to approve the consent agenda. The motion carried unanimously.

Item included in the Consent Agenda:

- Minutes – June 12, 2015

Action Agenda

Consideration of Progress of the Dollarway High School in the Dollarway School District

Dollarway School District Administration

Dollarway School District Superintendent Ms. Patsy Hughey said trend data indicated the majority of students are not proficient. She said there was no sense of urgency in the district and expectations are low for student success. She said the district was implementing credit recovery, summer school, and after school tutoring. She said the district would implement the seven correlates of effective schools research.

Ms. Hughey said on June 4, 2015, the School Improvement Team visited Dollarway. She said the team provided a summary of the issues. She requested to work with the ADE School Improvement Team to implement the recommendations. She said the school board scheduled training for July 31, 2015, as per the recommendation.

Ms. Hughey said the school is utilizing LDC, MDC and AP courses in the High School. She said all transcript issues have been resolved. She said the district used three external providers: Generation Ready, Education Consulting Services (ECS), and Strategic Instruction Model (SIM).

Dollarway Assistant Superintendent Dr. Melvin Bryant said ECS was assisting the building in refining the process for curriculum alignment and effective instructional practices. He said he has focused on accreditation issues (transcripts and teacher licensure) and has not focused primarily on the recommendations in the submitted plan. He said the building has struggled to locate long-term substitutes. He said Generation Ready was assigned to help with the two recommendations in the plan but other issues took precedence.

Ms. Hughey said recruiting licensed staff has been the greatest obstacle to success. Ms. Hughey said a school attorney has been hired to work with current staff issues. Ms. Hughey said a leadership team would be established at the beginning of school. She said the schools needed to build leadership capacity of teachers to empower the teachers as leaders.

Dr. Bryant said teachers would buy in to the recommendations with better communication. He said the district has great teachers who need additional professional development and a seat at the table when decisions are made. Dr. Bryant said the NSLA dollars are used for professional development. He said consistency is needed. He said the culture needed to change and the issues are compounded by the leadership turnover.

Arkansas Department of Education

School Improvement Director Dr. Richard Wilde said the School Improvement Report indicated that structures and standard operating procedures are not in place for school improvement. He recognized that there has been a recent leadership change in the district and building. He said three external providers were working in the district. He made two recommendations:

- School Board Members should obtain additional training through AAEA

- and the School Boards' Association; and
- Quarterly progress monitoring by the State Board.

Patron Ms. Annie Bryant asked if the district had the needed resources to ensure a succeeding school.

Dr. Wilde answered that he believed the district did possess the needed resources.

Public Comment

Ms. Annie Bryant asked if a system is in place to evaluate external providers and to determine if the strategies were being modeled for teachers.

Ms. Hughey said the district would be utilizing data to make determinations of effectiveness.

Ms. Bryant said the external providers were teaching the strategies but the teachers were not implementing the strategies with fidelity.

Ms. Hughey said the future actions would indicate if all are working toward the mission and vision of the school.

Ms. Bryant said the train-the-trainer model was not effective in building capacity of all teachers.

Ms. Hughey said educators would participate in professional development in-district and out-of-district.

Ms. Bryant asked about remediation of students who are basic or below basic. She said not all students who need intervention are being served in after-school tutoring.

Dr. Bryant said the after-school tutoring program encouraged students to participate but the students do not attend. He said no student was denied. Dr. Bryant said he would need to research to see if students with behavior problems were expelled from the tutoring program.

Dollarway School Board

Dollarway School Board President Ms. Ruth Bogy said the school board has received training but needed more.

Motion

Ms. Zook made a motion, seconded by Mr. Williamson, to accept the recommendations from the School Improvement Unit to include the following: School Board Members should obtain additional training through the Arkansas

Association of Educational Administrators (AAEA) and the Arkansas School Boards Association (ASBA); and quarterly progress monitoring by the State Board. The motion carried unanimously.

Adjournment

The meeting adjourned at 11:26 a.m.

Minutes recorded by Deborah Coffman.

2012 Arkansas School ESEA Accountability Report (11/15/12)

District: DOLLARWAY SCHOOL DISTRICT	Superintendent: BETTYE WRIGHT
School: DOLLARWAY HIGH SCHOOL	Principal: ARNOLD ROBERTSON
LEA: 3502010	Grades: 09 - 12
Address: 4900 DOLLARWAY ROAD	Enrollment: 473
PINE BLUFF, AR 71602	Attendance Rate: 91.03% (3 QTR AVG)
Phone: 870-534-3878	Poverty Rate: 83.51%

Needs Improvement Priority School

Needs Improvement School Percent Tested

	# Expected Literacy	Literacy	# Expected Math	Math	
All Students	97	YES	205	NO(94%)	
Targeted Achievement Gap Group	87	YES	182	NO(93%)	
ESEA Subgroups		# Expected Literacy	Literacy	# Expected Math	Math
African Americans	90	YES	198	NO(93%)	
Hispanic	n < 10	n < 10	n < 10	n < 10	
White	n < 10	n < 10	n < 10	n < 10	
Economically Disadvantaged	86	YES	180	NO(93%)	
English Learners	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	n < 10	n < 10	21	NO(91%)	

Needs Improvement School Graduation Rate

	# Expected Graduates	Percentage	2011 AMO
2011 Graduation Rate			
All Students	160	73.13	73.54
Targeted Achievement Gap Group	140	69.29	71.63
Two Year Graduation Rate			
All Students	302	72.19	73.54
Targeted Achievement Gap Group	266	69.17	71.63
ESEA Subgroups		2011 Graduation Rate	
African Americans	152	73.68	74.00
Hispanic	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10
Economically Disadvantaged	137	69.34	70.93
English Learners	n < 10	n < 10	n < 10
Students with Disabilities	25	72.00	56.58

Needs Improvement School in Literacy

Needs Improvement School in Math

	# Attempted	Percentage	2012 AMO	# Attempted	Percentage	2012 AMO
2012 Literacy			2012 Math			
All Students	87	37.93	41.66	170	23.53	32.08
Targeted Achievement Gap Group	78	38.46	41.41	149	23.49	31.41
Three Year Literacy			Three Year Math			
All Students	325	36.31	41.66	527	22.96	32.08
Targeted Achievement Gap Group	285	34.04	41.41	469	22.81	31.41
ESEA Subgroups		2012 Literacy		2012 Math		
African Americans	81	38.27	40.59	165	22.42	31.25
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	78	38.46	41.76	147	23.13	31.41
English Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	18	44.44	76.08

District: DOLLARWAY SCHOOL DISTRICT **Superintendent: FRANK ANTHONY**
 School: DOLLARWAY HIGH SCHOOL Principal: ARNOLD ROBERTSON
 LEA: 3502010 Grades: 09-12
 Address: 4900 DOLLARWAY ROAD Enrollment: 406
 PINE BLUFF, AR 71602 Attendance (3 QTR AVG): 93.52
 Phone: 870-534-3878 Poverty Rate: 89.90

OVERALL SCHOOL STATUS: **PRIORITY**

PERCENT TESTED						
PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	98	103	95.15	184	199	92.46
Targeted Achievement Gap Group	88	93	94.62	167	180	92.78
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	91	96	94.79	174	187	93.05
Hispanic						
White						
Economically Disadvantaged	86	91	94.51	166	178	93.26
English Language Learners						
Students with Disabilities	20	21	95.24	9	13	69.23

STUDENT PERFORMANCE -- LITERACY					
LITERACY STATUS:	NEEDS IMPROVEMENT				
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	25	92	27.17	46.97	91.00
Targeted Achievement Gap Group	20	83	24.10	46.73	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	98	289	33.91	46.97	91.00
Targeted Achievement Gap Group	85	258	32.95	46.73	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	22	86	25.58	45.99	
Hispanic				16.67	
White				100.00	
Economically Disadvantaged	19	81	23.46	47.05	
English Language Learners					
Students with Disabilities	5	20	25.00	47.92	

STUDENT PERFORMANCE -- MATHEMATICS					
MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	44	165	26.67	38.25	92.00
Targeted Achievement Gap Group	41	150	27.33	37.64	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	127	501	25.35	38.25	92.00
Targeted Achievement Gap Group	113	446	25.34	37.64	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	42	158	26.58	37.50	
Hispanic				100.00	
White				47.92	
Economically Disadvantaged	41	149	27.52	37.64	
English Language Learners					
Students with Disabilities				78.26	

2012 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	96	136	70.59	75.94	94.00
Targeted Achievement Gap Group	80	110	72.73	74.21	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	314	438	71.69	75.94	94.00
Targeted Achievement Gap Group	264	376	70.21	74.21	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	94	131	71.76	76.37	
Hispanic				100.00	
White				58.33	
Economically Disadvantaged	79	107	73.83	73.58	
English Language Learners					
Students with Disabilities	14	21	66.67	60.53	

District: DOLLARWAY SCHOOL DISTRICT	Superintendent: BOBBY ACKLIN	Report created on: 10/29/2014
School: DOLLARWAY HIGH SCHOOL	Principal: ARNOLD ROBERTSON	
LEA: 3502010	Grade: 9 - 12	% Prof/Adv.
Address: 4900 DOLLARWAY ROAD	Enrollment: 450	2014 Math + Literacy 40.4
Address: PINE BLUFF, AR 71602	Attendance: 96.82	2013 Math + Literacy 26.8
Phone: 870-534-3878	Poverty Rate: 100.00	2012 Math + Literacy 28.4

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT PRIORITY
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PERCENT TESTED						
PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	115	123	93.50	190	212	89.62
Targeted Achievement Gap Group	115	122	94.26	187	207	90.34
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	110	117	94.02	174	194	89.69
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	10	11	90.91
Economically Disadvantaged	115	122	94.26	187	207	90.34
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	10	14	71.43	9	11	81.82

STUDENT PERFORMANCE -- LITERACY					
LITERACY STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	51	110	46.36	52.27	91.00
Targeted Achievement Gap Group	51	110	46.36	52.06	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	109	289	37.72	52.27	91.00
Targeted Achievement Gap Group	101	271	37.27	52.06	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	49	105	46.67	51.39	
Hispanic	n < 10	n < 10	n < 10	n < 10	
White	n < 10	n < 10	n < 10	100.00	
Economically Disadvantaged	51	110	46.36	52.35	
English Language Learners	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	6	10	60.00	53.13	

STUDENT PERFORMANCE -- MATHEMATICS					
MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	69	187	36.90	44.43	92.00
Targeted Achievement Gap Group	67	184	36.41	43.88	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	153	522	29.31	44.43	92.00
Targeted Achievement Gap Group	143	483	29.61	43.88	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	61	171	35.67	43.75	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	7	10	70.00	53.13	
Economically Disadvantaged	67	184	36.41	43.88	
English Language Learners	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	n < 10	n < 10	n < 10	53.13	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	76	95	80.00	78.35	94.00
Targeted Achievement Gap Group	68	86	79.07	76.79	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	289	391	73.91	78.35	94.00
Targeted Achievement Gap Group	245	336	72.92	76.79	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	74	91	81.32	78.73	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	n < 10	n < 10	n < 10	62.50	
Economically Disadvantaged	67	85	78.82	76.22	
English Language Learners	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	8	11	72.73	64.47	



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: DOLLARWAY SCHOOL DISTRICT
SCHOOL: DOLLARWAY HIGH SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS: TAMMI DOCKETT-WILSON

EXTERNAL PROVIDER: EDUCATIONAL CONSULTING SERVICE

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: PATSY HUGHEY
PRINCIPAL: JEFF SPALETTA

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The school leadership team is composed of the principal, counselor, teacher leaders, parent facilitator, student and parent. The school leadership team meets weekly for one hour. Modified team daily planning periods for content area instructional teams were developed. Content instructional teams meet daily to focus on five themes. Unit/lesson planning, data driven instruction, high yield learning strategies, student engagement/differentiation and literacy through content are discussed in team planning meetings. Weekly PLC's focus on instructional themes with non content area teams. A campus administration consists of the principal and two assistant principals; the campus administration meets daily for at least 10 minutes. A school PTO organization, composed of the principal, parent facilitator, college and career coach and parents meets monthly. All teams operate using agendas and minutes. Agendas are prepared in advance and emailed out to members in advance. All teams look at performance data, classroom observation data, and make decisions about school improvement and professional development. The teams use wise ways indicators to assist with their practices. The teams stay on task and provide minutes following the meetings. Incentive, ACSIP, department and handbook teams are established as needed.

Quarterly Objective: A team structure will be developed and implemented for the school and instructional teams.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop team charter	10/13/15	10/13/15	Jeff Spaletta	X		Team charter poster
2. Develop a template for team meetings	10/13/15	10/13/15	Jeff Spaletta	X		Team binders/Indistar
3. Master schedule revision	10/13/15	10/13/15	Freddie Harris	X		E-school master schedule

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

School leadership should include time in the master schedule for content area teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analysis enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.

ADE Recommendation 2:

School leadership should ensure that the SLT is comprised of representatives from content and specialty areas. Teacher input is necessary to ensure that students' individual learning needs are being met and that every child has a plan to increase achievement.

ADE Recommendation 3:

Content area teams should collaboratively develop pre- and post-unit assessments within instructional units. These units should include strategies that differentiate instruction so all student's educational needs are met.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Staff members attended Summer professional development on unit planning. Content teams and PLC'S have developed instructional units based on the curriculum. An LDC team has developed instructional units. All teachers are administering pre and post tests every two to three weeks. The instructional teams review the pre and post test data. Results from the pre and post tests are used to guide instruction and plan for professional development.

Quarterly Objective: Teachers will develop, implement and analyze instructional pre-post tests.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Teams develop standard units	10/13/15	10/13/15	Irma Strong	X		Unit plan binders/team binders
2.Unit planning training for all staff	10/13/15	10/13/15	Irma Strong	X		Team/PLC binders and unit planning binders
3. LDC developed units	10/13/15	10/13/15	Irma Strong	X		LDC Livebinders

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation:
 In order to increase the likelihood that students will choose to meet classroom behavioral expectations school leadership should:

- facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms
- ensure that all teachers display classroom rules that include positive, as well as negative consequences students will earn, based in their behavioral choices
- closely monitor implementation levels of the school's discipline policy to ensure consistency.

Effective Practice within Category:
 Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
 The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):
 A committee met to develop a discipline management plan. The teachers taught the classroom rules to students during the first week of school. Teachers were trained during PLC's on classroom procedures and classroom management. Additional trainings were offered for teachers to attend for classroom management. Teachers have developed rituals and routines in their classrooms. Focus walks were conducted to ensure that rules were posted and rules were in place.

Quarterly Objective: The staff will develop and implement a guide to student behavior and implement it consistently.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Student handbook revision	10/13/15	10/13/15	Jeff Spaletta	X		Student handbook
2.Classroom management training	10/13/15	10/13/15	Gwen Litzsey	X		PLC/Team planning minutes/agendas; PD files
3. Focus Walks	10/13/15	10/13/15	Jeff Spaletta	X		Focus walk binder

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation 1:
School leadership should continue to support PTO in its efforts to assist the school in meeting student needs.

ADE Recommendation 2:
School leadership should facilitate the development and implementation of a research-based plan to involve community and family members in meaningful ways to support student achievement.

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

A committee met and developed a parent-student-school compact agreement. The compact was given to all students and has been presented to parents. The compact outlines how everyone (student, parent and school) will share responsibility for improving academic achievement.

Quarterly Objective: A compact will be developed to include the school, students and parents in academic achievement

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Design a parent compact	10/14/15	10/14/15	Gwen Litzsey	X		Parent contact in parent involvement binder
2. Collect all parent compacts	10/14/15	10/14/15	Ellis Berry		X	Completed parent compacts in compact file.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following:						
<ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are):						
The guidance plan includes the following activities:						
<ul style="list-style-type: none"> • Resolve conflicts and complete all student schedules • Open House / Report to Public • Graduation Credit Checklist for seniors • ACT Registration, Information and Dates • College Applications and Scholarship Information • Career Outlook Plan • Act Prep Workshops • Concurrent Credit • Post-Secondary Programs for High School Students (Concurrent Credit, Upward Bound, etc.) • Transitional Courses for College and Career Readiness 						
Quarterly Objective: A guidance plan will be developed to guide students and track post college transition.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

1. Update all senior transcripts and recalculate G.P.A.'s to determine any graduation deficiencies.	10/14/15	10/14/15	Freddie Harris	X		eSchool generated transcripts; new student records/request for records form.
2. Prepare and enter all course requests for students by referring to student's career choice(s) on the form.	10/14/15	10/14/15	Freddie Harris	X		Student course request form; student transcripts.
3. Using the updated transcript, complete the senior checklist to be shared with seniors and their parents.	10/14/15	10/14/15	Freddie Harris		X	Student credit checklist; senior list; student transcripts
4. Conduct classroom presentations to provide updated ACT information and dates.	10/14/15	10/14/15	Candice Jones	X		ACT calendar and packets; classroom teacher.
5. Attend the Articulation Workshop to update college applications and scholarship information in the Guidance Office.	10/14/15	10/14/15	Candice Jones	X		ARKACRAO Schedule of events.
6. Schedule classroom activity to initiate and update the Career Outlook Plan	10/14/15	10/14/15	Candice Jones	X		Classroom teacher; Career outlook plan form.
7. Make contacts and schedule date and location for the ACT Workshop.	10/14/15	10/14/15	Candice Jones	X		IVY Center for Education; district administration; U of A Outreach Office.
8. Have students complete applications and attach official documents / records to complete the registration process to receive concurrent credit and to participate in post-secondary programs (Upward Bound, UALR TRIO, etc.).	10/14/15	10/14/15	Candice Jones	X		Student transcripts; test data/scores; school nurse; SEARK Testing Center and Admissions Office; UAPB Upward Bound; UALR TRIO; classroom teachers.

9. Attend Open House and the school's "Report to the Public" to present information available through the Guidance Office.	10/14/15	10/14/15	Candice Jones	X		Local administration; Dept. of Edu. Smart/Core Curriculum; local graduation requirements; graduation checklist; ACT and college scholarship information.
10. . Refer to current test data to identify students in need of transitional courses for college and career readiness.	10/14/15	10/14/15	Freddie Harris	X		PLAN test scores/data; Dept. of Edu. Minimum Score Chart.
11. Work with the principal to make sure transitional courses are included in the master schedule.	10/14/15	10/14/15	Freddie Harris	X		Local school's master schedule; local administration.
12. Updating contact information for graduates	10/14/15	10/14/15	Candice Jones		X	Updated contact information from exit survey.



ARKANSAS
DEPARTMENT
OF EDUCATION

PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

There have been meetings between the teams, but there is very little communication to review the school's needs and progress.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

The high school plans to use the following interventions: Math/read 180 lab, math/literacy pullouts with APEX, after school tutoring.

Credit recovery with the PLATO lab is being offered.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Educational Consulting Service: TESS informal observations, classroom management training, math/literacy instruction modeling and data review.

What are the barriers, if any, in improving student outcomes?

The district leadership team or school board has not heard or reviewed the school leadership team charter as it relates to teams. Not all content teachers are able to participate in the team planning because of participation as ALE teachers.

Many of the pre and post tests are not authentic, aligned correctly or rigorous. The students are not mastering the skills taught. Storage area for records is housed away from the counselor's office. Not all students have returned the parent compact.

Technology, instructional supplies, school autonomy, staff absenteeism, new staff and staff accountability are current barriers to improving student outcomes at the high school.

<p>How is your leadership team monitoring student progress in the skill area of science?</p> <p>TLI module tests, student data walls, pre-post tests.</p>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?</p> <p>TLI module tests, student data walls, pre-post tests. Providing interventions and re-teaching.</p>
<p>What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?</p> <p>PLC/Team planning periods and teacher training of classroom instructional model.</p>
<p>If anything, what do you intend to change or modify for the next quarter?</p> <p>Teacher instruction in classrooms, interventions (pullouts/tutoring)</p>



ARKANSAS
DEPARTMENT
OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	93				10		3				12			
10	66				8		0				5			
11	91				8		0				8			
12	85				8		0				6			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Star Reading Test ___ August 2015)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	40%										68	
10	0%										60	
11	20%										71	
12	40%										63	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
9	39	116	8				109	108			217	44	20%			
10	7	74	0				68	46			114	91	80%			
11	17	108	89				91	28			119	90	76%			
12	0	112	9				96	78			174	58	33%			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
9	12	71	0				71	--			71	51	71%			
10	30	68	2				68	68			136	29	21%			
11	7	83	3				83	63			146	89	60%			
12	0	84	1				84	74			158	21	13%			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
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OF EDUCATION

**DISTRICT: DOLLARWAY SCHOOL DISTRICT
SCHOOL: ROBERT F. MOREHEAD MIDDLE SCHOOL
STATUS: PRIORITY**

SITE-BASED SIS: TAMMI DOCKETT-WILSON

EXTERNAL PROVIDER: EDUCATORS CONSULTING SERVICES AND ARESC

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

**SUPERINTENDENT: PATSY HUGHEY
PRINCIPAL: YOLANDA PRIM**

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:
Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:
District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

Currently, we are meeting weekly in PLC's, grade-level and bi-weekly with the Building Leadership with each team keeping sign-in sheets, agenda and minutes.

Quarterly Objective: To maintain an accurate and current records all meetings.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. A copy of each leadership team minutes will be emailed to members.	09/02/2015	10/15/2015	Raymond Henard	x		Minutes and agendas placed in notebook in the office.
2. PLC's lead persons will email team members 1 day in advance agendas	09/02/2015	10/13/2015	Raymond Henard	x		Minutes and agendas place on file in the office.

3. Leadership team will add events/information to the master calendar which is displayed in office data center and workroom.	09/02/2015	10/16/2015	Virginia Jones	x		Posted calendars
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Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Teacher are administering pre and post tests for all units of study. Pre and post tests will allow accurate assessment of the students' prior knowledge and academic growth. Tests may be verbal, observation or written.

Quarterly Objective:

Teachers will utilize pre- and post-test for all units of study to drive their instruction and lesson planning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Principal, Academic coaches, department chairs, and team chairs will reinforce.	09/07/2015	10/16/2015	Robyn Porter	X		Copies of pre and post tests.
2. Data from tests, discussion of the items in team and department meetings.	09/10/2015	10/16/2015	Vernice Meadows	X		Agendas, minutes, lesson plans.

Include additional task lines as needed

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Currently we have developed five standard rules for the building. They are displayed in each classroom. Teachers can have classroom procedures in addition to the standard rules.						
Quarterly Objective: All classrooms will be effectively managed to maximize student achievements.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Classrooms orientation to include signed acknowledgement of standard school rules and classroom procedure.	08/17/2015	10/16/2015	Yolanda Prim	x		School standard rules and classroom procedures posted in each classroom, decrease in office referrals.
2. Create a form for teachers to distribute and have students sign each time the standard rules are reviewed.	09/15/2015	10/16/2015	Jennifer Irons		x	The signed forms will be handed into the principal's office.
3. Leadership team will review quarterly discipline reports.	09/17/2015	10/16/2015	Andrea Mixon	x		Discipline reports / data.

Include additional task lines as needed

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Currently at this time we have a small group of parents participating in the advisory meetings.

Quarterly Objective: To increase parent involvement by 10% by the end of the quarter.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Increase parent involvement in school activities.	08/11/2015	10/16/2015	Kathryn Armstrong	x		Sign in sheets, pictures
2. Parent advisory meetings monthly.	09/22/2015	10/16/2015	Kathryn Armstrong	x		Sign in sheets, agendas and minutes
3. Provide a schedule to parents for Saturday tutoring for parent and students.	09/01/2015	10/20/2015	Yolanda Prim Kathryn Armstrong		x	Sign in sheets, pictures, list of activities completed.

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Currently, we provide college awareness days throughout the school year that involve the students and school staff.

Quarterly Objective: To assess students interest and match with career and college options.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create college posters which are displayed throughout the building.	09/15/2015	10/10/2015	Joyce Wilkes	x		Posters, kuder reports, and photos.
2. Career Development teacher will schedule regular visits from the High School College and Career Coach so students on be exposed to as much college and career information.	09/15/2015	10/10/2015	Joyce Wilkes		x	Career coach sign-in sheets

Include additional task lines as needed.



ARKANSAS
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PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district? **Yes, The district Leadership provides on going monitor, supply materials needed to meet the teacher and student needs, embedded professional development as needed, Team meetings**

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.) **Read and math 180, System 44, SMI and SRI to identify students working below grade level, The RTI process is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner**

- *High-quality, scientifically based classroom instruction.*
- *Ongoing student assessment.*
- *Tiered instruction.*
- *Parent involvement.*

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team? **The SIS reviews assessments, have conversations about what is being done and how we can better improve student achievement. The ADE is working us to review and provide directions or recommend**

What are the barriers, if any, in improving student outcomes? **None at this time.**

How is your leadership team monitoring student progress in the skill area of science? **Weekly assessments, pre and post results, CWT's, weekly team meetings, observations, meeting with teachers individually to address strengths and weakness of teachers and students.**

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? **We are reviewing test data, meeting weekly with PLC's, overserving classroom instructions and meeting with teachers individually to address strengths and weakness of the students and teachers.**

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes? **Create more building wide initiatives.**

If anything, what do you intend to change or modify for the next quarter?
We will provide more remedial time by using after school tutoring.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6 th	94				10	0	5				6			
7 th	82				14	0	0				5			
8 th	102				17	0	0				8			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by ___/___ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by ___SMI___ <u>09 / 22</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by ___ - /___ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by ___SRI___ <u>09 / 22</u> (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6th	5%						85				83	
7th	0%						73				70	
8th	0%						89				90	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level <i>(A)</i>	Total number of students with D or F on unit tests in Math this quarter <i>(B)</i>	Percent of students with D or F on any unit tests in Math <i>(C)</i> <i>(B/A) X 100 = C</i>				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th			
6th	26	94	47				89				89	55	62%				
7th	20	82	21				69				69	51	74%				
8th	22	102	45				90				90	53	59%				
			<i>Example</i>				248	90	95	N/A	248	159	65%				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th			
6th	10	94	69				78				78	59	77%				
7th	30	82	53				71				71	49	69%				
8th	25	102	72				80				80	67	84%				
							229										
			<i>Example</i>				100	90	95	N/A	229	175	76%				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
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**ACADEMIC DISTRESS ADE EVALUATION TEAM
RECOMMENDATIONS**

District: Dollarway School District
 School: Dollarway High School
 School Improvement Team Members: Jeff Dyer and Kerri Jackson

The recommendations listed below are based on research that indicates, when implemented with fidelity, a high probability of achieving school improvement goals exists. Implementation of these recommendations alone does not guarantee removal of Academic Distress status.

	Evidence/Background/Findings	Recommendations												
	<p>Staff interviews revealed that content area teams seldom analyze student achievement data from classroom assessment results.</p> <p>A review of the master schedule and staff interviews indicated that time for content area teams to meet is not included in the master schedule.</p> <p>ESEA Accountability Report Results are listed below: <u>Literacy</u> - percentage of students who scored proficient or advanced:</p> <table border="0"> <tr> <td></td> <td style="text-align: center;"><u>All Students</u></td> <td style="text-align: center;"><u>TAGG</u></td> </tr> <tr> <td>2012</td> <td style="text-align: center;">37.93%</td> <td style="text-align: center;">38.46%</td> </tr> <tr> <td>2013</td> <td style="text-align: center;">27.17%</td> <td style="text-align: center;">24.10%</td> </tr> <tr> <td>2014</td> <td style="text-align: center;">46.36%</td> <td style="text-align: center;">46.36%</td> </tr> </table>		<u>All Students</u>	<u>TAGG</u>	2012	37.93%	38.46%	2013	27.17%	24.10%	2014	46.36%	46.36%	<ul style="list-style-type: none"> Content area teams should collaboratively develop pre- and post-unit assessments within instructional units. These unit should include strategies that differentiate instruction so all student's educational needs are met. School leadership should include time in the master schedule for content area teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.
	<u>All Students</u>	<u>TAGG</u>												
2012	37.93%	38.46%												
2013	27.17%	24.10%												
2014	46.36%	46.36%												

	<p><u>Math</u> - percentage of students who scored proficient or advanced:</p> <table border="0"> <tr> <td></td> <td style="text-align: center;"><u>All Students</u></td> <td style="text-align: center;"><u>TAGG</u></td> </tr> <tr> <td>2012</td> <td style="text-align: center;">23.53%</td> <td style="text-align: center;">23.49%</td> </tr> <tr> <td>2013</td> <td style="text-align: center;">26.67%</td> <td style="text-align: center;">27.33%</td> </tr> <tr> <td>2014</td> <td style="text-align: center;">36.90%</td> <td style="text-align: center;">36.41%</td> </tr> </table>		<u>All Students</u>	<u>TAGG</u>	2012	23.53%	23.49%	2013	26.67%	27.33%	2014	36.90%	36.41%	
	<u>All Students</u>	<u>TAGG</u>												
2012	23.53%	23.49%												
2013	26.67%	27.33%												
2014	36.90%	36.41%												
	<p>The district has had two curriculum coordinators in the past two years.</p> <p>The district has had three superintendents in the past three years.</p>	<ul style="list-style-type: none"> District leadership should develop and implement a comprehensive plan to retain highly-qualified administrators to ensure continuity of instructional leadership. 												
	<p>The school leadership team (SLT) membership is not representative of content and specialty areas of the school.</p>	<ul style="list-style-type: none"> School leadership should ensure that the SLT is comprised of representatives from content and specialty areas. Teacher input is necessary to ensure that students' individual learning needs are being met and that every child has a plan to increase achievement. 												
	<p>Interviews revealed that while discipline referrals decreased from 2013 to 2014, loss of instructional time for students referred to the office for classroom infractions remains a concern.</p> <p>A concern regarding the lack of consistent implementation of the district/school discipline policies was identified through staff and student interviews.</p>	<ul style="list-style-type: none"> In order to increase the likelihood that students will choose to meet classroom behavioral expectations school leadership should: <ul style="list-style-type: none"> ➢ facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms ➢ ensure that all teachers display classroom rules that include positive, as well as negative consequences students will earn, based on their behavioral choices ➢ closely monitor implementation levels of the school's discipline policy to ensure consistency. 												

	<p>School leadership facilitated the re-establishment of the Parent Teacher Organization (PTO) during the 2013-2014 school year.</p> <p>School leadership indicated a need for meaningful parental engagement during interviews with the ADE Review Team.</p>	<ul style="list-style-type: none"> • School leadership should continue to support the PTO in its efforts to assist the school in meeting student needs. • School leadership should facilitate the development and implementation of a research-based plan to involve community and family members in meaningful ways to support student achievement.
	<p>Conversations with staff members during the ADE Review Team's on-site visit revealed that most professional development activities are designed to address district initiatives and teacher requests.</p>	<ul style="list-style-type: none"> • District and building leadership should analyze a variety of student achievement data sets to determine professional development activities to improve teachers' instructional practice to better meet the individual learning needs of all students. • District and building leadership should analyze a variety of classroom observation data to determine professional development activities to meet the needs of individual teachers.

Academic Distress Pre-Evaluation Form

District: Dollarway

School: Dollarway High School

SIS: Jeff Dyer

Data Review Team: LaDonna Spain, Lisa Knoedl, Mitzi Smith, Richard Wilde, Susan Ridings, Teena Bell, Zrano Bowles

Date: 08/18/14

Data Findings	Additional Information Needed	Proposed On-Site Team
<p>*Three year(2012-2014) trend data for End of Course testing in Algebra I, Geometry and Literacy indicate that the all students group are not scoring at least 49.5%(Algebra I 29%, Geometry 24%, Literacy 34%) at the proficient/advanced level</p> <p>*Approximately 90% of all students assessed were identified in a Targeted Achievement Gap Group (TAGG) for years 2012-2014</p> <p>*Graduation rate improved to 80% in 2013 from 2012. However, the college remediation for 2013 rate was 84.6%.</p>	<p>*What actions have been taken to ensure alignment between curriculum, lesson plans and classroom instruction to provide the best environment for increased student achievement?</p> <p>*What actions are being utilized to ensure positive opportunities for students identified as economically disadvantaged and with disabilities?</p> <p>*Considering the low performance on End of Course exams, what is the school and district doing to evaluate the readiness of high school graduates for post high school education and work.</p>	<p>Request for additional school improvement specialist, specifically one with high school experience and has worked with priority or SIG high schools.</p>

Child Nutrition Update on Dollarway School District:

ADE/CNU was requested to attend the September 22nd School Board Meeting by Ms. Hughey, the previous Superintendent, to make the Board aware of the issues related to the District's National School Lunch Program.

Issue to be resolved was accurate monthly reimbursement claims submitted for student meals served for the months of August 2015, September 2015 and October 2015. The on-line claim system will not allow a District to enter the current month's claim until the previous month's claim has been processed for payment.

- The July claim was entered by the district on 8-25-15, source documents were collected and verified by ADE/CNU between 8-25-15 and the pay date of 10-9-15. Due to this delay, the August claim for reimbursement was entered by the District into the on-line claim system on 10-13-15 and paid on 10-28-15.
- The September claim for reimbursement was entered by the District on 11-3-15 and paid on 11-18-15.
- The October claim for reimbursement was entered by the District on 12-1-15. ADE/CNU has contacted the District to send the needed source documents to verify the October claim. The District has met the requirement to enter a claim within the 60 day time frame for the October claim. ADE/CNU has 90 days to process the claim for payment. The 90 day deadline should not be an issue for ADE/CNU to verify the information and pay the claim.

ADE/CNU has spent between 10-15 hours a month working with the District to review the source documents used to back up the meals claimed and the financials reported on each of the monthly claims. Most errors were clerical errors made by the person at the district level consolidating the number of student meals served from the four schools in the district. Both Ms. Hughey and Ms. Dockett-Wilson, the current Superintendent, have worked diligently with ADE/CNU to correct the issues. ADE/CNU should be able to close the follow-up monitoring review after the October claim is processed for payment.

ADE/CNU will continue to monitor the district claims for several months to help prevent a possible over claim or under claim of student meals served and claimed for reimbursement. ADE/CNU also plans to conduct another official monitoring visit either in late spring in 2016 or the fall of 2016.

**ARKANSAS DEPARTMENT OF EDUCATION RULES
GOVERNING SCHOOLS OF INNOVATION**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Schools of Innovation Program.
- 1.02 The purpose of these rules is to improve education in Arkansas and to set forth the process and procedures necessary to administer the Schools of Innovation Program.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education's authority for promulgating these rules is pursuant to Ark. Code Ann. §§ 6-11-105 *et seq.*, 6-15-2801 *et seq.*, 25-15-201 *et seq.*, and Act 1136 of 2015.

3.00 DEFINITIONS

- 3.01 "District of innovation" means a public school district with one or more schools of innovation that has:
 - 3.01.1 Developed a school of innovation plan in compliance with Ark. Code Ann. § 6-15-2801 *et seq.* and these rules;
 - 3.01.2 Obtained necessary exemptions from laws, rules, and local policies to improve the educational performance of students from the Commissioner of Education in accordance with Sections 8.00 and 10.00 of these rules; and
 - 3.01.3 Been approved as a district of innovation by the Commissioner of Education.
- 3.02 "Eligible employees" means the full-time employees who are employed at a school that is considering being designated as a school of innovation;
- 3.03 "Innovation" means a new or creative alternative to the existing instructional and administrative practices that is intended to improve academic performance and learning for all students;
- 3.04 "School council of innovation" means a body of individuals from a current or aspiring school of innovation composed of teachers, classified employees, the building-level principal or his or her administrative

designee, parents, community members, a minimum of two (2) students from the school of innovation, and other interested parties selected by the council to participate, as referred to in Section 4.00 of these rules.

- 3.04.1 The teacher representatives shall be elected by a majority vote of the school's licensed eligible employees.
- 3.04.2 The classified representatives shall be elected by a majority vote of the school's classified eligible employees.
- 3.04.3 The parent representatives shall be selected by a majority vote of the attendees at a meeting called for the purpose of selecting the school's parent representatives and shall have a child in the school to be eligible to serve on the council.
 - 3.04-4.3.1 Schools with a ten percent (10%) or greater minority student population shall have minority representation on the council.

- 3.05 “School of innovation” means a school that participates in a district of innovation to transform and improve teaching and learning.
- 3.06 The terms “exemption” and “exception” are used interchangeably in these rules and refer to approval by the Commissioner of Education for a specific district or school of innovation to depart from specific laws, rules, or regulations governing public school districts.

4.00 COUNCIL OF INNOVATION

- 4.01 The school council of innovation shall:
 - 4.01.1 Generate innovative ideas and proposals of its own;
 - 4.01.2 Determine a method for requesting innovative ideas and proposals from school employees, community members, and other stakeholders to be submitted to the council;
 - 4.01.3 Receive innovative ideas and proposals from school employees, community members, and other stakeholders;
 - 4.01.4 Consider all innovative ideas and proposals submitted by community members and other stakeholders; and
 - 4.01.5 Determine the content and format of the school of innovation plan that will be voted on by the eligible employees.

- 4.02 The council may create subcommittees, which may include non-council members, to work on developing portions of the school of innovation plan; and
- 4.03 A school of innovation plan is subject to the exceptions approved by the Commissioner of Education.

5.00 DESIGNATION AND REVOCATION

- 5.01 The Commissioner of Education may approve and designate a public school as a school of innovation for the purpose of transforming and improving teaching and learning.
 - 5.01.1 A school of innovation shall be approved and designated for a period of four (4) years; and
 - 5.01.2 A school of innovation may be renewed for four-year periods thereafter, at the Commissioner's discretion.
 - 5.01.3 The Commissioner will notify the applicant in writing whether the school of innovation plan is approved or denied.
 - 5.01.3.1 If the Commissioner denies the application and declines to designate the applicant as a school of innovation, the Commissioner will include the reasons for the denial.
- 5.02 The Commissioner may revoke the school of innovation designation at any time if a school fails to:
 - 5.02.1 Substantially fulfill the school of innovation plan;
 - 5.02.2 Meet goals and performance targets; or
 - 5.02.3 Comply with applicable laws or rules.
 - 5.02.4 The Commissioner will notify the district or school of innovation in writing of the revocation and include the reasons for the revocation.
- ~~5.03 A revocation of the Commissioner's designation of a school of innovation may be made at any time.~~
- ~~5.04.03~~ The Commissioner's decision to approve or deny an application, or to revoke a school's designation shall be a final decision and cannot be appealed.

~~5.05 The Commissioner's decision cannot be appealed.~~

6.00 PROGRAM REQUIREMENTS

6.01 Rules subject to exemption or modification for a school of innovation plan, if approved by the Commissioner of Education, are included in Section 10.00 of these rules.

6.02 Application, school of innovation plan review, approval, and amendment processes shall be administered as follows:

6.02.1 The application shall be in the form of a school of innovation plan. Schools must apply online as directed on the Department of Education's website.

6.02.2 Instructions for submission of the school of innovation plan shall be published on the Department of Education's website.

6.02.3 Guidelines for submission of proposed amendments to the school of innovation plan shall be published on the Department of Education's website.

6.02.4 Guidelines for requesting a four-year renewal shall be published on the Department of Education's website. The review of renewal applications will be based on the school of innovation's own statement of goals and performance targets as required by 7.02 of these rules.

6.03 Specific timelines for revisions prior to approval, amendments, and renewals, including any ongoing evaluations of a school of innovation, shall be posted on the Department of Education's website.

~~6.03.1 Beginning in school year 2014-2015, the deadline to submit original applications online is March 1. The deadline to submit final revisions is June 30.~~

~~6.04 Process for revocation of a designation as a district or school of innovation:~~

~~6.04.1 The Commissioner will notify the district or school of innovation in writing and include the reasons for the revocation.~~

~~6.04.2 The Commissioner's decision to revoke a designation will be final.~~

- 6.054 Reporting requirements and oversight responsibility of the school of innovation and the Department of Education shall be published on the Department's website.

7.00 SCHOOL OF INNOVATION PLAN

- 7.01 A school district shall submit its school of innovation plan, approved by the school district board of directors, to the Commissioner of Education for approval to become a school of innovation.
- 7.02 A school of innovation plan shall address without limitation:
- 7.02.1 The goals and performance targets for the school of innovation, which may include:
- 7.02.1.1 Reducing the achievement gap among one (1) or more groups of students by accelerating learning experiences for academically low-achieving students while increasing all student learning through the implementation of highly rigorous standards for student performance;
- 7.02.1.2 Increasing student participation in curriculum options;
- 7.02.1.3 Exploring new avenues for expanding students' college and career readiness;
- 7.02.1.4 Motivating students by exploring innovative teaching and learning choices; and
- 7.02.1.5 Transforming a school's culture and climate in a manner that will lead to transformative teaching and learning;
- ~~7.02.1.6.2~~ Changes needed in the school that will lead to better prepared students for success in life and career; and
- ~~7.02.1.7.3~~ Innovative practices to be used in the school of innovation.
- 7.03 The school of innovation plan shall include appropriate documentation of:
- 7.03.1 Parental, school employee, and community engagement;
- 7.03.2 Capacity for the changes proposed by the school of innovation;

- 7.03.3 Rationale for law, rule, and local policy exception requests;
- 7.03.4 Progress toward goals and performance targets;
- 7.03.5 Approval of eligible employees of a school of innovation, as required in Section 9.00 of these rules;
- 7.03.6 Teacher collaboration and shared leadership responsibility within each school seeking to become a school of innovation;
- 7.03.7 A detailed budget and related financial information;
- 7.03.8 References for research-based practices; and
- 7.03.9 Other information, if requested by the Commissioner.

8.00 MANDATORY COMPLIANCE WITH EXISTING LAW

- 8.01 An approved school of innovation shall:
 - 8.01.1 Ensure that the same health, safety, civil rights, and disability rights requirements are in place as those that apply to all other public schools;
 - 8.01.2 Ensure that the high school curriculum offered meets or exceeds the minimum high school graduation requirements adopted by the State Board of Education;
 - 8.01.3 Adhere to financial audits, audit procedures, and audit requirements adopted by the State Board for public school districts;
 - 8.01.4 Require criminal background checks for school employees and volunteers as required by law for public school districts;
 - 8.01.5 Comply with open records and open meeting requirements;
 - 8.01.6 Comply with purchasing limitations and requirements;
 - 8.01.7 Provide instructional time that: meets or exceeds the instructional time requirement adopted by the State Board unless granted an exception by the Commissioner of Education.
 - ~~8.01.7.1 — Meets or exceeds the instructional time requirement adopted by the State Board unless granted an exception by the Commissioner of Education.~~

8.01.7.2.1 Instructional time may include on-site instruction, distance, digital, or virtual learning, and work-based learning on nontraditional school days or hours;

8.01.8 Provide data requested by the Department of Education to generate reports; ~~and~~

8.01.9 Adhere to the Teacher Fair Dismissal Act, § 6-17-1501 *et seq.*; and

8.01.10 Comply with state law and rule regarding the education of gifted and talented students.

9.00 ELECTION BY ELIGIBLE EMPLOYEES

9.01 Before a public school district submits a school of innovation plan to the Commissioner, the eligible employees of each proposed school of innovation shall vote on whether the school shall be designated a school of innovation.

9.01.1 A minimum of sixty percent (60%) of the eligible employees voting in support of the school's designation as a school of innovation is required before the school of innovation plan may be submitted to the school board of directors for approval.

9.01.2 The school council of innovation shall be responsible for conducting the vote required under subdivision 9.01.1 of these rules.

10.00 EXEMPTIONS

10.01 A school of innovation plan may request exemptions from local policies and specific laws and rules approved for exemption or modification by the State Board of Education, to include any provision of law or rule governing public school districts which is *required* to implement or to support the school of innovation plan.

10.02 No exemptions will be granted from the Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1501 *et seq.*, or of any provision described in Section 8.00 of these rules.

11.00 NEGOTIATED EMPLOYMENT CONTRACTS

11.01 A public school district with a negotiated employment contract in place shall follow the procedure set forth within the contract that allows the implementation of a school of innovation.

Public Comments and Agency Responses – School of Innovation – 2015

Date	Respondent	Comment	ADE Response
November 12, 2015	Jennifer Dedman, Arkansas Public School Resource Center	Section 8.01.10 could be improved by the addition of special education.	Comment considered. Section 8.01.10 of the rules is based upon Ark. Code Ann. § 6-15-2804 as amended by Act 1136 of 2015. The statute does not provide for special education to be included in Section 8.01.10. Ark. Code Ann. § 6-15-2804(a)(1) and Section 8.01.1 states that an approved school of innovation shall ensure that the same health, safety, civil rights, and disability rights requirements are in place as those that apply to all other public schools.

Arkansas Department of Education
Rules Governing the Succeed Scholarship Program

1.00 Authority

- 1.01 The Arkansas State Board of Education’s authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-11-105, 6-20-2301 *et seq.*, and 6-41-101 *et seq.*, and Act 1178 of 2015.
- 1.02 These Rules shall be known as the Arkansas Department of Education (ADE) Rules Governing the Succeed Scholarship Program.

2.00 Purpose

- 2.01 The purpose of these Rules is to establish guidelines for the implementation of the Succeed Scholarship Program in order to provide a scholarship to a private school of choice for students with disabilities that have an individualized education program in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.*

3.00 Definitions

- 3.01 “Department” or “ADE” is the Arkansas Department of Education.
- 3.02 “Scholarship Payment” is a disbursement to the parent or legal guardian of a student participating in the Succeed Scholarship Program contingent upon appropriation and funding for the purpose of implementing the Succeed Scholarship Program.
- 3.03 “School District” is a geographic area with an elected board of directors that qualifies as a taxing unit for purposes of *ad valorem* property taxes under Title 26 of the Arkansas Code, and whose board conducts the daily affairs of public schools pursuant to the supervisory authority vested in it by the General Assembly and Title 6 of the Arkansas Code. For the purposes of these Rules, all references to “school district” include open enrollment public charter schools, except as waived by the State Board of Education pursuant to Ark. Code Ann. § 6-23-301 *et seq.*
- 3.04 “School Year” is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.

3.05 “Severely Disabled” is an individual that has an individualized education program in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.

4.00 Student Eligibility

4.01 A parent or legal guardian of a public school student with a disability may apply for a Succeed Scholarship to enroll his or her child in a private school if:

4.01.1 The student is currently enrolled in a public school district and has attended public school for at least the one (1) full school year immediately prior to the school year for which the scholarship payments would be disbursed;

4.01.1.1 If the student is a dependent of an active duty member of any branch of the United States armed forces, Section 4.01.1 does not apply.

4.01.2 The student has an individualized education program in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.; and

4.01.3 The student has been accepted for admission into a private school that is eligible to participate in the Succeed Scholarship Program.

4.02 The parent or legal guardian shall:

4.02.1 Apply for the scholarship at least sixty-five (65) days before the date of the first scheduled scholarship payment for the private school to which the student has been accepted for admission; and

4.02.2 Notify the superintendent of the student’s current and resident school district(s) within five (5) business days of submitting the application.

4.03 If a student is accepted for admission into a private school upon the availability of space, a parent or legal guardian shall notify the student’s current and resident school district(s) at least sixty (60) days before the student enrolls in the private school and thereby becomes eligible for scholarship payments for attending that private school.

4.04 If the parent or legal guardian of a student already participating in the program wishes to participate in the program in the upcoming school year and to enroll the student for the upcoming school year in a private school from the list of private schools eligible to participate in the program other than the participating private

school in which the student is currently enrolled, the parent or legal guardian shall follow the full application process contained in these Rules.

4.04.1 Sections 4.01.1, 4.02.2, and 4.03 of these Rules shall not apply to a student already participating in the program.

4.04.2 Section 4.01.2 shall be construed as requiring that the student had an individualized education program in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. upon the student's initial participation in the program.

4.04.3 Approval of an application under Section 4.04 is not guaranteed.

5.00 Private School Eligibility

5.01 A private school shall notify the Department of its intent to participate in the Succeed Scholarship Program.

5.01.1 The notice shall specify the grade levels and services that the private school has available for severely disabled students who are participating in the program.

5.01.2 The notice shall contain a complete description of the private school's disciplinary procedures, code(s) of conduct, and parental involvement requirements.

5.01.2.1 The Department shall maintain a record of the descriptions under Section 5.01.2 and make the record available on the Department's website.

5.02 The Department shall approve a private school as eligible to participate in the program if the private school:

5.02.1 Meets the accreditation requirements set by:

5.02.1.1 The State Board of Education;

5.02.1.2 The Arkansas Nonpublic School Accrediting Association or its successor; or

5.02.1.3 Another accrediting association recognized by the State Board of Education as providing services to severely disabled individuals.

- 5.02.1.4 The Arkansas Nonpublic School Accrediting Association and any other accrediting association(s) recognized by the State Board of Education under Section 5.02.1.3 shall submit to the Department, on an annual basis, a complete list of private schools currently accredited under the authority of its association.
- 5.02.1.5 The Arkansas Nonpublic School Accrediting Association and any other accrediting association(s) recognized by the State Board of Education under Section 5.02.1.3 shall notify the Department of loss of accreditation of any private school accredited under the authority of its association within thirty (30) days of the loss of accreditation.
- 5.02.2 Demonstrates fiscal soundness by having been in operation for one (1) school year or providing the Department with a statement by a certified public accountant confirming that:
- 5.02.2.1 The private school is insured; and
- 5.02.2.2 The private school has sufficient capital or credit to operate in the upcoming school year.
- 5.02.2.3 In lieu of a statement, a surety bond or letter of credit for the amount equal to the scholarship funds for any quarter may be filed with the Department.
- 5.02.3 Complies with the antidiscrimination provisions of 42 U.S.C. § 2000d;
- 5.02.4 Meets state and local health and safety requirements and maintains an environment in which the health, safety, and welfare of students is not threatened;
- 5.02.5 Is academically accountable to the parent or legal guardian for meeting the educational needs of students;
- 5.02.6 Employs or contracts with only teachers who hold baccalaureate or higher degrees;
- 5.02.7 Employs or contracts with at least one (1) teacher who holds a current, valid standard license in special education issued by the State Board of Education;
- 5.02.7.1 If, at any point following approval under Section 5.02, an eligible private school no longer employs or contracts with

at least one (1) teacher who holds a current, valid standard license in special education, the private school shall notify the parent(s) or legal guardian(s) of any student(s) participating in the program enrolled in or regularly attending the private school within five (5) days.

5.02.7.2 If, at any point following approval under Section 5.02, an eligible private school no longer employs or contracts with at least one (1) teacher who holds a current, valid standard license in special education, the private school shall notify the State Board of Education or the State Board of Education's designee within twenty (20) days.

5.02.8 Complies with all state laws and rules governing private schools; and

5.02.9 Adheres to the tenets of its published disciplinary procedures before an expulsion of a student participating in the program.

5.03 The Department shall maintain a list of private schools eligible to participate in the program and make the list available on the Department's website.

5.04 An eligible private school shall administer annually or make provisions for a student participating in the program to take a nationally recognized, norm-referenced test as established by the State Board of Education.

5.04.1 A student with an individualized education program that provides for an exemption to standardized testing is not required to take the test required under Section 5.04.

5.04.2 An eligible private school shall annually prepare a portfolio that provides information on a student's progress to the student's parent or legal guardian if a student is exempt from standardized testing as permitted under Section 5.04.1.

5.05 An eligible private school shall notify the State Board of Education or the State Board of Education's designee if any student participating in the program ceases to be enrolled in or regularly attend the private school for any reason.

5.06 The inability of a private school to meet the requirements under these Rules shall constitute a basis for the ineligibility of the private school to participate in the Succeed Scholarship Program as determined by the State Board of Education or the State Board of Education's designee.

5.07 Any instance of an owner, operator, superintendent, or principal of, or a person who has equivalent decision-making authority over, a private school participating in the Succeed Scholarship Program operating or having operated an educational

institution in Arkansas or in another state or jurisdiction in a manner contrary to the health, safety, or welfare of the public shall constitute a basis for the ineligibility of the private school to participate in the program as determined by the State Board of Education or the State Board of Education's designee.

6.00 Responsibilities of Participating Students

6.01 The parent or legal guardian of a student participating in the Succeed Scholarship Program shall:

6.01.1 Select the private school from the list of private schools eligible to participate in the program that is maintained by the Department;

6.01.2 Fully comply with the parental involvement requirements of the private school unless excused by the school for illness or other good cause;

6.01.3 Sign a waiver that releases the State of Arkansas from any legal obligation to provide services or education to the student participating in the program except for funding provided for the program under these Rules;

6.01.4 Sign a waiver that releases the student's resident school district from any legal obligation to provide services or education to the student participating in the program while the student is not enrolled in the student's resident school district as provided under these Rules;

6.01.5 Notify the State Board of Education or the State Board of Education's designee if the student ceases to be enrolled in or regularly attend the private school for any reason.

6.01.6 Correspond with the Department annually to inform the Department of intent to maintain enrollment in a private school eligible to participate in the program in order to continue the disbursement of scholarship payments.

6.02 A student participating in the program shall:

6.02.1 Attend the private school throughout the school year unless excused by the school for illness or other good cause; and

6.02.1.1 If the parent or legal guardian of a student participating in the program who has ceased to be enrolled in or regularly attend the private school wishes to enroll the student in another private school from the list of private schools

eligible to participate in the program prior to the end of the school year, the parent or legal guardian shall:

6.02.1.1.1 Provide proof to the Department that the student has been accepted for admission into another private school that is eligible to participate in the program; and

6.02.1.1.2 Request that the State Board of Education approve a reinstatement of the student's scholarship payments.

6.02.1.1.3 No more than one (1) such request may be made within the same school year.

6.02.2 Fully comply with the code of conduct for the private school.

6.03 The State Board of Education may terminate a scholarship if the student or the student's parent or legal guardian materially fails to comply with the responsibilities under these Rules.

7.00 Scholarship Payments – Funding

7.01 The maximum scholarship available under the Succeed Scholarship Program is the foundation funding amount for the current school year under Ark. Code Ann. § 6-20-2305.

7.02 The amount of the scholarship shall be the amount calculated under Section 7.01 or the amount of tuition and fees for the private school, whichever is less.

7.03 Scholarship payments shall be disbursed to the parent or legal guardian of a student participating in the Succeed Scholarship Program on a monthly basis by the Department or another state agency, person, firm, or corporation designated by the Department to administer and disburse funds.

7.03.1 If the Department designates a third party to administer funds, scholarship payments shall be by individual warrant made payable to the student's parent or legal guardian and delivered by the Department to the third party, and the parent or legal guardian shall restrictively endorse the warrant to the private school of the parent's or legal guardian's choice after which the third party shall deposit the payment into the account of the private school.

7.04 Beginning on July 1, 2015, the Department shall prepare a budget, including cost estimates and projections so that a separate appropriation can be made for the program for the 2016-2017 school year.

7.04.1 For the 2016-2017 school year, the program shall be limited to 100 students.

7.05 The program shall be funded separately from the Public School Fund and other funds or appropriations designated for public schools.

7.06 The program shall not be funded with county, city, or school district tax revenues.

8.00 Rules and Duties

8.01 The State Board of Education shall adopt rules and develop notices and other documentation necessary to administer the Succeed Scholarship Program that are in the best interest of students.

8.02 The State Board of Education shall not:

8.02.1 Become a party to a contract between a participating private school and the parent or legal guardian of a student participating in the program; or

8.02.2 Make payments to the parent or legal guardian of a student after the State Board of Education is notified from either a participating school or a student's parent or legal guardian that the student is no longer enrolled in or attending a participating private school.

8.02.3 Make payments to the parent or legal guardian of a student enrolled in or attending a private school that the State Board of Education has determined is ineligible to participate in the program.

9.00 Autonomy of Participating Private Schools

9.01 A private school that participates in the Succeed Scholarship Program is not considered an agent or instrumentality of the State of Arkansas or a school district.

9.02 The curriculum and education plan for a student with a disability attending a private school is not subject to the regulatory authority of the State Board of Education.

9.03 As a condition of continued participation in the program, each participating private school shall:

9.03.1 Certify under oath, on a semiannual basis, that any student(s) participating in the program is/are and has/have been enrolled and attending the participating private school except for excused absences.

MARKK-UP

Application for Succeed Scholarship Program

Private School



Complete this form & return to the Arkansas Department of Education.

Name of School: _____

Person Completing Form: _____

Title: _____

E-mail: _____

School Address: _____

School Phone: _____

Street and/or Route Number

Voice

City, State ZIP

Fax

A1. Please specify the grade levels and services that your school has available for students with severe disabilities who are participating in the program. **Attach pages if necessary.**

Grades Levels: _____

Types of Services: _____

A2. Please **submit as an attachment** a copy of your school's disciplinary procedures, code(s) of conduct, and parental involvement requirements.

I verify that this documentation is attached. Initial: _____

B1. Please verify that your school meets the accreditation requirements set by the State Board of Education, the Arkansas Nonpublic School Accrediting Association, or another accrediting association recognized by the State Board of Education as providing services to severely disabled individuals.

Accrediting Authority: _____

Initial: _____

B2. Please verify that your school demonstrates fiscal soundness by one (1) of the following methods and **submit as an attachment proof as necessary**:

The school has been in operation for one (1) school year.

Initial: _____

OR

A statement by a certified public accountant is attached confirming that:

- The school is insured; and
- The school has sufficient capital or credit to operate in the upcoming school year.

If statement is necessary, I verify that this documentation is attached.

Initial: _____

OR

A surety bond or letter of credit for the amount equal to the scholarship funds for any quarter has been filed with the Arkansas Department of Education's Fiscal & Administrative Services Division.

If surety bond or letter of credit is necessary, I verify that this documentation is attached.

Initial: _____

B3. Please verify that your school complies with the antidiscrimination provisions of 42 U.S.C. § 2000d.

I verify that the school is in full compliance. Initial: _____

B4. Please verify that your school meets state and local health and safety requirements and maintains an environment in which the health, safety, and welfare of students is not threatened. It is recommended that each employee and contracted personnel with direct student contact, upon employment, or engagement to provide services, undergo a state and national background screening and that a complete set of fingerprints be taken by an authorized law enforcement agency or an employee of the private school or a private company who is trained to take fingerprints and that employment should be denied or terminated if an employee fails to meet the screening standards.

I verify that the school meets all requirements and maintains such an environment.

Initial: _____

B5. Please verify that your school is academically accountable to the parent(s) or legal guardian(s) of any student(s) participating in the Succeed Scholarship Program for meeting the educational needs of students.

I verify that the school is academically accountable to parents/legal guardians of students participating in the program.

Initial: _____

B6. Please verify that your school employs or contracts with only teachers who hold baccalaureate or higher degrees.

I verify that the school employs or contracts with only teachers who hold such degrees.

Initial: _____

B7. Please verify that your school employs or contracts with at least one (1) teacher who holds a current, valid standard license in special education issued by the Arkansas State Board of Education and **submit as an attachment** proof as necessary. It is recommended that the teacher(s) hold licensure appropriate for the grade level(s) for your school's special education program(s).

I verify that the school employs or contracts with at least one (1) teacher who holds a current, valid standard license in special education issued by the Arkansas State Board of Education, and that if, at any point following the school's approval to participate in the Succeed Scholarship Program, the school no longer employs or contracts with at least one (1) such teacher, I affirm that the school will notify the parents/legal guardians of students participating in the program enrolled in or regularly attending the school within five (5) days and that the school will notify the State Board of Education or its designee within twenty (20) days.

Type of Proof Submitted: _____

Initial: _____

B8. Please verify that your school complies with all state laws and regulations governing private schools.

I verify that the school is in full compliance. Initial: _____

B9. Please affirm that your school will adhere to the tenets of its published disciplinary procedures before an expulsion of a student participating in the Succeed Scholarship Program.

I affirm that the school will adhere to the tenets of its published disciplinary procedures before expelling a student participating in the program.

Initial: _____

C1. Please affirm that your school will administer annually or make provisions for a student participating in the Succeed Scholarship Program to take a nationally recognized, norm-referenced test as established by the State Board of Education and that your school will prepare a portfolio that provides information on a student's progress to the student's parent or legal guardian if a student has an individualized education program that provides for an exemption to standardized testing.

I affirm that the school will administer such standardized tests annually and that the school will accommodate students with IEPs that exempt them from standardized testing.

Initial: _____

C2. Please affirm that your school will notify the State Board of Education or the State Board of Education's designee if any student participating in the Succeed Scholarship Program ceases to be enrolled in or regularly attend the school for any reason.

I affirm that the school will notify the State Board of Education or its designee if any student participating in the program ceases to be enrolled in or regularly attend the school.

Initial: _____

Signature: _____

Date: _____

Application for Succeed Scholarship Program

Parent/Legal Guardian



Complete this form & return to the Arkansas Department of Education
NO LESS THAN SIXTY-FIVE (65) DAYS BEFORE DATE OF FIRST SCHOLARSHIP PAYMENT

Name: _____

Date of Birth: _____ **SSN:** _____ - _____ - _____

Address: _____ **Phone:** _____

Street and/or Route Number _____ Day Phone _____

City, State ZIP _____ Night Phone _____

E-mail: _____

1. Please verify that your child/ward meets one (1) of the following:

I verify that _____ is currently enrolled in a
Student's Name
public school and has attended public school for at least the one (1) full school year immediately
prior to the school year for which the scholarship payments would be disbursed and that I am
submitting as an attachment proof of enrollment;

Name of School District: _____

Type of Proof Submitted: _____

OR

I verify that _____ is a dependent of an active
Student's Name

duty member of any branch of the United States armed forces, to whom this enrollment requirement does not apply and that I am **submitting as an attachment** proof of active duty status.

Active Duty Member: _____
PLEASE PRINT NAME

Type of Proof Submitted: _____

OR, BEGINNING WITH THE 2017-2018 SCHOOL YEAR,

I verify that _____ is a student already
Student's Name
participating in the program, to whom this enrollment requirement does not apply.

Name of Private School: _____

2. Please affirm or verify one (1) of the following statements:

I affirm that _____ has an individualized
Student's Name
education program (IEP) in accordance with the Individuals with Disabilities Education Act,
20 U.S.C. § 1400 *et seq.*

OR, BEGINNING WITH THE 2017-2018 SCHOOL YEAR,

I verify that _____ is a student already
Student's Name
participating in the program and that he/she had an individualized education program (IEP) in
accordance with the Individuals with Disability Education Act, 20 U.S.C. § 1400 *et seq.* upon
his/her initial participation in the program.

3. I verify that _____ **has been accepted for**
Student's Name
admission into a private school that is eligible to participate in the Succeed Scholarship Program
and that I am **submitting as an attachment** proof of his/her acceptance.

Name of Private School: _____

Type of Proof Submitted: _____

4. Please affirm or verify one (1) of the following statements:

I affirm that I will notify _____ 's current
Student's Name
and resident school district(s), if he/she is not already participating in the program as noted above, of
this request for a scholarship within five (5) days of submitting this application;

OR

I verify that _____ has been accepted for
Student's Name
admission into the above-named private school upon the availability of space and affirm that I will
notify his/her current and resident school district(s), if he/she is not already participating in the
program as noted above, at least sixty (60) days before he/she enrolls in the private school and
thereby becomes eligible for scholarship payments for attending that private school.

OR, BEGINNING WITH THE 2017-2018 SCHOOL YEAR,

I verify that _____ is a student already
Student's Name
participating in the program, to whom this notification requirement does not apply.

**5. I verify that I will fully comply with the parental involvement requirements of the above-named
private school unless excused by the school for illness or other good cause.**

**6. I verify that I have signed a waiver that releases the State of Arkansas from any legal obligation to
provide services or education to _____ except for
Student's Name
funding provided for the program and that I am **submitting this signed waiver as an attachment.****

**7. I verify that I have signed a waiver that releases _____ 's
Student's Name
resident school district from any legal obligation to provide services or education to him/her while
he/she is not enrolled in the resident school district and that I am **submitting this signed waiver as
an attachment.****

8. I affirm that I will notify the State Board of Education or the State Board of Education's designee if _____ ceases to be enrolled in or regularly attend the above-named private school for any reason.

Student's Name

9. I affirm that I will correspond with the Arkansas Department of Education annually to inform the Department of intent to maintain enrollment in the above-named private school *in order to continue the disbursement of scholarship payments.*

PLEASE READ THE FOLLOWING CAREFULLY:

PURSUANT TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) 20 U.S.C. § 1412(a)(10)(A), A CHILD WITH A DISABILITY PLACED BY HIS OR HER PARENT(S) OR LEGAL GUARDIAN(S) IN A PRIVATE SCHOOL DOES NOT HAVE AN INDIVIDUAL RIGHT TO RECEIVE THE SPECIAL EDUCATION AND RELATED SERVICES THAT THE CHILD WOULD RECEIVE IF ENROLLED IN A PUBLIC SCHOOL. PUBLIC SCHOOLS ARE NOT REQUIRED TO PROVIDE A FREE APPROPRIATE PUBLIC EDUCATION TO STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENT(S) OR LEGAL GUARDIAN(S) IN PRIVATE SCHOOL. BY ENROLLING YOUR CHILD IN A PRIVATE SCHOOL, YOU AND THE STUDENT ARE NO LONGER ENTITLED TO THE PROCEDURAL SAFEGUARDS GRANTED BY THE IDEA, INCLUDING NOTICE AND DISCIPLINE PROCEDURES, AND DO NOT HAVE THE RIGHT TO FILE A STATE COMPLAINT OR THE RIGHT TO A DUE PROCESS HEARING FOR ALLEGED VIOLATIONS OF IDEA, EXCEPT FOR CHILD FIND (20 U.S.C. § 1412(a)(10)(A)).

I HAVE READ THE ABOVE EXPLANATION OF RIGHTS. I FULLY UNDERSTAND ITS TERMS AND UNDERSTAND THAT I AM GIVING UP SUBSTANTIAL RIGHTS BY SIGNING BELOW. I HAVE SIGNED IT FREELY AND VOLUNTARILY AND WITHOUT ANY INDUCEMENT, ASSURANCE, OR GUARANTEE BEING MADE TO ME.

Signature: _____

Date: _____

SUCCEED SCHOLARSHIP PROGRAM WAIVER FORM

(Do not modify/revise form)

Arkansas Code Annotated § 6-41-704, requires that parents and guardians of students participating in the Succeed Scholarship Program sign a waiver acknowledging that the resident school district is under no obligation to provide services or education to their children during the time the parent or guardian chooses to enroll their children in private school.

By my signature below, I hereby certify and agree as follows:

- 1) I am the parent or legal guardian of the child(ren) listed below.
- 2) I have fully read and understand the terms of this waiver.
- 3) As of the date I sign this waiver, I hereby acknowledge that the resident school district is under no obligation to provide services or education to the child(ren) listed below during the time I choose to enroll my child(ren) in private school.

Please print clearly and legibly. Give student's Legal Name.

STUDENT FIRST, MIDDLE, & LAST NAME	DATE OF BIRTH

Signature of Parent/Guardian

Date

Address:

Phone:

Street and/or Route Number

Day Phone (Include Area Code)

City, State ZIP

Night Phone (Include Area Code)

SUCCEED SCHOLARSHIP PROGRAM WAIVER FORM

(Do not modify/revise form)

Arkansas Code Annotated § 6-41-704, requires that parents and guardians of students participating in the Succeed Scholarship Program sign a waiver acknowledging that the State of Arkansas is under no obligation to provide services or education to their children except for funding provided specifically for the Program during the time the parent or guardian chooses to enroll their children in private school.

By my signature below, I hereby certify and agree as follows:

- 1) I am the parent or legal guardian of the child(ren) listed below.
- 2) I have fully read and understand the terms of this waiver.
- 3) As of the date I sign this waiver, I hereby acknowledge that the State of Arkansas is under no obligation to provide services or education to the child(ren) listed below except for funding provided specifically for the Succeed Scholarship Program during the time I choose to enroll my child(ren) in private school.

Please print clearly and legibly. Give student's Legal Name.

STUDENT FIRST, MIDDLE, & LAST NAME	DATE OF BIRTH

Signature of Parent/Guardian

Date

Address:

Phone:

Street and/or Route Number

Day Phone (Include Area Code)

City, State ZIP

Night Phone (Include Area Code)

Public Comments and Agency Responses – Succeed Scholarship Program

Date	Respondent	Comment	ADE Response
October 11, 2015	Foundation for Excellence in Education	According to Section 4.04, to renew a scholarship for a student currently in the program a parent must prove the child has been admitted into a private school - The state should merely have the private school verify continued enrollment when they receive payments. This would cut out unnecessary paperwork.	Comment considered. Section 4.04 is structured in response to ADE concerns and is intended to discourage “school hopping” by participants in the scholarship program in a manner that may be detrimental to educational outcomes.
October 11, 2015	Foundation for Excellence in Education	Section 7.03.1 says that if ADE selects a third party to administer funds, they will do so by sending individual warrant checks payable to the student’s parent/guardian and mailed by ADE to the third party, and then the parent restrictively endorses the check to the private school. There is not level of detail about what happens if ADE does not select a third party.	Comment considered. Section 7.03.1 is based on best practices for this type of scholarship program. Should a relationship with a third party not come to fruition, these rules are structured so as to leave flexibility for ADE to determine a path forward on administration of funds.
October 11, 2015	Foundation for Excellence in Education	Wouldn’t the process for administration of funds be easier if ADE selects an online payment system where the parent merely selects the school and then has to monthly verify that they want the funds sent there? This would avoid a messy process of cutting checks in parents’ names, having them have to endorse it at a school, etc. This would also allow for the private school to seamlessly verify that the student is enrolled.	Comment considered. At this time, there is not sufficient information to include a detailed process along these lines in these rules. ADE’s main objective in drafting guidance for administration of funds was for the program to meet Constitutional requirements.
October 12, 2015	Laurie Lee	Section 5.02.7 states that a school will be approved to participate in the program if it employs or contracts with at least one teacher who holds a current, valid standard license in special education. I have not found this in the statute.	Comment considered. This language was recommended by ADE staff. The legislation’s sponsor has confirmed that this would be in keeping with the legislative intent of the statute.
October 12, 2015	Laurie Lee	Section 5.07 states that any instance of an owner, operator, superintendent, or principal of, or a person who has equivalent decision-making authority over, a private school participating in the Succeed Scholarship Program operating or having operated an educational institution in Arkansas or in another state or jurisdiction in a manner contrary to the health, safety, or welfare of the public shall constitute a basis for the ineligibility of the private school to participate in the program. I have not found this in the statute.	Comment considered. Section 5.07 is based on best practices for this type of scholarship program and is intended to protect the State and taxpayers from fraudulent activity. The legislation’s sponsor has confirmed that this would be in keeping with the legislative intent of the statute.
October 12, 2015	Laurie Lee	Section 7.04.1 states that for the 2016-2017 school year, the program shall be limited to 100 students.	Comment considered. The limit for the first year was at the behest of the legislation’s sponsor and provides ADE a basis for budgetary projections.
October 19, 2015	Mary Cameron, Bureau of Legislative Research	Ark. Code Ann. § 6-41-702(a)(4) and (b) and Ark. Code Ann. § 6-41-704(a)(2) talk about the application being submitted 60 days before the date of the first payment. However, Rule 4.02.1 and the application form state no less than 65 days before the date of the first scholarship payment.	Comment considered. Resident districts prefer 60 days’ notice to ensure ample time to update enrollment figures. In order to accomplish this and stay within the constraints of both Ark. Code Ann. §§ 6-41-702(a)(4) and 6-41-704(a)(2), we adjusted the due date for submission of application back five days (which maintains the requirement of “at least” 60 days).

Public Comments and Agency Responses – Succeed Scholarship Program

October 19, 2015	Mary Cameron, BLR	Why was the language in Ark. Code Ann. § 6-41-705(c) requiring that the payments be “in equal amounts” omitted?	Comment considered. ADE Finance does not disburse from any existing fund “in equal amounts” on a monthly basis at this point. Should this program be funded, it would be simpler to plug disbursements from the corresponding fund into the current schedule than to set up a new schedule for that fund only. This would ensure timely disbursement of payments for the 2016-2017 school year.
October 19, 2015	Mary Cameron, BLR	Why was the program limited to 100 students in the 2016-2017 school year in Rule 7.04.1?	Comment considered. The limit for the first year was at the behest of the legislation’s sponsor.
October 19, 2015	Mary Cameron, BLR	Why does the Rule 8.02.2 have the payments going to the parent or legal guardian when Ark. Code Ann. § 6-41-706(b) has the money going to the participating school?	Comment considered. In order to satisfy First Amendment constraints, all payments in these types of programs must go to the parent or legal guardian. If the money were to go to the school, directly, additional rules would be required to ensure that no religious activity included students attending private schools as the result of a scholarship—similar to regulations placed on certain recipients of Arkansas Better Chance Program funding.
October 27, 2015	Lucas Harder, Arkansas School Boards Association	In Section 5.02.3, remove the parentheses around “d” in the citation.	Comment considered. This correction has been made.
November 9, 2015	Angela Minden	I want to address the requirement found in Section 4.01 and 4.04.2 that a student with a disability may only apply for a scholarship if he/she is currently enrolled in a public school district. For some students in private school, it would be impossible to go through enrolling in an inadequate public school for a year. If public schools were enabled to provide appropriate services, an appropriate environment, and set the bar high for our kids with special needs, there would be no need for the scholarship program. I believe that a child with a disability should be considered eligible for the scholarship even if their public school attendance was not the preceding year . . . perhaps this will involve revision of [statute].	Comment considered. Commenter is correct that this change would exceed the scope of authority granted by Act 1178 of 2015.
November 10, 2015	Jennifer Dedman, Arkansas Public School Resource Center	Section 2.01 only requires an individualized education program. Later the rules state “severely disabled.” This section could be improved by adding “severely disabled” to 2.01 for clarity and consistency. It is indicated in the application under A1.	Comment considered. There exists no legal definition of “severely disabled.” The most sufficient meaning is that it refers to an individual that has an individualized education program in accordance with the Individuals with Disabilities Education Act. This definition is found in Section 3.05.
November 10, 2015	Jennifer Dedman, APSRC	Section 4.04.2 could be improved by clarifying that if the student no longer has an individualized education program then they will no longer be eligible for the scholarship.	Comment considered. This is not the intended meaning of the section. A student who had an individualized education program upon initial participation in the program may not have an individualized education program from one year to the next if the student continues to participate in the program because maintaining an individualized education program is not required of private schools.
November 10, 2015	Jennifer Dedman, APSRC	Section 5.01.1 could be improved by clarifying it includes severely disabled persons.	Comment considered. The section already refers to severely disabled students, as defined in Section 3.05.

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE ISSUANCE OF LOCAL EDUCATION AGENCY NUMBERS**

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Issuance of Local Education Agency Numbers.
- 1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 25-6-107, and 25-15-204.

2.00 REQUIRED REPORTS

- 2.01 The Department of Education is the sole and official issuer of local education agency numbers to educational entities in the State of Arkansas.
- 2.02 These numbers shall be issued, activated, deactivated, or changed according to the annual schedule and in a format established by the Arkansas Department of Education.
- 2.03 An educational entity shall not be recognized as a public school district or entitled to the rights and privileges of a school district solely because the educational entity has been assigned a local education agency number.
- 2.04 All requests for a local education agency number assignment or change must be submitted on a form supplied by the Arkansas Department of Education. School districts must submit such requests by August 1 prior to the beginning of the school year for which the request is made.

Note: For instance, if a school district requests an assignment of, or change to, a local education agency number for the 2015-2016 2016-2017 school year, such a request must be submitted to the Arkansas Department of Education by August 1, 2015.

Public Comments – Rules Governing Local Education Agency Numbers

Date	Respondent	Comment	ADE Response
10/27/2015	Lucas Harder, ASBA	I'd recommend changing the year in the note at the end to be for the 16-17 year so that it will be looking forward for at least the first year when the districts see it.	Comment considered. Change made to reflect 2016-2017 school year. No effect on the schools as the deadline for changes effective with the 2015-2016 school year has passed.
11/10/2015	Jennifer Dedman, APSRC	Section 2.01 could be improved by stating which section at the Arkansas Department of Education has responsibility for this matter.	Comment considered. No changes made. The information on who is the responsible party/department is on the form.

Arkansas Department of Education
Rules Governing the Distribution of Student Special Needs Funding and the
Determination of Allowable Expenditures of Those Funds

1.00 Authority

- 1.01 The Arkansas State Board of Education’s authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ ~~6-11-105~~ 6-11-101 et seq., 6-15-401 et seq., 6-15-2101 et seq., 6-15-2201 et seq., 6-20-401 et seq., 6-20-2301 et seq., and 6-48-101 et seq., and Acts 841, 846, 994, and 1115 of 2015.
- 1.02 These Rules shall be known as the Arkansas Department of Education (ADE) Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.

2.00 Purpose

- 2.01 The purpose of these Rules is to distribute student special needs funding and define the allowable expenditures of those funds.

3.00 Definitions

- 3.01 “Alternative Learning Environment (ALE)” is a student intervention program consisting of an alternate class or school program within a public school or school district that:
- 3.01.1 Affords all students an environment that seeks to eliminate traditional barriers to learning for students whose academic and social progress are negatively affected by the student's personal characteristics or situation; and
- 3.01.2 Is not a punitive environment but is one that is conducive to learning.
- 3.01.3 An ALE is not a separate school for the purposes of this title even if the Arkansas Department of Education (Department) assigns the ALE a separate local education agency number.
- 3.02 “Average Daily Membership (ADM)” is the total number of days of school attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year divided by the number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth.

3.02.1 In those instances in which the ADM for fewer than three (3) quarters is specified, the number of days used in the calculation shall be the days in the specified period of time.

3.02.2 As applied to these Rules, students who may be counted for ADM are:

3.02.2.1 Students who reside within the boundaries of the school district, are enrolled in a public school operated by the school district, and are enrolled in a curriculum that fulfills the requirements established by the State Board of Education (State Board) under the Standards for Accreditation of Arkansas Public Schools and School Districts;

3.02.2.2 Legally transferred students living outside the school district, but who are attending a public school in the school district under a provision of the Arkansas Code and are enrolled in a curriculum that fulfills the requirements established by the State Board under the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.02.2.3 Open-enrollment public charter school students who are enrolled in a curriculum that fulfills the requirements established by the State Board under the Standards for Accreditation of Arkansas Public Schools and School Districts;

3.02.2.4 Students who are eligible to attend and who reside within the boundaries of a school district and are enrolled in the Arkansas National Guard Youth Challenge Program, so long as the students are participants in the program;

3.02.2.5 Students who reside within the boundaries of the school district but due to geographic barriers attend school out-of-state under a tuition agreement, even if they are not enrolled in a curriculum that fulfills the requirements established by the State Board under the Standards for Accreditation of Arkansas Public Schools and School Districts; or

3.02.2.6 Any other circumstance allowed by law.

3.03 “Bonus” is a non-recurring payment to a school district employee, which shall not be considered an addition to the employee’s contractual salary amount.

- 3.04 “Chronically Underperforming School” is a public school that does not meet adequate yearly progress under the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 *et seq.*, as it existed on July 1, 2009, for three (3) or more consecutive years.
- 3.05 “Classroom Teacher” is an individual who is required to hold a teaching license from the Arkansas Department of Education and who is working directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual's contracted time; a guidance counselor; or a librarian.
- 3.06 “Community Eligibility Provision (CEP) District” is a school district that is identified by the Arkansas Department of Education (Department) as participating in the special assistance certification and reimbursement alternative implemented under 42 U.S.C. § 1759(a).
- 3.07 “Community Eligibility Provision (CEP) District Base Year (Base Year)” is the last school year for which individual student free or reduced-price meal eligibility determinations were made.
- 3.08 “Coordinated School Health Coordinator” is an individual that coordinates the implementation of the Coordinated School Health model components, facilitates the Wellness Priority within the Arkansas Comprehensive School Improvement Plan (ACSIP), and has a minimum of a bachelor’s degree (master’s degree preferred) in education, nursing, health services administration, social services, psychology/mental health services, or nutrition. The coordinator will be in addition to other school health staff or positions.
- 3.09 “Coordinated School Health (CSH)” is an effective system designed to connect health (physical, mental/emotional, and social) with education. This coordinated approach improves students’ health and their capacity to learn through the support of families, communities, and schools working together. The CSH approach consists of eight major components. Although these components are listed separately, it is their composite that allows CSH to have significant impact. The eight components include: health education, physical education/physical activity, health services, nutrition services, health promotion for staff, counseling and psychological services, healthy school environment, and student/parent/community involvement.
- 3.10 “Department” or “ADE” is the Arkansas Department of Education.
- 3.11 “English Language Learners (ELL)” are students identified as not proficient in the English language based upon approved English proficiency assessment instruments, which measure proficiency in and comprehension of English in reading, writing, speaking, and listening.

- 3.12 “Eligible Alternative Learning Environment (ALE)” is an Alternative Learning Environment (ALE) approved by the Department pursuant to Section 4.05 below as being in compliance with Ark. Code Ann. § 6-48-101 *et seq.* and these Rules.
- 3.13 “Eligible ALE Student” is a student who:
- 3.13.1 Meets the qualifications of Section 4.02;
 - 3.13.2 Is enrolled in an eligible ALE program; and
 - 3.13.3 Has been enrolled in an eligible ALE for a minimum of twenty (20) consecutive days per school year except as provided in Section 4.06.3.3.
- 3.14 “Excess National School Lunch State Categorical Funds” are current year national school lunch state categorical funds remaining, after a district has met the educational needs of students, which are to be used to supplement teacher salaries.
- 3.15 “Experience-based Field Trip” is a student field trip which culminates an academic content unit directly tied to the Arkansas Frameworks that includes research-based activities.
- 3.16 “General Description” includes needs assessment/process results, descriptions of positions, programs, other expenditures, and program evaluation.
- 3.17 “Human Service Worker” is someone who shall collaborate and provide information, resources, services, and referrals, to the district, local education agency, parents, and students in a variety of activities, trainings, and assessments concerning the physical, mental/emotional, and social health of the child.
- 3.18 “Intervention Services” are activities within or outside a school that will eliminate traditional barriers to learning.
- 3.19 “Licensed Mental Health Counselor (LMHC)” is someone who holds a master’s degree from a graduate program in the field of Licensed Mental Health Counseling. They may render mental health care services to individuals, families, or groups. LMHCs use therapeutic techniques to define goals and develop treatment plans aimed toward prevention, treatment, and resolution of mental and emotional dysfunction. Mental Health Professionals are licensed by the specific state boards corresponding with their licensure (i.e., Board of Examiners [LPC, LAC], Board of Psychology [PhD, LPE), Social Work Licensing Board [LCSW, LMSW, LSW], which also monitors professional conduct).
- 3.20 “NSLA” is the National School Lunch Act.

- 3.21 “National School Lunch Students” are those students from low socioeconomic backgrounds as indicated by eligibility for free or reduced-price meals under the United States Department of Agriculture's National School Lunch Program as determined on October 1 of each previous school year and submitted to the Department, unless the district is a Provision 2 district or a Community Eligibility Provision (CEP) district.
- 3.22 “Open Enrollment Public Charter School” is a public school operating under the terms of a charter granted by the State Board of Education pursuant to Ark. Code Ann. § 6-23-301 *et seq.*
- 3.23 “Previous Year” is the school year immediately preceding the current school year ~~in which funds are allocated.~~
- 3.24 “Professional Development” is a coordinated set of planned learning activities that:
- 3.24.1 Improve the knowledge, skills, and effectiveness of teachers;
 - 3.24.2 Address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills;
 - 3.24.3 Lead to improved student academic achievement; and
 - 3.24.4 Are research-based, standards-based, and continuous.
 - 3.24.5 Training activities for school bus drivers may also be included.
- 3.25 “Provision 2 District” is a school district that is identified by the Department as participating in the federal National School Lunch Program special assistance certification and reimbursement alternative implemented under 42 U.S.C. § 1759(a), as interpreted in 7 C.F.R. § 245.9.
- 3.26 “Provision 2 District Base Year (Base Year)” is the last school year for which individual student free or reduced-price meal eligibility determinations were made and meal counts were taken by type.
- 3.27 “Scholastic Audit” is a comprehensive review of the learning environment, organization efficiency, and academic performance of schools and districts.
- 3.28 “School District” or “District” is a geographic area with an elected board of directors that qualifies as a taxing unit for purposes of *ad valorem* property taxes under Title 26 of the Arkansas Code, and whose board conducts the daily affairs of public schools pursuant to the supervisory authority vested in it by the General Assembly and Title 6 of the Arkansas Code. For the purposes of these Rules, all references to “school district” or “district” include open enrollment

public charter schools, except as waived by the State Board of Education pursuant to Ark. Code Ann. § 6-23-301 *et seq.*

- 3.29 “School Resource Officer” (SRO) is a sworn law enforcement officer assigned to a school on a long-term basis. The SRO is specifically trained in and performs three main functions: law enforcement officer, law related counselor, and law related educator. In addition the SRO works in collaboration with the school and the community as a resource.
- 3.30 “School Year” is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.
- 3.31 “Students at Risk” are those students demonstrating an ongoing persistent lack of attaining proficiency levels in literacy and mathematics.
- 3.32 “Social Worker” is someone who has an undergraduate or graduate degree in social work or a related mental health field, and is trained in psychotherapy and social work techniques. Family therapists and employee assistance program counselors are often social workers. Social workers who work in private agencies or independent practice must hold state licenses from the Board of Registration of Social Workers. A Licensed Certified Social Worker (LCSW) or a Licensed Social Worker (LSW) may practice in an agency setting under proper supervision. Professional conduct is monitored by the State of Arkansas Social Work Licensing Board.
- 3.33 “Supplement to Teacher Salaries” is the use of excess national school lunch state categorical funds to supplement teacher salaries as either a bonus, as defined at Section 3.03, or to provide an amount of compensation above the amount required by the minimum teacher salary compensation schedule, as defined at Ark. Code Ann. § 6-17-2403.
- 3.34 “Technology” is any equipment for instructional purposes that is electronic in nature including, but not limited to, computer hardware, computer software, internet connectivity, and distance learning.

4.00 Special Needs - Alternative Learning Environment (ALE)

- 4.01 ALE General Requirements
- 4.01.1 Every school district shall provide one (1) or more eligible Alternative Learning Environments (ALE) for all students meeting the criteria of Section 4.02.1 of these Rules, by any of the following methods:
- 4.01.1.1 A school district may establish and operate an ALE;

4.01.1.2 A school district may cooperate with one (1) or more other school districts in a consortium to establish and operate an ALE, with one school district designated as the lead district; ~~or~~

4.01.1.3 A school district may use an ALE operated by an education service cooperative established under The Education Service Cooperative Act of 1985, Ark. Code Ann. § 6-13-1001 *et seq.*; or

4.01.1.4 A school district may partner with a state-supported institution of higher education and technical institute to provide concurrent courses and/or technical education options for academic learning to students in grades eight through twelve (8-12).

4.01.1.5 A district will receive ALE funding for a maximum of three (3) percent of the total student population of the corresponding school the student would attend if not assigned to the ALE.

4.01.2 An ALE shall provide intervention services designed to address students' specific educational and behavioral needs.

4.01.2.1 Intervention services shall include, without limitation, access to the services of a school counselor, a mental health professional, a nurse, and support services substantially equivalent to those provided to other students in the regular educational environment.

4.01.2.2 Intervention services shall be coordinated with state and federal student assistance programs.

4.01.3 An ALE shall not be punitive but shall provide the guidance, counseling, and academic support necessary to enable students who are experiencing emotional, social, or academic problems to continue to make progress toward educational goals appropriate to each individual student's specific situation, characteristics, abilities, and aspirations.

4.02 ALE Student Eligibility and Placement

4.02.1 To be an eligible ALE student, a student must exhibit two (2) or more of the characteristics identified in Section 4.02.1.1 and Section 4.02.1.2. Students will not be placed in the ALE based on academic problems alone.

4.02.1.1 Situations that negatively affect the student's academic and social progress may include, but are not limited to:

- 4.02.1.1.1 Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
 - 4.02.1.1.2 Abuse: physical, mental, or sexual;
 - 4.02.1.1.3 Frequent relocation of residency;
 - 4.02.1.1.4 Homelessness;
 - 4.02.1.1.5 Inadequate emotional support;
 - 4.02.1.1.6 Mental/physical health problems;
 - 4.02.1.1.7 Pregnancy; or
 - 4.02.1.1.8 Single parenting.
- 4.02.1.2 Students placed at risk, though intelligent and capable, typically manifest one or more of the following characteristics:
- 4.02.1.2.1 Personal or family problems or situations;
 - 4.02.1.2.2 Recurring absenteeism;
 - 4.02.1.2.3 Dropping out of school; or
 - 4.02.1.2.4 Disruptive behavior.
- 4.02.2 A student may be enrolled in an ALE only on the referral of an Alternative Education Placement Team to be composed of the following individuals:
- 4.02.2.1 The school counselor from the referring school;
 - 4.02.2.2 The building principal or assistant principal from the referring school;
 - 4.02.2.3 One (1) or more of the student's regular classroom teachers;
 - 4.02.2.4 A local education agency special education or 504 representative, if applicable;
 - 4.02.2.5 A parent or guardian of the student, if they choose to participate; and
 - 4.02.2.6 An ALE administrator or ALE teacher, or both.

4.02.2.7 At the option of the school district, the student may be included as a member of the Alternative Education Placement Team.

4.02.2.8 The school district shall document efforts to contact the parent or guardian to schedule a meeting or a phone call for a placement meeting at the parent or guardian's convenience, and maintain such documentation in the student's Student Action Plan (SAP).

4.02.3 The ALE program shall:

4.02.3.1 Assess the student either before or upon entry into the ALE;

4.02.3.2 Provide intervention services designed to address the student's specific educational needs; and

4.02.3.3 If the student exhibits one (1) or more of the characteristics identified in Section 4.02.1.2, provide non-punitive intervention services designed to address the student's specific behavioral needs for long-term improvement of the student's ability to control his or her behavior.

4.02.4 No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop a Student Action Plan (SAP) outlining the intervention services to be provided to the student. The Student Action Plan shall contain at a minimum:

4.02.4.1 A plan of intervention services to be provided to address the student's specific educational needs and, if appropriate, the student's behavioral needs;

4.02.4.2 Goals and objectives necessary to achieve positive reintegration into the regular educational environment;

4.02.4.3 Exit criteria on which to base a student's return to the regular educational environment; and

4.02.4.4 Documentation of the presence of the characteristics listed in Sections 4.02.1.1 and 4.02.1.2 for which the student was referred.

4.02.4.5 The Student Action Plan may be revised from time to time by the Alternative Education Placement Team as circumstances warrant.

- 4.02.5 No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE, the parent or guardian (if they choose to participate), and the student, outlining the responsibilities of the ALE, parent or guardian, and the student to provide assurance that the plan for each student is successful.
- 4.02.6 A positive behavior or transitional plan shall be developed and added to the Student Action Plan prior to a student's return to the regular educational environment.
- 4.03 ALE Personnel Requirements
- 4.03.1 Administrative, teaching, and other personnel in an ALE shall meet appropriate State licensure and renewal requirements for the positions to which they are assigned.
- 4.03.1.1 A licensed educator may demonstrate content knowledge in an area out of certification through scoring a minimum of the points required using the AR HOUSSE or Multi Subject HOUSSE forms.
- 4.03.2 All direct instruction in core academic subject areas shall be provided by highly qualified classroom teachers, as that term is defined in the Department's Rules Governing Highly Qualified Teachers.
- 4.03.3 Every classroom in an ALE program shall maintain student/teacher ratios as follows:
- 4.03.3.1 For grades kindergarten through six (K-6), no more than ten (10) students to one (1) teacher. If a paraprofessional is employed in addition to a licensed teacher, the student/teacher ratio shall be no more than twelve (12) to one (1).
- 4.03.3.2 For grades seven through twelve (7-12), no more than fifteen (15) students to one (1) teacher. If a paraprofessional is employed in addition to a licensed teacher, the student/teacher ratio shall be no more than eighteen (18) to one (1).
- 4.03.3.3 In a middle school where the grade configuration includes grades five (5) or six (6), or both, the student/teacher ratios for grades seven through twelve (7-12) may be applied.

4.03.4 An ALE shall establish plans for professional development and in-service training for all licensed personnel working in the ALE in a teaching or administrative capacity.

4.03.4.1 Professional development and in-service training for ALE personnel shall include training in classroom management, and training in additional areas related to the specific needs and characteristics of students in alternative education environments.

4.03.4.2 All licensed personnel working in an ALE shall participate in specific alternative education professional development as part of the six (6) days required annually for licensed personnel by the Department's Rules Governing Professional Development.

4.03.4.3 The Department shall award professional development credit for programs provided under this Section 4.03.4 and approved pursuant to the Department's Rules Governing Professional Development.

4.03.5 Wages, salaries or benefits may be paid out of ALE funds only to the extent of the time devoted by an employee to direct supervision of or direct work in an eligible ALE program.

4.04 ALE Curriculum and Program Requirements

4.04.1 An ALE shall assess each ALE student either before or upon entry into the ALE with effective, research-based assessment tools to determine the student's current academic capability.

4.04.2 An ALE shall provide a curriculum including mathematics, science, social studies, and language arts aligned with the regular classroom instruction. Reading, writing, and mathematics shall be incorporated into all curriculum areas.

4.04.2.1 An ALE shall use the curriculum frameworks adopted by the Department to plan instruction leading to student demonstration of proficiency in the Arkansas content standards.

4.04.3 As an alternative to the curriculum required by Section 4.04.2, an ALE may allow an individual student to instead pursue a curriculum aligned with the standards for ~~General Educational Development (GED) Tests~~ high school equivalency tests, subject to the following conditions:

4.04.3.1 The student must be sixteen (16) years of age or older;

- 4.04.3.2 The student must lack sufficient credits to graduate by the time the student turns eighteen (18) years of age; and
- 4.04.3.2 The student's parent or guardian, or the student if the student is eighteen (18) years of age or older, must consent in writing.
- 4.04.4 Computer-based instruction and distance learning may be used only as a supplement to direct teacher instruction and must constitute less than forty-nine percent (49%) of total instructional time in any one (1) course. This restriction shall not apply to distance learning or computer-based instruction approved by the Department.
- 4.04.5 All students attending an ALE operated by a consortium of school districts shall follow the lead district's school calendar. All students attending an ALE operated by an education service cooperative shall follow a school calendar designated by the cooperative.
- 4.04.6 An ALE shall be furnished with the equipment and instructional materials necessary to provide the environment and working conditions appropriate for subjects or activities assigned.
- 4.04.7 Meals provided at ALE facilities shall follow the Arkansas Child Nutrition guidelines or shall be approved by the Child Nutrition Unit of the Department.
- 4.04.8 An In-School Suspension (ISS) program for a regular educational environment may not be located in an ALE classroom.
- 4.05 ALE Program Approval, Reporting, and Monitoring
 - 4.05.1 ~~On or before March 31 of each year,~~ Each ALE program shall submit to the Department every three (3) years, in electronic format, a program description documenting the program's compliance with Ark. Code Ann. § 6-48-101 *et seq.* and these Rules. Program descriptions are due before March 31 of the year assigned by the Department.
 - 4.05.1.1 ALE programs operating in separate facilities, even if located within the same school district, are deemed to be separate individual programs requiring separate approval and separate reporting.
 - 4.05.1.2 Deviations from prior approved ALE program descriptions must be submitted to the Department for review and formal approval.

- 4.05.2 On or before March 31 ~~of each year~~, according to a three (3) year cycle established by the Department's ALE Unit, each school district shall submit to the Department, in electronic format, an assurance statement, signed physically or electronically by the superintendent of the district, that the school district is in compliance with Ark. Code Ann. § 6-48-101 *et seq.* and these Rules.
- 4.05.3 On or before March 31 ~~of each year~~, according to a three (3) year cycle established by the Department's ALE Unit, each ALE program operated by a consortium of school districts or by an education service cooperative shall submit to the Department, in electronic format:
- 4.05.3.1 A list of all school districts participating in the ALE; and
 - 4.05.3.2 A copy of the contract agreement or memorandum of understanding governing the ALE program and entered into by the participating school districts and, if applicable, the education service cooperative.
- 4.05.4 Annually, the Department shall compile annual report data for each ALE program utilizing Arkansas Public School Computer Network student management data. The data compiled shall include:
- 4.05.4.1 The number of students, subdivided by race, gender, and grade level, enrolled in an ALE program at any time during that school year;
 - 4.05.4.2 The number of students enrolled in an ALE program who returned to the regular educational environment, who dropped out of school, who graduated, or who received a ~~GED~~ high school equivalency diploma;
 - 4.05.4.3 The number of high school students graduating in that school year who, over their entire grades kindergarten through twelve (K-12) career, were enrolled in an ALE for a total of twenty (20) or more days;
 - 4.05.4.4 The number of students enrolled in an ALE program and participating in Workforce/Secondary Career Centers;
 - 4.05.4.5 The number of students enrolled in an ALE program and receiving special education services;
 - 4.05.4.6 The number of students enrolled in an ALE program who had previously exited an ALE program in the second or third prior school year;

- 4.05.4.7 The total amount of all funds expended to operate the ALE program for that school year; and
 - 4.05.4.8 The total amount of ALE funding received for that school year.
 - 4.05.4.9 The total number of ALE students per district with grade improvements after beginning the ALE intervention program.
 - 4.05.4.10 The total number of ALE students per district with attendance improvements after beginning the ALE program.
 - 4.05.4.11 The total number of ALE high school students per district with improved credit attainment after participating in the ALE intervention program.
- 4.05.5 After June 15 of each year, the Department may direct a district to provide the annual report data required under Section 4.05.4 if the information sought is not readily ascertainable from Arkansas Public School Computer Network student management data.
- 4.05.6 To be eligible for ALE funding under Section 4.06 below, an ALE program shall be approved annually by the Department.
- 4.05.6.1 Program approval shall be contingent on a satisfactory review of the program description, annual report data, and assurance statement submitted pursuant to this Section 4.05.
 - 4.05.6.2 Program approval shall be for a term of up to ~~one (1)~~ three (3) years, running from July 1 or the date of program approval, whichever is later, through June 30 of the designated year.
 - 4.05.6.3 The Department shall give notice of approval or disapproval of an ALE program no later than July 15 of ~~each year~~ the year of program approval according to the posted three (3) year cycle, contingent on the ALE program timely submitting all required information.
- 4.05.7 Each school district shall submit a description of the ALE program(s) utilized by its students ~~in its Arkansas Comprehensive School Improvement Plan (ACSIP).~~
- 4.05.7.1 The Arkansas Comprehensive School Improvement Plan (ACSIP) will include a general description of how the funds will be spent, the person(s) responsible, a timeline, and the total amount of ALE funds budgeted.

- 4.05.7.2 Each school district shall evaluate programs supported by ALE funds annually to ensure that the programs are providing a non-punitive environment that is conducive to learning, that eliminates traditional barriers to learning, and that complies with these Rules.
- 4.05.7.3 The total ALE funds shall be budgeted in ACSIP ~~shall agree with the total ALE expenditures budgeted in the school district's financial management software.~~
- 4.05.8 As part of the Department's accreditation review of each school district under Ark. Code Ann. § 6-15-202, the Department shall evaluate each ALE to ensure that the ALE is:
 - 4.05.8.1 Established and operated in compliance with these Rules and Ark. Code Ann. § 6-48-101 *et seq.*; and
 - 4.05.8.2 Effective under the measurements established by the Department.
- 4.05.9 The Department shall identify a school district's noncompliance on the school district's annual report card.
- 4.05.10 The Department shall identify information concerning best practices for educating students in Alternative Learning Environments and disseminate that information to teachers and administrators working in Alternative Learning Environments.
- 4.05.11 On or before September 15 of each year, the Department shall provide to the House Interim Committee on Education and the Senate Interim Committee on Education a report on:
 - 4.05.11.1 The information reported to it under Section 4.05; and
 - 4.05.11.2 The effectiveness of ALE programs evaluated by the Department.
- 4.06 ALE Funding
 - 4.06.1 The ALE funding amount shall be the amount authorized by law multiplied by the district's eligible ALE students' full-time equivalents (FTE) in the previous school year as defined in these Rules.
 - 4.06.2 An ALE student shall be counted as no more than one (1) student for ALE funding purposes.

- 4.06.3 An eligible ALE student's FTE shall be calculated as follows: the sum of (the total number of days an eligible ALE student attends an eligible ALE, plus the total number of days absent while enrolled in an eligible ALE program) divided by the number of school days actually taught in the district's school year.
- 4.06.3.1 If an eligible ALE student has less than six (6) hours per day of student/teacher interaction time in an eligible ALE, the student's FTE shall be calculated as the result of the calculation in Section 4.06.3 multiplied by the number of hours that student is taught in an eligible ALE each day divided by six (6) hours.
- 4.06.3.2 In no case shall an eligible ALE student's FTE be calculated as greater than 1.0.
- 4.06.3.3 If an eligible ALE student is educated in an eligible ALE for fewer than twenty (20) consecutive days, no ALE funding may be paid for that student, unless:
- 4.06.3.3.1 The student leaves the school district to transfer to another eligible ALE and is enrolled in an ALE for a combined total of twenty (20) or more consecutive days; or
- 4.06.3.3.2 The student is placed in a residential treatment program.
- 4.06.3.3.3 No school district may receive ALE funding for an eligible ALE student for any day the student is not enrolled in an eligible ALE in that district.
- 4.06.4 ALE funding is restricted state aid.
- 4.06.5 ALE funding shall be spent on eligible ALE programs identified in these Rules except as otherwise allowed by law or rule.
- 4.06.6 ALE funding may be carried over from one fiscal year to the next but these funds shall remain restricted to the priority areas as defined in these Rules except as otherwise allowed by law or rule.

5.00 Special Needs - English Language Learners (ELL)

- 5.01 The ELL funding amount shall be the amount authorized by law multiplied by the district's identified ELL students in the current school year.

- 5.01.1 The number of identified ELL students shall be a total of all students identified as not proficient in the English language based upon approved English proficiency assessment instruments.
- 5.01.2 Documentation to be used for the calculation of the number of identified ELL students must be submitted to the Department no later than November 1 of each school year.
- 5.01.3 An ELL student shall be counted as no more than one (1) student for ELL funding purposes.
- 5.02 School districts shall maintain documentation of each student identified as an ELL.
- 5.03 For ELL funding purposes, State-approved English proficiency assessment instruments include:
 - 5.03.1 LAS (Language Assessment Scales);
 - 5.03.2 Maculaitis/MAC II Assessment of Competencies; and
 - 5.03.3 English Language Development Assessment English Language Proficiency Screener/TELPA.
- 5.04 ELL funding shall be expended for eligible activities including, but not limited to, the following:
 - 5.04.1 Salaries for ELL-skilled instructional services (not supplanting district financial obligations for providing teachers for ELL students).
 - 5.04.2 Funds for teacher training, consultants, workshops, and ELL course work, including ADE-sponsored training programs.
 - 5.04.3 Released-time for ELL program development.
 - 5.04.4 Selection and purchase of language-appropriate instructional and supplemental (enrichment) materials for ELL students, including computer-assisted technology and library materials.
 - 5.04.5 Language and cultural skills training for school-based health service providers, counseling service providers, and community liaison staff as needed to serve ELL students.
 - 5.04.6 Assessment activities, which include test administration, identification, placement, and review of ELL student academic progress, as well as

evaluation activities to determine the effectiveness of the district's ELL program.

5.04.7 Funds for the implementation of supplemental instructional services for ELL students.

5.05 ELL funding may be carried over from one fiscal year to the next, but these funds shall remain restricted to those priority areas defined in these Rules except as otherwise allowed by law or rule.

5.06 A description of ELL activities and funding shall be included in the district's Arkansas Comprehensive School Improvement Plan (ACSIP). ~~The ACSIP will include how the funds will be spent, the person(s) responsible, a timeline, and the total amount of ELL funds budgeted.~~

5.06.1 The total ELL funds shall be budgeted in ACSIP ~~shall agree with the total ELL expenditures budgeted in~~ the school or school district's financial management software.

6.00 Special Needs - National School Lunch Act

6.01 Except as provided in Sections 6.01.5 and 6.01.6.2 of these Rules, national school lunch state categorical funding under Ark. Code Ann. § 6-20-2305(b)(4) shall be based on the number of national school lunch students for the immediately preceding school year determined under Section ~~3.18~~ 3.21 of these Rules, divided by the district's total enrolled students for the immediately preceding school year. If the school district is a Provision 2 district, this funding is based on the school district's percentage of national school lunch students submitted in the base year, multiplied by the number of enrolled students for the immediately preceding school year. If the school district is a Community Eligibility Provision (CEP) district, this funding is based on the school district's percentage of national school lunch students submitted in the year prior to implementing CEP, multiplied by the number of enrolled students for the immediately preceding school year. If a school district, open-enrollment public charter school, or school within a district or charter is changing from Provision 2 to CEP, the national school lunch state categorical funding percentage used during the final year of Provision 2 will be the national school lunch state categorical funding percentage for the four (4) year CEP cycle and the year following the four (4) year CEP cycle. For determination of the per-student amount of national school lunch state categorical funding, the percentage shall be calculated to one tenth of one percent (0.1%), and rounded up to the nearest whole number from five tenths of one percent (0.5%) or above or down to the nearest whole number from less than five tenths of one percent (0.5%).

6.01.1 For school districts in which ninety percent (90%) or greater of the previous school year's enrolled students are national school lunch

students, per student national school lunch state categorical funding shall be the amount authorized by Ark. Code Ann. § 6-20-2305(b)(4)(A)(i).

6.01.2 For school districts in which less than ninety percent (90%) but at least seventy percent (70%) of the previous school year's enrolled students are national school lunch students, per student national school lunch state categorical funding shall be the amount authorized by Ark. Code Ann. § 6-20-2305(b)(4)(A)(ii).

6.01.3 For school districts in which less than seventy percent (70%) of the previous school year's enrolled students are national school lunch students, per student national school lunch state categorical funding shall be the amount authorized by Ark. Code Ann. § 6-20-2305(b)(4)(A)(iii).

6.01.4 Districts must participate in the United States Department of Agriculture's National School Lunch Program to receive national school lunch state categorical funding.

6.01.5 For an open-enrollment public charter school in its initial year of operation or in any year in which the charter school adds a grade level, per-student national school lunch state categorical funding under Ark. Code Ann. § 6-20-2305 (b)(4) shall be based on the school's current school year enrollment as of October 1.

~~6.01.6 For a school district or school(s) that implemented CEP during fiscal year 2014-2015, the fiscal year 2015-2016 national school lunch state categorical funds applicable to the CEP school(s) will be disbursed to the school district by October 31, 2015.~~

~~6.01.6.1 Rule 6.01.6 will not apply to an open-enrollment public charter school not funded based on previous year national school lunch data.~~

6.01.6 Calculating Percentage of National School Lunch Students for Districts Wherein at Least One School—But Not the Entire District—Uses Provision 2 and/or at Least One School—But Not the Entire District—Uses CEP:

6.01.6.1 For some districts, calculating the district's percentage of national school lunch students for any one (1) fiscal year will require combining data from schools in the district, each of which may accept surveys or may use a different method to calculate that school's percentage as a result of that school's participation in Provision 2 or the Community Eligibility Provision (CEP) of the National School Lunch Program. The method for calculating the district-wide percentage of

national school lunch students for a district that is composed of at least one school which participates in Provision 2 and/or CEP is detailed using the following examples:

6.01.6.1.1 In the first example, a school district has two elementary schools, the first of which accepts surveys in the traditional method of calculating its percentage of national school lunch students and the second of which is in its second year of participating in Provision 2. The district's middle school and high school are in the second year of participating in Provision 2.

For illustrative purposes:

- Elementary 1 – Of an enrollment of 600, 510 are national school lunch students, yielding 85%.
- Elementary 2 – Enrollment is 500. The Provision 2 base year percentage is 80%.
- Middle School – Enrollment is 1,000. The Provision 2 base year percentage is 70%.
- High School – Enrollment is 1,200. The Provision 2 base year percentage is 75%.
- To calculate the district-level base year percentage, multiply the enrollment of each school participating in Provision 2 by the base year percentage of each of those schools to arrive at counts of eligible national school lunch students at each school (Elementary 2 – 400; Middle School – 700; High School – 900). Add the eligible count of all schools together to arrive at the school district eligible count of 2,510 (510 + 400 + 700 + 900) and divide by the total school district enrollment of 3,300 to arrive at the district-level base year percentage of 76% (rounded). This will be used as the district's national school lunch state categorical funding percentage for the fiscal year.

6.01.6.1.2 In the second example, a school district has two elementary schools, both of which accept surveys in the traditional method of calculating the percentage of national school lunch students. Both the district's middle school and high school would have been in the second year of

Provision 2 status, but instead are implementing CEP.

For illustrative purposes:

- Elementary 1 – Of an enrollment of 550, 440 are national school lunch students, yielding 80%.
- Elementary 2 – Of an enrollment of 400, 220 are national school lunch students, yielding 55%.
- Middle School – Enrollment is 800. The Provision 2 base year percentage of 75% will become the school-level CEP base year percentage.
- High School – Enrollment is 1,100. The Provision 2 base year percentage of 80% will become the school-level CEP base year percentage.
- To calculate the district-level base year percentage, multiply the enrollment of each school participating in CEP by the base year percentage of each of those schools to arrive at counts of eligible national school lunch students at each school (Middle School – 600; High School – 880). Add the eligible count of all schools together to arrive at the school district eligible count of 2,140 (440 + 220 + 600 + 880) and divide by the total school district enrollment of 2,850 to arrive at the district-level base year percentage of 75% (rounded). This will be used as the district’s national school lunch state categorical funding percentage for the fiscal year.

6.01.6.1.3

In the third example, a school district has two elementary schools, the first of which accepts surveys in the traditional method of calculating its percentage of national school lunch students and the second of which is in its second year of participating in Provision 2. The district’s middle school would have been in its second year of Provision 2 status, but instead is implementing CEP. The district’s high school is in its second year of participating in Provision 2.

For illustrative purposes:

- Elementary 1 – Of an enrollment of 650, 390 are national school lunch students, yielding 60%.
- Elementary 2 – Enrollment is 450. The Provision 2 base year percentage is 80%.
- Middle School – Enrollment is 900. The Provision 2 base year percentage of 70% will become the school-level CEP base year percentage.
- High School – Enrollment is 1,600. The Provision 2 base year percentage is 90%.
- To calculate the district-level base year percentage, multiply the enrollment of each school participating in Provision 2 or CEP by the base year percentage of each school to arrive at counts of eligible national school lunch students at each school (Elementary 2 – 360; Middle School – 630; High School – 1,440). Add the eligible count of all schools together to arrive at the school district eligible count of 2,820 (390 + 360 + 630 + 1,440) and divide by the total school district enrollment of 3,600 to arrive at the district-level base year percentage of 78% (rounded). This will be used as the district’s national school lunch state categorical funding percentage for the fiscal year.

6.01.6.2 If implementing CEP in a year that national school lunch state categorical funding is based on current year October 1 data, open-enrollment public charter schools will be required to accept and report Alternative Income Forms by October 1 from all students in the school to enable calculation of national school lunch state categorical funding. The number of students eligible for national school lunch state categorical funding as determined by the Alternative Income Forms is used to determine the CEP base year percentage. This percentage is used every year of the four (4) year CEP cycle and, if the charter is then-funded using previous year data, the year following the four (4) year CEP cycle.

6.01.6.3 For a school district or open-enrollment public charter school that opens a new school that participates in CEP in its first year of operation, district-level national school lunch state categorical funding is calculated using previous year data. For

the second year in operation, the school would need to accept and report Alternative Income Forms by October 1 from all students. This would establish the CEP base year percentage for the school that would be in effect for the remainder of the four (4) year CEP cycle and the year following the four (4) year CEP cycle.

6.01.6.4 For districts and schools wishing to renew the CEP cycle, during the fourth year of the four (4) year CEP cycle, if there is a difference of five percentage points or greater between the percentage of Identified Students in the April calculations from the Child Nutrition Unit, multiplied by the CEP multiplier, and the current national school lunch state categorical funding percentage, then a new national school lunch state categorical funding percentage would need to be calculated. The new percentage would be calculated in the following year (Year Five [5]), by accepting and reporting Alternative Income Forms by October 1. The number of eligible students is divided by the October 1 enrollment. This new percentage would be applicable during Year Six (6) and the duration of the four (4) year CEP cycle (Years Six [6], Seven [7], and Eight [8], and, if renewed, Year Nine [9]). If there is a difference of less than five percentage points between the percentage of Identified Students in the April calculations from the Child Nutrition Unit, multiplied by the CEP multiplier, and the current national school lunch state categorical funding percentage, then the national school lunch state categorical funding percentage used during the fourth year of the CEP cycle would be used for the following four (4) year CEP cycle and, if renewed, the year immediately following that cycle. The method for calculating the district-wide percentage of national school lunch students for a district that experiences a change of at least five percentage points in one direction or the other is detailed using the following examples:

6.01.6.4.1 In the first example, School District A's percentage of Identified Students in the April calculations from the Child Nutrition Unit, multiplied by the CEP multiplier shows a seven percentage point change over the current national school lunch state categorical funding percentage. To establish a new national school lunch state categorical funding percentage, School District A must accept and report Alternative Income Forms by October 1 of Year Five (5). The district reports its number of

eligible students, which is then divided by the enrollment from October 1 of Year Five (5) to establish its new district-wide percentage of national school lunch students. This new percentage would be applicable during Year Six (6) and the duration of the four (4) year CEP cycle (Years Six [6], Seven [7], and Eight [8], and, if renewed, Year Nine [9]).

For illustrative purposes:

- Year Four (current year) – The district-wide percentage was seventy percent (70%), as it had been for the previous three (3) years of the district’s CEP cycle. In the April calculations of Identified Students, the district’s percentage was reported as seventy-seven percent (77%) after applying the CEP multiplier, triggering the need to accept and report Alternative Income Forms the following year.
- Year Five – The district-wide percentage remained at seventy percent (70%) while Alternative Income Forms were accepted and reported by October 1. A new calculation of 1,500 eligible students divided by the enrollment from October 1 of Year Five, totaling 2,000, yielded seventy-five percent (75%) as the new district-wide percentage.
- Years Six Through Eight (6-8) and, if Renewed, Year Nine (9) – The district-wide percentage would be seventy-five percent (75%).

6.01.6.4.2

In the second example, School District B’s percentage of Identified Students in the April calculations from the Child Nutrition Unit, multiplied by the CEP multiplier shows an eight percentage point change under the current national school lunch state categorical funding percentage. To establish a new national school lunch state categorical funding percentage, School District A must accept and report Alternative Income Forms by October 1 of Year Five (5). The district reports its number of eligible students, which is then divided by the

enrollment from October 1 of Year Five (5) to establish its new district-wide percentage of national school lunch students. This new percentage would be applicable during Year Six (6) and the duration of the four (4) year CEP cycle (Years Six [6], Seven [7], and Eight [8], and, if renewed, Year Nine [9]).

For illustrative purposes:

- Year Four (current year) – The district-wide percentage was eighty percent (80%), as it had been for the previous three (3) years of the district’s CEP cycle. In the April calculations of Identified Students, the district’s percentage was reported as seventy-two percent (72%) after applying the CEP multiplier, triggering the need to accept and report Alternative Income Forms the following year.
- Year Five – The district-wide percentage remained at eighty percent (80%) while Alternative Income Forms were accepted and reported by October 1. A new calculation of 1,520 eligible students divided by the enrollment from October 1 of Year Five, totaling 2,000, yielded seventy-six percent (76%) as the new district-wide percentage.
- Years Six Through Eight (6-8) and, if Renewed, Year Nine (9) – The district-wide percentage would be seventy-six percent (76%).

6.01.6.5 If a school district, open-enrollment public charter school, or school(s) transitions from CEP, the national school lunch state categorical funding percentage used during the last full year the school district, open-enrollment public charter school, or school(s) participated in CEP will be used for the year following the year of discontinuance of CEP.

6.01.6.6 Alternative Income Forms used for national school lunch state categorical funding must have the following information verified:

6.01.6.6.1 The minimum standard sample size of three percent (3%) for all Alternative Income Forms

approved by the open-enrollment public charter school or school district for the school year, as of October 1 of the school year; and

6.01.6.6.2 Income verification procedures concerning income verification used for free and reduced-price meal applications.

6.01.6.6.3 Alternative Income Forms are considered part a student's education record and therefore all confidentiality procedures of FERPA should be followed. Privacy/security procedures concerning free and reduced-price meal applications are recommended in relation to the Alternative Income Forms.

6.02 Except as provided in Section 6.02.3 of these Rules, the district percentage of NSLA eligible students shall be determined from the Arkansas Public School Computer Network's Cycle 2 report for the previous school year.

6.02.1 The Child Nutrition Unit of the Department shall verify the Cycle 2 report for accuracy.

6.02.2 Adjustments to the Cycle 2 report shall be made by the Department based on documentation provided by the school district.

6.02.3 For an open-enrollment public charter school in its initial year of operation or in any year in which the charter school adds a grade level, the school's percentage of NSLA eligible students shall be determined by the school's free or reduced-price meal eligibility data as reported by October 1 of the current school year.

6.03 National School Lunch State Growth Funding:

6.03.1 The Department shall use the Cycle 2 enrollment data for the previous four (4) years to calculate a three (3) year trend in district enrollment.

6.03.2 If a district has grown at least one percent (1%) for each of the three (3) previous years, it shall qualify for National School Lunch State Growth Funding.

6.03.3 Districts that qualify for funding shall receive National School Lunch State Growth Funding.

6.03.4 The funding shall be calculated as the three (3) year average growth in enrollment multiplied by the district's previous year's percentage of

students eligible for the United States Department of Agriculture's National School Lunch Program multiplied by the per student funding amount determined in Section 6.01.

6.04 Transitional National School Lunch State Funding Methods:

6.04.1 If a school district would receive, in the current school year, national school lunch state categorical funding under Ark. Code Ann. § 6-20-2305(b)(4)(A) that is based on a different per student amount of national school lunch state categorical funding than the school district received in the immediately preceding school year, due to a percentage change in national school lunch students, the Department shall adjust the funding to the school district in a transitional three (3) year period.

6.04.2 The amount of national school lunch state categorical funding under Ark. Code Ann. § 6-20-2305(b)(4)(A) shall be increased or decreased in each year of a three (3) year transition period by one-third (1/3) of the difference between the amount of national school lunch state categorical funding per student for the current year and the amount of national school lunch state categorical funding per student for the immediately preceding year, adjusted for changes to the funding rates in Ark. Code Ann. § 6-20-2305(b)(4)(A).

6.04.3 The method of transition for a school district that experiences a decrease in the amount of national school lunch state categorical funding per student under Ark. Code Ann. § 6-20-2305(b)(4)(A) is detailed using the following example of a decrease in national school lunch state categorical funding per student from ~~\$1,488~~ \$1,562.00 in the immediately preceding year to ~~\$992~~ \$1,042.00 in the current year:

For illustrative purposes:

- Year One (current year) of transition (decrease 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$1,322.67~~ \$1,388.67 (~~\$1,488~~ \$1,562.00 - ~~\$165.33~~ \$173.33).
- Year Two of transition (decrease 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$1,157.34~~ \$1,215.34 (~~\$1,322.67~~ \$1,388.67 - ~~\$165.33~~ \$173.33).
- Year three (final year) of transition (decrease 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$992~~ \$1,042.00 (~~\$1,157.34~~ \$1,215.34 - ~~\$165.33~~ \$173.34).

6.04.4 The method of transition for a school district that experiences an increase in the amount of national school lunch state categorical funding per student under Ark. Code Ann. § 6-20-2305(b)(4)(A) is detailed using

the following example of an increase in national school lunch state categorical funding per student from ~~\$992~~ \$1,042.00 in the immediately preceding year to ~~\$1,488~~ \$1,562.00 in the current year:

For illustrative purposes:

- Year One (current year) of transition (increase 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$1,157.34~~ \$1,215.33 (~~\$992~~ \$1,042.00 + ~~\$165.33~~ \$173.33).
- Year Two of transition (increase 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$1,322.67~~ \$1,388.66 (~~\$1,157.34~~ \$1,215.33 + ~~\$165.33~~ \$173.33).
- Year Three (final year) of transition (increase 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$1,488~~ \$1,562.00 (~~\$1,322.67~~ \$1,388.66 + ~~\$165.33~~ \$173.34).

6.04.5 The method of transition for a school district that, within a three (3) year period, experiences both a decrease and an increase in the amount of national school lunch state categorical funding per student under Ark. Code Ann. § 6-20-2305(b)(4)(A) is detailed using the following examples:

6.04.5.1 In the first example, a school district experiences an *increase* in national school lunch state categorical funding per student from ~~\$992~~ \$1,042.00 in the immediately preceding year to ~~\$1,488~~ \$1,562.00 in the current year, and a *decrease* to ~~\$992~~ \$1,042.00 in the following year. In this instance, the transition is completed in two (2) years rather than three (3).

For illustrative purposes:

- Year One (current year) of transition (increase 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$1,157.34~~ \$1,215.33 (~~\$992~~ \$1,042.00 + ~~\$165.33~~ \$173.33).
- Year Two (final year) of transition (decrease 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$992~~ \$1,042.00 (~~\$1,157.34~~ \$1,215.33 - ~~\$165.33~~ \$173.33).

6.04.5.2 In the second example, a school district experiences a decrease in national school lunch state categorical funding per student from ~~\$992~~ \$1,042.00 in the immediately preceding year to ~~\$496~~ \$522.00 in the current year, no change in the second year, and an increase to ~~\$992~~ \$1,042.00 in the third year. In this instance, the transition is completed in four (4) years rather than three (3).

For illustrative purposes:

- Year One (current year) of transition (decrease 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$826.67~~ \$868.67 (~~\$992~~ \$1,042.00 - ~~\$165.33~~ \$173.33).
- Year Two of transition (decrease 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$661.34~~ \$695.34 (~~\$826.67~~ \$868.67 - ~~\$165.33~~ \$173.33).
- Year Three of transition (increase 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$826.67~~ \$868.67 (~~\$661.34~~ \$695.34 + ~~\$165.33~~ \$173.33).
- Year Four (final year) of transition (increase 1/3) – The transitioned amount of national school lunch state categorical funding per student is ~~\$992~~ \$1,042.00 (~~\$826.67~~ \$868.67 + ~~\$165.33~~ \$173.33).

6.05 Each school district receiving national school lunch state categorical funds shall provide research-based program(s) or purpose(s) for students scoring below proficiency in order to improve instruction and increase academic achievement of those students. This does not prohibit use of funds in performing schools to continue doing those strategies that are sustaining that performance.

6.05.1 A chronically underperforming school's Arkansas Comprehensive School Improvement Plan (ACSIP) shall provide for the use of national school lunch state categorical funding to fund without limitation the following:

6.05.1.1 Use of an Arkansas Scholastic Audit.

6.05.1.2 Use of disaggregated school data to set academic targets in reading, writing, mathematics, and science.

6.05.1.3 Use of improvement targets to define professional development needs related to content, instruction, differentiation, and best practices in educating student subgroups as identified in need.

- 6.05.1.4 Development of interim building-level assessments to monitor student progress toward proficiency on the state benchmark assessments.
 - 6.05.1.5 Development of a plan to immediately address gaps in learning.
 - 6.05.1.6 Examination and realignment, as needed, of school scheduling, academic support systems, and assignment of personnel to improve student achievement.
 - 6.05.1.7 Design of a plan for increasing parental knowledge and skill to support academic objectives.
 - 6.05.1.8 Evaluation of the impact of the before-mentioned educational strategies on student achievement.
- 6.06 National school lunch state categorical funding shall not be used to meet or satisfy the Arkansas Standards for Accreditation of Arkansas Public Schools and School Districts as required by Ark. Code Ann. § 6-15-201 *et seq.* or the Arkansas Minimum Teacher Salaries required by Ark. Code Ann. § 6-17-2403 except as otherwise allowed herein.
- 6.06.1 National school lunch state categorical funding shall not be used to augment, replace, or supplement the mandatory requirements of the Arkansas Standards for Accreditation required by Ark. Code Ann. § 6-15-201 *et seq.* unless the expenditure is for the purposes outlined under Section 6.07 of these Rules.
 - 6.06.2 A district may use excess national school lunch state categorical funds as a bonus or to supplement salaries above the minimum salary schedule required by Ark. Code Ann. § 6-17-2403 provided the school district is in compliance with and meets the eligibility provision of these Rules.
 - 6.06.3 School districts may use national school lunch state categorical funds to pay the salaries of those teachers used to reduce the pupil-to-teacher ratio below the mandates required by the Arkansas Standards for Accreditation of Arkansas Public Schools and School Districts under the following conditions:
 - 6.06.3.1 ~~In its ACSIP, the~~ The district must designate the specific teacher(s) used to reduce the pupil-to-teacher ratios required by the Standards for Accreditation; must explain how the district will use national school lunch state categorical funds to pay only the salaries of those class-size-reduction teachers

or other teachers whose salaries are designated by the Department as bona fide national school lunch state categorical program or purpose expenditures as allowed by Section 6.07 of these Rules; and must explain how the district will use class-size-reduction teachers(s) pursuant to a recognized published research-based program to specifically target an identified academic deficiency or need of the district which aligns with and supports the district's ACSIP needs;

6.06.3.2 Any district which did not use national school lunch state categorical funds to support the salaries of class-size-reduction teachers by June 30 in the 2006-2007 school year is limited to using national school lunch state categorical funds to support the salaries of only those class-size-reduction teachers in grades kindergarten through eight (K-8), provided the district submits a detailed written plan, as required in Section 6.06.3.1, which is approved by the Department; and

6.06.3.3 Along with any request to expand or increase from a previous school year the use of national school lunch state categorical funds to pay for or support the salaries of class-size-reduction teachers, the district shall submit a written justification showing how the funds are being used to address an increased academic deficiency or need of the district and is not an attempt to avoid or circumvent the general purpose of reducing the amount of national school lunch state categorical funds used to increase teacher salaries as required and mandated by Ark. Code Ann. § 6-20-2305.

6.06.3.4 National school lunch state categorical funds to support the salaries of the class-size reduction teachers shall be used only to reduce the pupil-to-teacher ratios required by the Standards for Accreditation for each single grade level.

6.07 National school lunch state categorical funding shall be expended for eligible program(s) or purpose(s) that are research-based and aligned to the Arkansas Content Standards for improving instruction and increasing achievement of students at risk of not meeting challenging academic standards. These programs or purposes include:

6.07.1 Employing instructional facilitators or Literacy, Mathematics, or Science Specialists/Coaches (K-12), Data Coaches (K-12), and School Improvement Specialists (K-12) that meet the following requirements:

6.07.1.1 The Specialists/Coaches and instructional facilitators are educators who assist in curriculum alignment with state curriculum documents; alignment of classroom assessment with statewide exams; instructional strategies; professional development and implementation of training; choice of standards-based instructional materials; understanding of current research; advantageous arrangement of the instructional day; and integrating technology into instruction.

6.07.1.2 Qualifications for Specialists/Coaches and instructional facilitators:

- A valid Arkansas teaching certificate;
- At least four (4) years of recent teaching experience in appropriate content areas within grades kindergarten through twelve (K-12);
- Knowledge of Arkansas Curriculum Frameworks;
- Knowledge of current research and effective practices in standards-based curriculum, instruction, and assessment;
- Experience in adult learning situations and in team problem solving; and
- A bachelor's degree (a master's degree would be preferred); or
- Completion of the required training and teaching components of the Teach For America Program.

6.07.1.3 Qualifications for Data Coaches:

- A valid Arkansas teaching certificate;
- At least five (5) years of recent teaching experience, administrative experience, or a combination thereof;
- At least three (3) years of experience using information systems for data retrieval, data reporting, and using data to guide instructional practice;
- Knowledge of basic statistics and their application;
- Knowledge and skill of data analysis;
- Ability to assist building level staff with analysis of school data in preparation of school improvement planning; and
- A bachelor's degree (a master's degree would be preferred).

6.07.1.4 Qualifications for School Improvement Specialists:

- A valid Arkansas teaching certificate
- At least five (5) years of recent teaching experience, administrative experience, or a combination thereof;
- Knowledge of effective coaching practices
- Knowledge of team structures that support shared leadership;

- Knowledge to understand and interpret assessment data, both formal and informal, to inform instructional decisions;
- Ability to orchestrate change; and
- A bachelor's degree (a master's degree would be preferred).

6.07.2 Providing research-based professional development in the areas of literacy, mathematics, or science in grades kindergarten through twelve (K-12) subject to the requirements of the Department's Rules Governing Professional Development;

6.07.3 Employing highly qualified classroom teachers in grades kindergarten through twelve (K-12) pursuant to the restrictions set forth in Section 6.06 of these Rules;

6.07.4 Providing research-based before and after-school academic programs, including transportation to and from the programs;

6.07.5 Providing research-based pre-kindergarten programs that meet the program standards as outlined in the Rules Governing the Arkansas Better Chance program;

6.07.6 Employing tutors:

6.07.6.1 Tutors must be able to demonstrate competency (as determined locally) in each area where instruction is provided.

6.07.6.2 Tutors must work under the supervision of highly qualified classroom teachers.

6.07.7 Employing teacher's aides:

6.07.7.1 Teacher's aides must be highly qualified.

6.07.7.2 Teacher's aides must work under the direct supervision of highly qualified classroom teachers.

6.07.8 Employing licensed counselors and nurses above the mandates of the Standards for Accreditation of Arkansas Public Schools and School Districts or other law or rule;

6.07.9 Employing Coordinated School Health coordinators;

6.07.10 Employing human service workers;

6.07.11 Employing Licensed Mental Health Counselors;

6.07.12 Employing Licensed Certified Social Workers or Licensed Social Workers;

6.07.13 Employing Curriculum Specialists:

6.07.13.1 The Curriculum Specialists shall meet current licensure requirements that are outlined in the Rules Governing Initial and Standard Administrator Licensure.

6.07.14 Employing School Resource Officers (SROs) whose job duties include research-based methods and strategies tied to improving achievement of students at risk;

6.07.15 Providing experience-based field trips;

6.07.16 Providing parent education that addresses the whole child;

6.07.17 Providing summer programs that implement research-based methods and strategies targeted at closing the achievement gap, ~~other than programs authorized under Section 6.07.28;~~

6.07.17.1 Summer programs under Section 6.07.17 should not have as a primary focus credit recovery.

6.07.18 Providing early intervention programs, to include:

6.07.18.1 Short-term, intensive, focused, individualized, research-based instruction developed from ongoing, daily, systematic diagnosis that occurs while a child is beginning, in grades kindergarten through one (K-1), the initial stages of learning social skills, early reading, writing, and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor behavior and problem-solving habits which become difficult to change; and

6.07.18.2 Short-term, intensive, focused, individualized, research-based instruction developed from ongoing, daily, systematic diagnosis in grades three through twelve (3-12) to prevent failure and close the achievement gap.

6.07.18.3 Research-based Response-to-Intervention screening and associated instruction for students with dyslexia, with intervention components including phonemic awareness, graphophonemic knowledge, the structure of the English

language, linguistics, language patterns, and strategies for decoding, encoding, work recognition, fluency, and comprehension.

- 6.07.19 Obtaining materials, supplies, and equipment, including technology, used in approved instructional programs or for approved purposes in support of the local education agency's ACSIP general description for NSLA funding;
- 6.07.20 Paying the expenses of federal child nutrition programs to the extent necessary to provide school meals without charge to all students ~~under the United States Department of Agriculture Special Assistance Alternative Provision 2 program~~ if the school district is identified by the Department as participating in the special assistance certification and reimbursement alternative implemented under 42 U.S.C. § 1759(a), as interpreted in 7 C.F.R. § 245.9;
- 6.07.21 Paying the expenses of federal child nutrition programs to the extent necessary to provide school meals without charge to students otherwise eligible for reduced-price meals under federal law or regulations governing the United States Department of Agriculture's National School Lunch Program or School Breakfast Program;
- 6.07.22 Paying expenses directly related to funding a longer school day;
- 6.07.23 Paying expenses directly related to funding a longer school year;
- 6.07.24 Partnering with ~~local~~ state-supported institutions of higher education and technical institutes to ~~remediate~~ provide concurrent courses and/or technical education options for academic learning to students while those students are still in high school so that the students are college and career ready upon graduation from high school;
 - 6.07.24.1 Partnerships under Section 6.07.24 shall be evidence by a written agreement or memorandum of understanding between the school district and institution of higher education and/or technical institute.
- 6.07.25 Providing Teach For America professional development;
- 6.07.26 Implementing components of the Arkansas Advanced Initiative for Math and Science;
- 6.07.27 Employing College and Career Coaches, as defined by the Department of Career Education;

- 6.07.28 Operating or supporting a postsecondary preparatory program authorized under Ark. Code Ann. § 6-16-601 *et seq.*;
- 6.07.29 Expenditures required under Section 6.05.1 of these Rules;
- 6.07.30 Paying for students in grade eleven (11) to take the ACT Assessment, pursuant to the Voluntary Universal ACT Assessment Program, Ark. Code Ann. § 6-18-1601 *et seq.*;
- 6.07.31 Developing and implementing interim building-level assessments to monitor student progress toward proficiency on the state benchmark assessments; and
- 6.07.32 Other activities approved by the Department that will further the purposes of this Section 6.07. Such activities include, but are not limited to, research-based activities and activities directed at chronically underperforming schools.
- 6.08 Use of national school lunch state categorical funds shall be included within the school or school district's ACSIP. ~~The ACSIP will include how the funds will be spent, the person(s) responsible, a timeline, and the total amount of NSLA funds budgeted.~~
- 6.08.1 The district shall evaluate programs supported by national school lunch state categorical funds annually to ensure that the programs are providing intervention/prevention services designed to increase student achievement.
- 6.08.2 The district shall maintain documentation that supports gains in student achievement as measured by the state assessment system.
- 6.08.3 The total NSLA funds shall be budgeted in ACSIP ~~shall agree with the total NSLA expenditures budgeted in the school or school district's financial management software.~~
- 6.09 National school lunch state categorical funding may be carried over from one fiscal year to the next, but these funds shall remain restricted to priority areas as defined in these Rules or law except as otherwise allowed by law or rule.
- 6.10 National school lunch state categorical funding is restricted state aid, except as otherwise allowed by law or rule.
- 6.11 Use of excess national school lunch state categorical funds to supplement teacher salaries is limited.

- 6.11.1 School districts that have met the needs of students for whom the national school lunch state categorical funds are provided, and that have excess national school lunch state categorical funds, may request to use the excess national school lunch state categorical funds to supplement teacher salaries under the following conditions:
- 6.11.1.1 The school district is meeting the minimum teacher salary schedule under Ark. Code Ann. § 6-17-2403 without using national school lunch state categorical funds;
 - 6.11.1.2 The school district is in full compliance with the rules and laws governing the Standards for Accreditation of Arkansas Public Schools and School Districts under Ark. Code Ann. § 6-15-201 *et seq.* and the rules and laws governing the Arkansas Fiscal and Accountability Program under Ark. Code Ann. § 6-20-1901 *et seq.* without using current year, carry-forward or reserve national school lunch state categorical funds;
 - 6.11.1.3 The district has met or is meeting the adequate educational needs of students;
 - 6.11.1.4 The district has prudently managed its resources;
 - 6.11.1.5 The district has met all requirements of Section 6.11 of these Rules; and
 - 6.11.1.6 The district has submitted ~~the portion of its ACSIP that described~~ a general description of the uses of national school lunch state categorical funds.
 - 6.11.1.7 The school district shall not use any portion of the national school lunch state categorical funds that are carry-forward or reserve funds as a supplement to classroom teacher salaries.
 - 6.11.1.8 The school district shall not allocate or use any excess national school lunch state categorical funds in any manner except to supplement teacher salaries, unless in accordance with the transfer provisions stated in Section 8.00 of these Rules.
 - 6.11.1.9 Excess national school lunch state categorical funds used as a bonus to supplement teacher salaries shall not be considered a permanent obligation under the school district's teacher salary schedule.
 - 6.11.1.10 ~~The school district will include the amount and uses of excess national school lunch state categorical funds in its ACSIP.~~

6.11.1.10 If the district used excess national school lunch state categorical funds in the prior year to supplement teacher salaries, the district has submitted the required report on prior year expenditures as required by Section 6.11.5.

6.11.1.11 No more than twenty percent (20%) of the total of current year national school lunch state categorical funds may be used as a supplement to teacher salaries above the minimum teacher salary schedule.

6.11.2 A school district requesting to use excess national school lunch state categorical funds to supplement the minimum teacher salary schedule under Ark. Code Ann. § 6-17-2403 shall provide the following information to the Commissioner of Education, or designee, by February 15 of the school year for which approval is requested:

6.11.2.1 A statement of assurance attesting to compliance with Section 6.11.1 of these Rules;

6.11.2.2 The actual amount of excess national school lunch state categorical funds used to supplement salaries above the required minimum salary schedule in the previous school year, the actual amount of total national school lunch state categorical funds received in the previous school year, and the actual percentage of national school lunch state categorical funds used as a supplement above the required minimum salary schedule to total national school state categorical funds received; and

6.11.2.3 The budgeted amount of excess national school lunch state categorical funds used to supplement salaries above the required minimum salary schedule in the current school year, the budgeted amount of total national school lunch state categorical funds received in the current school year, and the calculated percentage of national school lunch state categorical funds used as a supplement above the required minimum salary schedule to total national school lunch state categorical funds received in the current year.

6.11.2.4 No more than twenty percent (20%) of the total of current year national school lunch state categorical funds may be used as a supplement to teacher salaries above the minimum teacher salary schedule.

- 6.11.2.5 No school district shall use national school lunch state categorical funds to supplement salaries above the required minimum salary schedule without first obtaining the express written approval of the Commissioner of Education or his/her designee.
- 6.11.3 A school district requesting to use excess national school lunch state categorical funds as a supplement in the form of a bonus, shall provide the following information to the Commissioner of Education, or designee, by February 15 of the school year for which approval is requested:
 - 6.11.3.1 A statement of assurance attesting to compliance with Section 6.11.1 of these Rules;
 - 6.11.3.2 The information required in Section 6.11.2, and any other information requested by the Department;
 - 6.11.3.3 The amount of funds to be used as a bonus; and
 - 6.11.3.4 The total amount of national school lunch state categorical funds the district will receive in that year.
 - 6.11.3.5 In response to the district's request, the Commissioner of Education shall evaluate the district's test scores against the state averages as one indicator of how the district has met the educational needs of students. Tests may include, but not be limited to, grades third through eight (3-8) state required benchmark exams in math and literacy and state required end-of-course exams for algebra, biology, geometry, and literacy.
 - 6.11.3.6 As additional assessment data becomes available, it may also be included in the Commissioner of Education's review.
 - 6.11.3.7 No school district shall use national school lunch state categorical funds as a bonus without first obtaining the express written approval of the Commissioner of Education or his/her designee.
- 6.11.4 Upon review of the information required in Section 6.11.2, 6.11.3, and any other information requested by the Department, if the Commissioner of Education, or designee, determines the school district has met the needs of students, has prudently managed its resources, and has complied with these Rules and the law, the Commissioner shall give written approval of the use of excess national school lunch state categorical funds to supplement teacher salaries.

- 6.11.4.1 Such approval is limited to one school year.
- 6.11.5 By September 15 of each school year, any school district that received written approval to use national school lunch state categorical funds as a supplement to teacher salaries in the previous school year shall issue a written report to the Commissioner of Education listing:
 - 6.11.5.1 Each program upon which national school lunch state categorical funds were expended;
 - 6.11.5.2 The actual amount of national school lunch state categorical funds expended on each program; and
 - 6.11.5.3 Information required in Section 6.11.2 and 6.11.3, and any other information requested by the Department.
- 6.11.6 Only those school districts which previously used or applied excess national school lunch state categorical funds to supplement the teacher salary schedule for all classroom teachers in the district as part of a salary obligation may continue to use national school lunch state categorical funds as a salary obligation to the extent the district has received approval from the Commissioner of Education under Section 6.12 and the district is in full compliance with these Rules.
- 6.12 Monitoring and Compliance for Use of NSLA Funds:
 - 6.12.1 At any time during a school year, the Department may review:
 - 6.12.1.1 A school district's ACSIP;
 - 6.12.1.2 Reports and information required by these Rules;
 - 6.12.1.3 Test data;
 - 6.12.1.4 Financial data; and
 - 6.12.1.5 Other indicators of a school district's compliance with these Rules and with the purpose of meeting the needs of students served by national school lunch state categorical funds.
 - 6.12.2 Upon review, the Commissioner of Education or his/her designee may take one or both actions allowed by Section 6.12.3 if the Commissioner determines that a school district:
 - 6.12.2.1 Has not met the needs of students that may be served by national school lunch state categorical funds;

- 6.12.2.2 Provided false or misleading information; or
 - 6.12.2.3 Failed to comply with the provisions of the district's submitted plans without obtaining ADE approval.
- 6.12.3 Upon a determination under Section 6.12.2 above, the Commissioner of Education may:
- 6.12.3.1 Require that any and all national school lunch state categorical funds dedicated for use or application as a bonus shall be removed from and not used as a bonus; or
 - 6.12.3.2 Require the school district to redirect the national school lunch state categorical funds to meet other educational needs of the students of that district.
- 6.13 By June 30, 2012, and by June 30 of each year thereafter, a school district shall expend a minimum of eighty-five percent (85%) of the school district's current-year national school lunch state categorical funding allocation in a manner permitted under these Rules.
- 6.13.1 A school district that on June 30, 2012, has a national school lunch state categorical funding balance in excess of fifteen percent (15%) of the school district's current year national school lunch state categorical funding allocation shall reduce its total national school lunch state categorical funding balance by at least ten percent (10%) each year so that by June 30, 2022, and by June 30 of each year thereafter, the school district has a balance of no more than fifteen percent (15%) of the school district's current year national school lunch state categorical funding allocation.
 - 6.13.2 Under an unusual and limited circumstance, including without limitation an increase in one-time funds or an unexpected decrease in school district revenues during a given year, a school district may request that the Department waive the requirements of this Section 6.13.
 - 6.13.2.1 A school district seeking a waiver shall file a waiver request with the Commissioner of Education, accompanied by a resolution adopted by the school district's board of directors, describing the unusual and limited circumstances.
 - 6.13.2.2 The Commissioner of Education may grant a waiver request under this Section 6.13 for up to one (1) year if the Commissioner finds that the request is necessary based upon the unusual and limited circumstances.

- 6.13.3 The Department shall monitor on a yearly basis each school district's compliance with the requirements of this Section 6.13.
- 6.13.4 If a school district fails to comply with the requirements of this Section 6.13 during a school year, the Department may in the following school year withhold from that school district's national school lunch state categorical funding allocation an amount equal to the amount required to be spent by the school district in order to be in compliance with the requirements of this Section 6.13.
 - 6.13.4.1 The Department may redistribute amounts withheld under this Section 6.13.4 to other school districts entitled to receive national school lunch state categorical funding allocations.

7.00 Special Needs - Professional Development

- 7.01 The professional development funding amount shall be an amount up to the amount authorized by law multiplied by the district's ADM of the previous school year.
- 7.02 Professional development funding shall be expended for:
 - 7.02.1 Approved professional development activities and materials, as required by the Teacher Excellence and Support System, Ark. Code Ann. § 6-17-2801 *et seq.*, by other law or rule, or by the school district, that:
 - 7.02.1.1 Improve the knowledge, skills, and effectiveness of teachers;
 - 7.02.1.2 Address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills; ~~and~~
 - 7.02.1.3 Lead to improved student academic achievement; and
 - 7.02.1.4 Improve the knowledge, skills, and effectiveness of Response-to-Intervention and dyslexia intervention instruction;
 - 7.02.2 Employing instructional facilitators or Literacy, Mathematics, or Science Specialists/Coaches (K-12) as described in these Rules; and
 - 7.02.3 Training for school bus drivers in compliance with rules promulgated by the Commission for Arkansas Public School Academic Facilities and Transportation.

- 7.03 Districts may expend state professional development funding to provide the requisite hours of professional development required by law or rule.
- 7.04 Professional development funding is restricted state aid. Professional development funding shall be spent on activities identified in these Rules, except as otherwise allowed by law or rule.
- 7.05 Professional development funding may be carried over from one fiscal year to the next, but these funds shall remain restricted to priority areas as defined in these Rules except as otherwise allowed by law or rule.
- 7.06 Professional development activities and funding shall be included in the district's Arkansas Comprehensive School Improvement Plan (ACSIP).
- 7.06.1 Use of professional development funds shall be included within the school or school district's ACSIP. The ACSIP will include how the funds will be spent, ~~the person(s) responsible, a timeline, and the total amount of professional development funds budgeted.~~
- 7.06.2 The district shall annually evaluate professional development implementation supported by professional development funds to ensure that:
- ~~7.06.2.1 Professional development is implemented as designed in the school and school district's ACSIP; and~~
- 7.06.2.1 Professional development as implemented by the school or district provides intervention prevention services designed to increase student achievement.
- 7.06.3 Evaluation data regarding the implementation and effect of professional development and professional growth plans should be utilized in ~~ACSIP~~ the school improvement process to determine future professional development plans.
- 7.06.4 The total professional development funds shall be budgeted in ~~ACSIP~~ shall agree with the total professional development expenditures budgeted ~~in~~ the school or school district's financial management software.

8.00 Financial Accounting for Special Needs State Funding for ALE, ELL, National School Lunch Students, and Professional Development

- 8.01 After having provided programs designed to meet the needs of students in the respective categorical funding areas, a school district may transfer and expend funds on any of the special needs categories allowed for in these Rules.

- 8.02 Special needs state funding of ALE, ELL, national school lunch students, and professional development may be used for any of the expenditures identified in these Rules.
- 8.03 Districts shall report the funds received under each special needs state funding category.
- 8.04 Districts shall report the expenditures of all special needs state funds as required by law, including, but not limited to, fund balances remaining on June 30 of each year.
- 8.05 The funds received, transferred, expended, and carried over shall balance.
- 8.06 If the Department determines that a district would lose any federal funding due to these explicated expenditure requirements, the special needs state funds may be expended for other academic programs or salaries, as permitted by the Department.

9.00 Categorical Fund Balances

- 9.01 As of June 30 of each school year, the total aggregate balance of all state categorical fund sources shall not exceed twenty percent (20%) of the total aggregate annual state categorical fund allocations for the current school year, except as provided herein.
 - 9.01.1 On June 30, 2012, and on June 30 of each school year thereafter, if the total aggregate balance of all state categorical fund sources exceeds twenty percent (20%) of the school district's total aggregate annual state categorical fund allocations for the current school year, the school district shall reduce that total balance by ten percent (10%) each year until the school district's June 30 balance of aggregate annual categorical fund sources is twenty percent (20%) or less of the total aggregate annual state categorical fund allocations for the current school year.
 - 9.01.2 The annual reduction required under Section 9.01.1 shall be a minimum of ten percent (10%) of the total excess balances of all state categorical fund sources as of June 30, 2012.
- 9.02 A school district may transfer funds received from any categorical fund source to another categorical fund source.
- 9.03 The Department shall monitor on a yearly basis each school district's compliance with the requirements of Ark. Code Ann. § 6-20-2305(e) and this Section 9.00.
 - 9.03.1 If a school district fails to comply with the requirements of Ark. Code Ann. § 6-20-2305(e) or this Section 9.00 during a school year, the

Department may in the following school year withhold from that school district's categorical funding allocation an amount equal to the amount required to be spent by the school district in order to be in compliance with the requirements of Ark. Code Ann. § 6-20-2305(e) and this Section 9.00.

- 9.03.2 The Department may redistribute amounts withheld under Ark. Code Ann. § 6-20-2305(e) and this Section 9.00 to other school districts entitled to receive categorical funding allocations.

MARKK-UP

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
SCHOOL DISTRICT REQUIREMENTS FOR PERSONNEL POLICIES, SALARY
SCHEDULES, MINIMUM SALARIES, AND DOCUMENTS POSTED TO DISTRICT
WEBSITES**

July 2014 _____

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (Rules).

1.02 The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-11-105, § 6-11-129, § 6-17-201, § 6-17-207, § 6-17-807 § 6-17-2203, § 6-17-2301, § 6-17-2402, and §6-17-2403.

2.00 PURPOSE

The purpose of these Rules is to apprise districts of the requirements for publishing school district classified and licensed personnel policies, salary schedules, establishing minimum salaries, and other documents mandated to be posted to the district's website.

3.00 DEFINITIONS

3.01 Basic Contract means a teacher employment contract for one hundred ninety (190) days that includes ~~ten (10)~~ no less than six (6) days of professional development, except as provided under 3.01.1 for teachers employed in a C-Step Program or the Arkansas National Guard Youth Challenge Program.

3.01.1 For the purpose of a teacher employed in the C-Step Program or the Arkansas National Guard Youth Challenge Program, a basic contract for a teacher means full-time employment for one hundred ninety (190) days that includes six (6) days of professional development and all additional days in excess of one hundred ninety (190) days paid at the daily rate under Ark. Code Ann. § 6-17-2403 that are required for full-time annual employment and subject to the policies and guidelines of the Arkansas National Guard.

3.02 Classified Employee means any employee who performs work for the school district under a written annual contract in a position that does not require a valid teaching license issued by the Arkansas State Board.

3.03 Classified Employee Minimum Salary is the calculation of the minimum rate listed in Ark. Code Ann. §6-17-2203 that has been adjusted by the same percentage of increase as reported in the consumer price index each year. The adjusted rate is announced prior to July 1 each year in a Commissioner's memo.

3.04 Classified Personnel Policies are written district policies, guidelines, regulations, and procedures that pertain to the terms and conditions of a classified employee's employment with the district.

3.05 Classified Salary Schedule is a set of matrices that are updated and published each school year, which contains the minimum salaries for all classified employees and includes ranges, steps, and rates of pay. The salary schedule is required to reflect the actual pay practices of the district.

3.06 Full Time Classified Employee means any classified employee contracted to work twenty (20) or more hours per week.

3.07 Licensed Employee is a person hired by the local school district who is compelled by law or regulation to secure a license from the State Board of Education.

3.08 Licensed Personnel Policies are written district policies, guidelines, regulations, and procedures that pertain to the terms and conditions of a licensed employee's employment with the district.

3.09 Licensed Salary Schedule is a set of matrices that are updated and published each school year that contains the minimum salary licensed employees earn based on number of years of experience, education degrees, computations for extended contracts, and salary supplements for additional duties or responsibilities. The salary schedule is required to reflect the actual pay practices of the district.

3.10 Teacher means an individual who is required to hold a teaching license from the Department of Education and who is engaged directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual's contracted time; a guidance counselor; or a librarian.

3.11 Website is a set of interconnected webpages, including a homepage, generally located on the same server. It is prepared and maintained as a collection of information by a person, group, or organization.

4.00 LICENSED PERSONNEL POLICIES AND SALARY SCHEDULES

4.01 School districts shall have a set of written licensed personnel policies.

- 4.02** The licensed personnel policies shall include, but are not limited to, the following:
- 4.02.1** The licensed salary schedule;
 - 4.02.2** Benefits;
 - 4.02.3** Compensation;
 - 4.02.4** Designation of workdays;
 - 4.02.5** Holidays and non-instructional days;
 - 4.02.6** The annual calendar;
 - 4.02.7** Methods of evaluations;
 - 4.02.8** Extra duties;
 - 4.02.9** Leave;
 - 4.02.10** Grievances;
 - 4.02.11** Dismissal or nonrenewal;
 - 4.02.12** Reduction in force; and
 - 4.02.13** Assignment of teacher aides.
- 4.03** The licensed personnel policies and salary schedules must be posted to the district's website no later than September 15 each year. The district must keep a copy of the licensed salary schedule and personnel policies, signed by the president of the school board and retained in a central location.
- 4.04** The district shall make licensed personnel policies and salary schedules easily accessible on its website through an easily-identifiable direct link titled "State-Required Information" in accordance with 9.03.
- 4.05** The district is required to provide to the Arkansas Department of Education, no later than September 15 of each year, the website address where the licensed personnel policies and salary schedules are located. This information is currently collected in state reporting cycles 1-9. The website address must be entered correctly in each cycle, especially if there are changes to the website address.

4.06 A district failing to meet the above requirements will not receive in any year any additional state foundation funding from the Public School Fund until the licensed personnel policies and salary schedules are posted to the district's website.

4.07 The Arkansas Department of Education shall not accredit a district that does not have written licensed personnel policies.

4.08 The Arkansas Department of Education will notify any school district that has not posted its licensed personnel policies and salary schedules on the district's website or provided the Department with the website address as required.

5.00 CLASSIFIED PERSONNEL POLICIES AND SALARY SCHEDULES

5.01 School districts shall have a set of written personnel policies, including the salary schedule for at least all five classifications of classified employees as listed in 3.02.

5.02 The personnel policies shall include, but are not limited to:

5.02.1 Salary schedule, fringe benefits, and other compensation issues;

5.02.2 Annual school calendar, including work days and holidays;

5.02.3 Evaluation procedures;

5.02.4 Leave;

5.02.5 Grievance procedures;

5.02.6 Termination, nonrenewal, or suspension

5.02.7 Reduction in force; and

5.02.8 Assignments.

5.03 School districts must post classified personnel policies and salary schedules to the district's website no later than September 15 each year. The district shall maintain in a central records location a written copy of the policies signed by the president of the district's board of directors.

5.04 The district shall make classified personnel policies and salary schedules easily accessible on its website through an easily-identifiable direct link titled "State-Required Information" in accordance with 9.03.

- 5.05** The district is required to provide to the Arkansas Department of Education, no later than September 15 of each year, the website address where the classified personnel policies and salary schedules are located. This information is currently collected in state reporting cycles 1-9. The website address must be entered correctly in each cycle, especially if there are changes to the website address.
- 5.06** A district failing to meet the above requirements will not receive in any year any additional state foundation funding from the Public School Fund until the classified personnel policies and salary schedules are posted to the district's website.
- 5.07** The Arkansas Department of Education shall not accredit a district that does not have written classified personnel policies.
- 5.08** The Arkansas Department of Education will notify any school district that has not posted its classified personnel policies and salary schedules on the district's website or provided the Department with the website address as required.

6.00 LICENSED EMPLOYEE MINIMUM SALARY

6.01 The district salary schedule shall provide:

6.01.1 Annual increments for education and experience.

6.01.2 A base salary for a teacher with a BA degree listing salary increments each year for at least 15 years of experience.

6.01.3 A minimum salary for a teacher with a master's degree listing salary increments each year for at least fifteen years of experience.

6.02 Each school district shall have a salary schedule with at least the minimum levels of compensation for a basic contract as listed in Ark. Code Ann. § 6-17-2403(b).

6.02.1 The minimum teacher compensation schedule under Ark. Code Ann. § 6-17-2403(b) does not apply to a part-time teacher or part-time paraprofessional employed by a school district to work in an adult education program.

6.02.2 The minimum teacher compensation schedule for a part-time teacher or part-time paraprofessional employed by a school district to work in an adult education program shall be established by the Adult Education Section of the Department of Career Education and approved by the State Board of Career Education.

6.03 The teaching experience is the total years of experience as a teacher with a valid Arkansas teaching license and teaching at any of the following:

- 6.03.1** A public school accredited by the Department of Education or a nationally recognized accrediting association;
- 6.03.2** Private school within the state of Arkansas accredited by a nationally recognized accrediting association;
- 6.03.3** An Institution of higher education within the State of Arkansas accredited by a nationally recognized higher education institution accrediting association; or
- 6.03.4** A facility operated by the Division of Youth Services or any facility contracting with the division to provide care for juveniles committed to the division.

7.00 ADDITIONAL PAY

7.01 If a teacher is required to work more days than listed in their contract, then the pay under the contract shall be increased proportionately so that the teacher will receive at least a daily rate of pay for each additional day worked.

7.02 Each school district shall establish a normal base contract period for teachers.

7.03 If the base contract period is increased, the teacher's pay under the contract shall be increased proportionately at no less than the daily rate for each day added to the contract.

7.04 The provisions of sections 7.01, 7.02, and 7.03 shall not apply to separate contracts for employment with a teacher to teach summer school or to perform services that do not require the teacher to hold a teaching license.

- 7.04.1** Such services require a separate contract and the district shall not condition initial employment of the teacher or renewal of the teacher's regular teaching contract on entering into a separate contract.

7.05 A district may employ a teacher in a part time contract to perform services in the teacher's area of certification after expiration of the normal base contract as long as the teacher is agreeable and is paid in accordance with the salary schedule, on a pro rata basis for that work.

8.00 CLASSIFIED EMPLOYEE MINIMUM SALARY

8.01 For the 2011-2012 school year, a full-time contracted classified employee (working 20 hours a week or more) shall receive an hourly rate of compensation of no less than \$7.74 per hour.

8.02 The minimum hourly rate is adjusted each year by increasing the previous year's minimum amount by a percentage equal to the percentage increase of the consumer price index. The new minimum rate is announced in a Commissioner's Memo before July 1 each year.

9.00 DATA TO BE ACCESSIBLE ON WEBSITE

9.01 The following data and information are required to be posted to the district's website or the district's education service cooperative website, if the education service cooperative maintains the district's website:

9.01.1 Current comprehensive financial data reports, including:

9.01.1.1 Local and state revenue sources;

9.01.1.2 Administrator and teacher salary and benefit expenditure data;

9.01.1.3 School district balances, including legal balances and building fund balances;

9.01.1.4 Minutes of regular and special meeting of the school board;

9.01.1.5 The school district budget for the current year must be posted on the website within thirty (30) days following the state reporting cycle 1 deadline (September 30);

9.01.1.6 A financial breakdown of monthly expenses of the school district;

9.01.1.7 Salary schedules for all employees, including extended contract and supplementary pay amounts;

9.01.1.8 Current contract information with all district employees except that social security numbers, telephone numbers, personal addresses, or signatures shall not be published.

9.01.1.9 The current year annual budget; and

9.01.1.10 The annual school district statistical report.

9.01.2 Licensed and classified personnel policies and salary schedules

9.02 The above information shall consist of actual data for the two (2) previous school years and the projected budgeted information for the current school year.

9.03 The information and data required by 9.00 shall be easily accessible through the homepage of the district's website under an easily-identifiable direct link titled "State-Required Information" to a page on the district's website where the information may be found. Under this link, the district shall subdivide the information required by 9.00 by the categories of information.

Mark-UP

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING NUTRITION AND PHYSICAL ACTIVITY STANDARDS AND
BODY MASS INDEX FOR AGE ASSESSMENT PROTOCOLS
IN ARKANSAS PUBLIC SCHOOLS**

1.00 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures for governing nutrition and physical activity standards and body mass index for age assessment protocols in Arkansas Public Schools.

2.00 REGULATORY AUTHORITY

- 2.01 These shall be known as the Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools.
- 2.02 These regulations are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-16-132, 20-7-133, 20-7-134, 20-7-135, and Acts 846 and 1079 of 2015.

3.00 DEFINITIONS

For the purpose of these rules, the following terms mean:

- 3.01 A La Carte - Food items and /or beverages, individually priced, provided by the non-profit school food service program. These items may or may not be part of the reimbursable meal. A la carte items must meet federal Smart Snacks requirements.
- 3.02 Alliance for a Healthier Generation Smart Snacks Calculator - A tool developed by the Alliance for a Healthier Generation to assist schools in identifying products that meet the federal nutrition standards (“Smart Snacks”).
- 3.03 Arkansas Child Health Advisory Committee - A state level committee that was established by Ark. Code Ann. § 20-7-133 to develop nutrition and physical activity standards and make policy recommendations to the State Board of Education and the Arkansas Board of Health.
- 3.04 Arkansas Consolidated School Improvement Plan (ACSIP) - A plan of action to address deficiencies in student performance that is reviewed annually and monitored at least every two years.

- 3.05 Body Mass Index (BMI) - Weight in pounds divided by height in inches squared multiplied by 703 (Metric: Weight in kilograms divided by height in meters squared).
- 3.06 BMI for Age Assessment - Calculating the height and weight as in the definition for BMI and applying the CDC growth charts for age and gender.
- 3.07 BMI for Age Assessment Protocols - A detailed plan designed to describe appropriate procedure for assessment.
- 3.08 Body Mass Index Percentile for Age - An indicator to assess the size and growth patterns of individual children based on the Centers for Disease Control and Prevention's (CDC) BMI-for-age growth charts for boys and girls.
- 3.09 Carpenter's Square - An instrument for ensuring a level reading of height.
- 3.10 Child Nutrition Programs - The federal child nutrition programs operated by Arkansas public schools, including public charter schools, which include the National School Lunch Program, the School Breakfast Program, the After School Snack Program, the Special Milk Program and the Summer Feeding Program, as established by the Richard B. Russell National School Lunch Act (42 U.S.C. § 1751 *et seq.*) and the Child Nutrition Act of 1966 (42 U.S.C. § 1771 *et seq.*).
- 3.11 Community Health Nurse Specialist (CHN) - Arkansas Department of Health Nurses located at educational cooperatives.
- 3.12 Competitive Foods - Foods and beverages sold or made available to students that compete with the school's operation of the National School Lunch Program, School Breakfast Program and/or After School Snack Program, including, but not limited to, food and beverages sold or provided in vending venue (machines, ice chests, cabinets) in school stores or as part of school fundraisers to students on school premises during the school day.
- Note: This definition complies with ~~the~~ the federal definition of "Competitive Foods," found in 7 CFR 210.11(a)(1), ~~is any foods sold in competition with the National School Lunch Program to children in food service areas during the lunch periods.~~
- 3.13 Confidential - Information marked or intended for a specific person or persons.
- 3.13 ~~Declared School Day - The official schedule as required for students and staff in a specific Local Education Agency (LEA) location.~~
- 3.14 Designee - A person approved or designated by school district.

- 3.15 Digital Scale or Scale - A digital instrument for measuring weight.
- 3.16 Elementary School - A campus with a designated Local Education Agency (LEA) number containing any combination of grades kindergarten through six (K-6).
- 3.17 Foods of Minimal Nutritional Value (FMNV) - ~~The phrase “Foods of Minimal Nutritional Value” refers to the four categories of foods and beverages (soda water, water ices, chewing gum, and certain candies) that are restricted by the United States Department of Agriculture (U.S.D.A.) under the Child Nutrition Programs. An obsolete United States Department of Agriculture (U.S.D.A.) term. The Smart Snacks program went into effect for School Year 2014-2015. Therefore, any competitive foods and beverages must meet the nutrition standards of Smart Snacks. Definitions within the federal regulations concerning the four categories of FMNV are:~~
- 3.17.1 ~~Certain Candies—Certain Candies are FMNV according to United States Department of Agriculture (U.S.D.A.) Regulations, including any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types:~~
- 3.17.1.1 ~~Candy Coated Popcorn—Popcorn that is coated with mixture made predominantly from sugar and corn syrup.~~
- 3.17.1.2 ~~Fondant—A product consisting of microscopic sized sugar crystals that are separated by a thin film of sugar and/or invert sugar in solution such as candy corn or soft mints.~~
- 3.17.1.3 ~~Hard Candy—A product made predominantly from sugar (sucrose) and corn syrup which may be flavored and colored, is characterized by a hard, brittle texture, and includes such items as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.~~
- 3.17.1.4 ~~Jellies and Gums—A mixture of carbohydrates which are combined to form a stable gelatinous system of jellylike character and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit flavored slices.~~
- 3.17.1.5 ~~Licorice—A product made predominantly from sugar and corn syrup which is flavored with an extract made from the licorice root.~~

- 3.17.1.6 ~~Marshmallow Candies—An aerated confection composed as sugar, corn syrup, invert sugar, 20 percent water, and gelatin or egg white to which flavors and colors may be added.~~
- 3.17.1.7 ~~Spun Candy—A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.~~
- 3.17.2 ~~Chewing Gum—Chewing gum is a FMNV according to United States Department of Agriculture (U.S.D.A.) regulations and includes flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.~~
- 3.17.3 ~~Soda Water—Soda water is a FMNV according the United States Department of Agriculture (U.S.D.A.) regulations and is a class of beverages made by absorbing carbon dioxide in potable water. The amount of carbon dioxide used is not less than that which will be absorbed by the beverage at a pressure of one atmosphere and at a temperature of 60 degrees F. It either contains no alcohol or only such alcohol, not in excess of 0.5 percent by weight of the finished beverage, as is contributed by the flavoring ingredient used. No product is excluded from this definition because it contains artificial sweeteners or discrete nutrients added to the food such as vitamins, minerals and proteins.~~
- 3.17.4 ~~Water Ices—Water ices are FMNV according to United States Department of Agriculture (U.S.D.A.) regulations and include any frozen, sweetened water and flavored ice with the exception of products that contain fruit or fruit juice.~~
- 3.18 Healthy Nutrition Environment - A healthy school nutrition environment gives students consistent, reliable health information and ample opportunity to use it.
- 3.19 Height - A standing measurement in inches or meters.
- 3.20 High School - Public school(s) having some combination of grades nine through twelve (9-12).
- 3.21 Healthy Hunger Free Kids Act of 2010 - The final rule that updated the meal patterns and nutrition standards for the National School Lunch and School Breakfast Programs to align them with the Dietary Guidelines for Americans.
- 3.22 Junior High School - Public school(s) having some combination of grades seven through nine (7- 9).

- 3.23 Local Wellness Policy - A policy required by federal law for public schools participating in a nutrition program authorized by the Richard B. Russell National School Lunch Act (42 U. S. C. 1751 *et seq.*) or the Child Nutrition Act of 1966 (42 U. S. C. 1771 *et seq.*)
- 3.24 Middle School - Public school (s) having some combination of grades five through eight (5-8).
- 3.25 Physical Activity - Any bodily movement produced by skeletal muscles that results in energy expenditure.
- 3.26 Physical Education - A planned, sequential K-12 curriculum that provide cognitive content and learning experiences in a variety of activity areas including basic movement skills; physical fitness, rhythms, and dance; games team, dual, and individual sports; tumbling and gymnastics; and aquatics.
- 3.27 Private - Not openly or in public.
- 3.28 Regular Basis - A regularly repeated or continuing occurrence at a specific school site. For example: every day, or on a particular day each week, or repeated on a defined schedule.
- 3.29 Reimbursable Meal - A meal which meets the U.S.D.A. criteria for reimbursement for one of the Child Nutrition Programs in Arkansas.
- 3.30 School Day - The period from the start of the first classes of the official school day to thirty (30) minutes after the end of the official school day.
- Note: The federal definition of School Day, from which this definition is derived, is found in 7 CFR 210 and 7 CFR 220, and encompasses the period from the midnight before to thirty (30) minutes after the end of the official school day, during which federal Smart Snacks requirements must be met.
- 3.31 School Events - Any occasion such as field day, holiday, school recognition activities, end of school events, etc. designated at the discretion of the school administration.
- 3.32 School Fundraisers - For purposes of this rule, all food and beverage items sold by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.), students or student groups, parents or parent groups, or any other person, company or organization directly associated with the school programs.
- 3.33 School Health Index - The School Health Index (SHI) is a self-assessment and planning guide designed by the Centers for Disease Control (CDC) to help

schools identify strengths and weaknesses of the school's health promotion policies and programs, develop an action plan for improving student health, and involving teachers, parents, students and various members of the community in improving the school's policies and programs.

- 3.34 Stadiometer - An instrument for measuring standing height.
- 3.35 Student Health Report - A written notice to parents with student's health screening information.
- 3.36 School Nurse - Nurses employed by school districts.
- 3.37 School Nutrition and Physical Activity Advisory Committee - (SNPAA) A committee operating within each public school district that shall help raise the awareness of the importance of nutrition and physical activity and shall include members from the school district's governing board, school administrators, food service personnel, teacher organizations, parents, students and professional groups such as nurses and community members. The SNPAA may also be referred to as the "Wellness Committee."
- 3.38 School Site - Any and all locations associated with a Local Education Agency (LEA) number.
- 3.39 Smart Snacks in School Program ("Smart Snacks") - The program established by amendments to the Healthy Hunger Free Kids Act of 2010 which specify that nutrition standards apply to all foods sold:
 - 3.39.1 Outside the school meal programs;
 - 3.39.2 On the school campus; and
 - 3.39.3 At any time during the school day.
- 3.40 Testing Day - A school day that involves one of the state-wide programs for education assessment, in which every student attending an Arkansas public school is required to participate as required in Ark. Code Ann. §§ 6-15-419, 6-15-433, and 6-15-2009, and as established by the State Board of Education.
- 3.41 Vending - Means to sell or give away foods and beverages anywhere at a school site on a regular basis, including but not limited to a classroom, school store or concession stand, or equipment such as heated cabinets, hot or cold vending machines, ice chests coolers, etc.
- 3.42 Weight - A measurement in pounds or kilograms.

3.43 Written Refusal - A document to school district requesting a child not be included in assessing BMI.

For the purposes of any protocols developed pursuant to these rules, the following terms mean:

3.44 Certificate of Completion - A document provided upon completion of BMI assessment training protocol.

3.45 Fried Food - Foods that are cooked by total or partial immersion into hot oil or other fat, commonly referred to as “deep fat frying” or “pan frying.”

3.46 Recorder - A person who writes down student heights and weights or enters measurements into a database.

4.00 CHILD HEALTH ADVISORY COMMITTEE

4.01 There is created a Child Health Advisory Committee to consist of twenty (20) members.

4.02 The Committee will consist of the following eleven (11) members appointed by the Director of the Department of Health:

4.02.1 One (1) member to represent the Department of Health;

4.02.2 One (1) member to represent the Arkansas Dietetic Association;

4.02.3 One (1) member to represent the American Academy of Pediatrics, Arkansas Chapter;

4.02.4 One (1) member to represent the Arkansas Academy of Family Practice;

4.02.5 One (1) member to represent the Arkansas Association for Health, Physical Education, Recreation and Dance;

4.02.6 One (1) member to represent jointly the Arkansas Heart Association, the American Cancer Society, and the American Lung Association;

4.02.7 One (1) member to represent the Fay W. Boozman College of Public Health of the University of Arkansas for Medical Sciences;

4.02.8 One (1) member to represent the Arkansas Center for Health Improvement;

- 4.02.9 One (1) member to represent the Arkansas Advocates for Children and Families;
 - 4.02.10 One (1) member to represent the University of Arkansas Cooperative Extension Service; and
 - 4.02.11 One (1) member to represent the Office of Minority Health and Health Disparities of the Department of Health.
- 4.03 The Committee will also consist of the following nine (9) members appointed by the Commissioner of Education:
- 4.03.1 One (1) member to represent the Department of Education;
 - 4.03.2 One (1) member to represent the Arkansas School Food Service Association (now known as the Arkansas School Nutrition Association);
 - 4.03.3 One (1) member to represent the Arkansas School Nurses Association;
 - 4.03.4 One (1) member to represent the Arkansas Association of Educational Administrators;
 - 4.03.5 One (1) member to represent the Arkansas Parent Teacher Association;
 - 4.03.6 One (1) member to represent the Arkansas School Boards Association;
 - 4.03.7 One (1) member to represent the Arkansas Association of School Business Officials;
 - 4.03.8 One (1) member to represent the Arkansas Association for Supervision and Curriculum Development; and
 - 4.03.9 One (1) member who is a classroom teacher.
- 4.04 Terms of the committee members will be three (3) years.
- 4.05 If a vacancy occurs, the officer who made the original appointment shall appoint a person who represents the same constituency as the member being replaced.
- 4.06 The committee will elect one (1) of its members to act as chair for a term of one (1) year.
- 4.07 A majority of the members shall constitute a quorum for the transaction of business.

- 4.08 The committee shall meet at least monthly and will make recommendations to the State Board of Education and the Arkansas Board of Health consistent with the intent and purpose of these rules and with Ark. Code Ann. §§ 20-7-133, 20-7-134, and 20-7-135.
- 4.09 The committee shall develop nutrition and physical activity standards and policy recommendations with consideration of the following:
- 4.09.1 Foods sold individually in school cafeterias but outside the regulated National School Lunch Program;
 - 4.09.2 Competitive foods as defined by the U.S.D.A. as the definition is in existence on January 1, ~~2003~~ 2015, ~~and offered at schools typically through vending machines, student stores, school fundraisers, food carts, or food concessions:~~ All food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 available for sale to students on the school campus during the school day;
 - 4.09.3 The continuing professional development of food service staff;
 - 4.09.4 The expenditure of funds derived from competitive food and beverage contracts;
 - 4.09.5 Physical education and activity;
 - 4.09.6 Systems to ensure the implementation of nutrition and physical activity standards; and
 - 4.09.7 The monitoring and evaluating of results and reporting of outcomes.
 - 4.09.8 As the Smart Snacks standards published by the U.S.D.A. will allow schools to offer healthier snack foods to children while limiting junk food, the committee shall promote Smart Snacks policies and procedures for identifying appropriate food and beverages for school campuses during the school day. The Smart Snacks regulation applies to foods sold a la carte and in the school store, and to vending machines, etc.
- 4.10 The committee shall examine the progress of the Arkansas Coordinated School Health Program and make recommendations to the Department of Education and the Department of Health concerning the implementation of the Arkansas Coordinated School Health Program.

5.00 IMPLEMENTATION OF NUTRITION AND PHYSICAL ACTIVITY STANDARDS

- 5.01 After having consulted the Child Health Advisory Committee and the Arkansas Board of Health, the State Board of Education shall promulgate appropriate rules and regulations to ensure that nutrition and physical activity standards and body mass index for age assessment protocols are implemented to provide students with the skills, opportunities, and encouragement to adopt healthy lifestyles.
- 5.02 Every school district shall:
- 5.02.1 Prohibit for elementary school students in-school access to vending machines offering food and beverages;
 - 5.02.2 Require schools to include as part of the annual report to parents and the community the amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts;
 - 5.02.3 Beginning with kindergarten and then in even-numbered grades, require schools to include as a part of a student health report to parents a body mass index percentile by age for each student; and
 - 5.02.4 Permit any parent to refuse to have his or her child's body mass index percentile for age assessed and reported, by providing a written refusal to the school.
 - 5.02.5 Students in grades eleven through twelve (11-12) are exempt from any policy or requirement of a public school or the state for measuring or reporting body mass index.
- 5.03 The Department of Education shall:
- 5.03.1 Begin the implementation of standards developed by the committee and approved by the Department of Education; and
 - 5.03.2 Annually monitor and evaluate the implementation and effectiveness of the nutrition and physical activity standards and Smart Snacks requirements.

6.00 SCHOOL NUTRITION AND PHYSICAL ACTIVITY ADVISORY COMMITTEE

- 6.01 Every school district shall convene a school nutrition and physical activity advisory committee that shall include members from school district governing boards, school administrators, food service personnel, teacher organizations,

parents, students, teachers of physical education, school health professionals, and professional groups such as nurses and community members.

- 6.02 The school nutrition and physical activity advisory committee will help raise awareness of the importance of nutrition and physical activity and assist in the development of local policies that address issues and goals, including, but not limited to the following:
- 6.02.1 Assist with the implementation of nutrition and physical activity standards developed by the school nutrition and physical advisory committee with the approval of the Arkansas Department of Education and the Arkansas Board of Health;
 - 6.02.2 Integrate nutrition and physical activity into the overall curriculum;
 - 6.02.3 Ensure that professional development for staff includes nutrition and physical activity issues;
 - 6.02.4 Ensure that students receive nutrition education and engage in healthy levels of vigorous physical activity;
 - 6.02.5 Improve the quality of physical education curricula and increasing training of physical education teachers;
 - 6.02.6 Enforce existing physical education requirements; and
 - 6.02.7 Pursue contracts that both encourage healthful eating by students and reduce school dependence on profits from the sale of ~~foods of minimal nutritional value~~ competitive foods.
- 6.03 Every school district shall begin the implementation of standards developed by the Child Health Advisory Committee with the approval of the Department of Education and the Arkansas Board of Health.
- 6.04 Every school district shall require that goals and objectives for nutrition and physical activity be incorporated into the annual school planning and reporting process.
- 6.05 The School Nutrition and Physical Activity Advisory Committee shall be structured in a way as to ensure age-appropriate recommendations that are correlated to the current grade configuration of the school district utilizing one of the following options:
- 6.05.1 Establish a School Nutrition and Physical Activity Advisory Committee at each school in addition to the district committee;

- 6.05.2 Establish subcommittees of the District Committee, representing the appropriate age and grade configuration for that school district; or
 - 6.05.3 Include representatives from each appropriate grade level group (elementary, middle, junior and senior high) on the membership of the district committee;
- 6.06 At a minimum, the School Nutrition and Physical Activity Advisory Committee will:
- 6.06.1 Annually, assess each school campus, using the School Health Index for Physical Activity, Healthy Eating and a Tobacco-Free Lifestyle using the following modules:
 - #1 - School Health Policies and Environment;
 - #2 - Health Education;
 - #3 - Physical Education and other Physical Activity Programs;
 - #4 - Nutrition Services; and
 - #8 - Family and Community Involvement Assessment.
 - 6.06.2 Compare the physical education and health education assessment from the School Health Index to the standards defined by the Arkansas Department of Education Physical Education and Health Curriculum Framework;
 - 6.06.3 Compile the results of the School Health Index and provide a copy to the principal of each school in the district to be included in the individual school improvement plan (ACSIP);
 - 6.06.4 Provide the annual completed School Health Index assessment results and the physical activity standards comparison to the principal of each school in the district to be included in the district's Arkansas Consolidated School Improvement Plan (ACSIP) and to the local school board;
 - 6.06.5 Assist the schools in implementing the Arkansas Child Health Advisory Committee recommendations for all foods and beverages sold or served anywhere on the school campus, including all foods and beverages other than those offered as part of reimbursable meals, including a la carte, vending machines, snack bars, fund raisers, school stores, class parties, and other venues that compete with healthy school meals;
 - 6.06.6 Maintain and update annually a written list of recommended locally available, healthier options for food and beverages available for sale to students;

- 6.06.7 Encourage the use of non-food alternatives for fund-raisers;
 - 6.06.8 Review and make written recommendations to the local school board regarding the components to be included in food and beverage vending contracts; and
 - 6.06.9 Include as part of the district's annual report to parents and the community the amount of funds received and expenditures made from competitive food and beverage contracts.
- 6.07 The Local Wellness Policy is required under the current version of the Richard B. Russell National School Lunch Act (42 U.S.C.1751 *et seq.*) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 *et seq.*).
- 6.07.1 Not later than the first day of the school year each local educational agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 *et seq.*) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 *et seq.*) shall establish a local school wellness policy for schools under the local educational agency that:
 - 6.07.1.1 Includes goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
 - 6.07.1.2 Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
 - 6.07.1.3 Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issues by the Secretary of Agriculture pursuant to subsections (a) and (b) of Section 10 of the Child Nutrition Act (42 U.S.C. 1779) and Sections 9(f)(1) and 17 (a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to public schools;
 - 6.07.1.4 Establishes a plan for measuring implementation of the local wellness policy, including designation of one (1) or more persons within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that the school meets the local wellness policy; and

- 6.07.1.5 Involves parents, students, representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.
- 6.08 The Department of Education and the Department of Health shall report annually on progress in implementing nutrition and physical education standards to the chairs of the House Interim Committee on Public Health, Welfare, and Labor and the Senate Interim Committee on Public Health, Welfare, and Labor, the House Interim Committee on Education and the Senate Interim Committee on Education.
- 6.09 The State Board of Education shall submit to the House Interim Committee on Education and the Senate Interim Committee on Education for the committees' review any proposed rules regarding physical education or physical activity standards for grades kindergarten through twelve (K-12).

7.00 PHYSICAL EDUCATION REQUIREMENTS AND STANDARDS

- 7.01 The physical education curriculum and physical activity requirements for every public school student who is physically fit and able to participate are:
 - 7.01.1 Except as provided in Section 7.01.2 of these rules, for students in grades kindergarten through six (K-6):
 - 7.01.1.1 ~~Sixty (60)~~ At least forty (40) minutes as determined by the superintendent of the school district, of physical education training and instruction each calendar week of the school year; and
 - 7.01.1.2 Ninety (90) minutes of physical activity each calendar week of the school year, which may include without limitation daily recess, physical education instruction in addition to the requirement of Section 7.01.1.1 of these rules, or intramural sports;
 - 7.01.2 For students in grades five through eight (5-8) who attend a public school organized to teach grades 5-8 or any combination thereof, ~~sixty (60)~~ at least forty (40) minutes as determined by the superintendent of the school district, of physical education training and instruction each calendar week of the school year or an equivalent amount of time in each school year, with no additional requirement for physical activity; and
 - 7.01.3 For students in grades nine through twelve (9-12) one-half (1/2) unit of physical education as required for high school graduation, with no additional requirement for physical activity.

- 7.02 Nothing in these rules prohibits:
- 7.02.1 A public school student's elective enrollment or voluntary participation in physical activity or physical education as a part of public school curriculum or extra-curricular activities; or
 - 7.02.2 A school district's decision to require physical education instruction or physical activity in excess of the amounts identified in Section 7.01 of these rules.
- 7.03 The physical education training and instruction shall be designed to:
- 7.03.1 Improve the health of this state's school children;
 - 7.03.2 Increase knowledge about the health benefits of physical activity and exercise;
 - 7.03.3 Develop behavioral and motor skills that promote a lifelong commitment to healthy physical activity;
 - 7.03.4 Promote health-focused activity among children and adolescents; and
 - 7.03.5 Encourage physical activity outside of physical education.
- 7.04 Suitable modified courses shall be provided for students physically or mentally unable or unfit to take the course or courses prescribed for other pupils.
- 7.05 A student may be exempted from physical education and physical activity requirements by seeking a waiver from the local school board of directors. The local school board of directors may grant such a waiver based upon the following criteria:
- 7.05.1 The student must present a statement by the student's attending physician indicating that participation in physical education and physical activity will jeopardize the student's health or well-being; or
 - 7.05.2 The parent and student must show that attending physical education classes will violate the student's religious beliefs and would not be merely a matter of personal objection. The parent or student must be members of a recognized religious faith that objects to physical education as part of its official doctrine or creed.
 - 7.05.3 The local school board of directors shall encourage a student granted a waiver under Section 7.05 of these rules to take, as an alternative to

physical education, appropriate instruction in health education or other instruction in lifestyle modification if an exemption is granted.

- 7.06 Each school shall develop a physical education program that fits effectively and efficiently into the school's existing organization and into the standards and curriculum frameworks adopted by the State Board of Education, while incorporating the goals of these rules.
- 7.07 Nothing in Section 7.0 of these rules shall be construed to require any school or school district to hire personnel certified (or licensed) in physical education.
- 7.08 The State Board of Education shall submit to the House Interim Committee on Education and the Senate Interim Committee on Education for the committees' review any proposed rules regarding physical education or physical activity standards for grades kindergarten through twelve (K-12) developed pursuant to Section 7.0 of these rules that exceed the maximums identified in Section 7.01 of these rules.
- 7.09 At a minimum, school districts will work with their local School Nutrition and Physical Activity Advisory Committee to:
 - 7.09.1 Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.;
 - 7.09.2 Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;
 - 7.09.3 Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games;
 - 7.09.4 Encourage the development of and participation in family-oriented community-based physical activity programs; and,
 - 7.09.5 Incorporate into the school ACSIP the strategies to be employed to achieve the requirements set forth in section 7.0 of these rules.
- 7.10 Physical Education Instruction in Grades Kindergarten Through Six (K-6): For grades K-6, physical education classes will have a maximum student to adult ratio of thirty to one (30:1).
 - 7.10.1 At least one of the adults directly supervising the physical education classes must be a licensed physical education teacher or licensed elementary teacher. The licensed physical education teacher or licensed

elementary teacher will be responsible for the delivery of physical education instruction.

7.10.2 Non-licensed personnel may assist in filling the thirty to one (30:1) student to adult ratio requirement if they are trained and assigned to supervise physical education classes.

7.11 Physical Education Instruction in Grades Seven Through Twelve (7-12): For grades 7-12, physical education instruction must be provided by a licensed physical education teacher with a license that corresponds to the grade levels being taught.

8.00 GENERAL REQUIREMENTS FOR FOOD AND BEVERAGES IN PUBLIC SCHOOLS

8.01 Access to Foods and Beverages in Public Schools

8.01.1 Elementary students will not have access to ~~vended~~ vending machines offering food and beverages anytime, anywhere on school premises during the school day.

8.01.2 During the school day, ~~an elementary school site~~ all schools may ~~not~~ serve or provide access to, ~~through direct or indirect sales, or use as a reward,~~ any ~~FMNV or competitive food~~ food or beverage that is compliant with Smart Snacks regulations. This includes ~~FMNV and~~ competitive foods given, ~~sold,~~ or provided by school administrators, or staff (principals, coaches, teachers, club sponsors, etc.) students or student groups, parents or parent groups, or any other person, company or organization associated with the school site. ~~Exceptions to this requirement are listed in Section 8.02 of these rules.~~

8.01.2.1 The school district shall maintain documentation that all food(s) and/or beverage(s) comply by utilizing the Alliance for a Healthier Generation Smart Snacks Calculator, including a copy of the Smart Snacks Calculator product compliance screen and a copy of the nutrition fact label of the product.

8.01.2.2 Outside of meal service, schools shall limit the number of servings per day to one per student/grade/group/building.

8.01.2.2.1 These servings shall not be served in the food service area during meal service.

~~8.01.3 In elementary schools, the Child Nutrition Program may only sell food items in the cafeteria, during meal periods that are already offered as a component of a reimbursable meal during the school year, including extra milk, fresh fruits, vegetables, and/or an extra meal meeting the same requirements of the reimbursable meal. School food service departments shall not sell or give extra servings of desserts, French fries and/or ice cream.~~

8.01.3 During the school day, at middle, junior high and high school sites, all schools shall not serve, provide access to, through direct or indirect sales, or use as a reward, any FMNV or are prohibited from selling competitive food or beverages to students anywhere on school premises except:

8.01.3.1 Prior to the start of the first classes of the official school day; or

8.01.3.2 Thirty (30) minutes after the last lunch period has ended.

8.01.3.3 This prohibition includes FMNV and competitive foods and beverages given, sold or provided by school administrators, or staff (principals, coaches, teachers, club sponsors, etc.) students or student groups, parents or parent groups, or any other person, company or organization associated with the school site.

8.01.3.4 Foods and beverages sold shall be compliant with Smart Snacks regulations, and carbonated and sweetened non-carbonated beverages shall be restricted to no more than twelve (12) ounces per container and fifty-five (55) milligrams of caffeine per serving.

8.01.3.5 The school district shall maintain documentation that all food(s) and/or beverage(s) comply by utilizing the Alliance for a Healthier Generation Smart Snacks Calculator, including a copy of the Smart Snacks Calculator product compliance screen and a copy of the nutrition fact label of the product.

8.01.2.1 The school district shall maintain documentation that all fundraisers to which Section 8.01.3 of these Rules applies, are approved by district administration.

~~8.01.5 In middle, junior high, and high schools, the Child Nutrition Program may only sell food items in the cafeteria, during meal periods that are already offered as a component of a reimbursable meal during the school year including extra milk, fresh fruits, vegetables, unsweetened unflavored water, and/or other food/beverage items that meet standards of maximum~~

~~portion size and/or an extra meal meeting the same requirements of the reimbursable meal.~~

8.01.4 A la carte items sold in the food service area during meal times shall be compliant with Smart Snacks regulations. This includes entrees, side dishes, second trays, and all competitive foods.

8.02 Exceptions to Limiting Access to Foods and Beverages in All Schools

8.02.1 Parents' Rights - This policy does not restrict what parents may provide for their own child's lunch or snacks. Parents may provide ~~FMNV~~ competitive foods and/or beverages or candy items for their own child's consumption, but they may not provide restricted items to other children at school.

8.02.2 School Nurses - This policy does not apply to school nurses using ~~FMNVs or candy~~ competitive foods and/or beverages during the course of providing health care to individual students.

8.02.3 Special Needs Students - This policy does not apply to special needs students whose Individualized Education Program (IEP) plan or 504 plan indicates the use of an FMNV or candy for behavior modification (or other suitable need).

8.02.4 School Events - Students may be given any food and/or beverage items during the school day for up to nine different events each school year to be determined and approved by school officials. These items may not be given during meal times in the areas where school meals are being served or consumed.

~~8.02.5 Snacks During the School Day - Snacks may be provided or distributed by the school as part of the planned instructional program, for example, afternoon snack for kindergarten students who eat early lunch. Snacks shall meet the U.S.D.A. Child and Adult Care Snack Patterns.~~

8.02.5 Foods for Instructional Purposes - Foods integrated as a vital part of the instructional program are allowed at any time. Examples include edible manipulatives such as a square of cheese to teach fractions, a nutrition food experience, food production in family and consumer science units, and food science units.

8.02.6 U.S.D.A. Fresh Fruit and Vegetable Program - Fresh fruits and fresh vegetables may be provided through this program, which is administered by the Arkansas Department of Education Child Nutrition Unit and funded through the Food, Conservation, and Energy Act of 2008 to provide all

children in participating schools with a variety of free, fresh fruits and fresh vegetables throughout the school day.

8.02.7 Self-Sustaining Fresh Fruit and Vegetable Program - Fresh fruits and fresh vegetables may be provided through this program administered at the local school level and funded through local Child Nutrition Funds (when exceeding an operating balance of three (3) months), school-sponsored groups, and/or private entities within the community. Schools participating in this program attest that the intent of the federal Fresh Fruit and Vegetable Program will be followed, including, but not limited to the requirements for only fresh fruits and fresh vegetables, nutrition education, and community involvement.

8.02.8 School Testing Days - Students may be given any food and/or beverage items that meet the Alliance for a Healthier Generation Smart Snacks Calculator requirements during the school day on scheduled testing days each school year to be determine and approved by school officials.

~~8.03 New or renewed vending contracts for carbonated and sweetened non-carbonated beverages will be restricted to no more than twelve (12) ounces per vended container. This requirement does not apply to contracts with an effective date on or before August 8, 2005.~~

9.00 NUTRITION STANDARDS FOR FOODS AND BEVERAGES

9.01 The Arkansas Child Health Advisory Committee nutrition standards will apply to all foods and beverages served, sold, or made available to students on elementary, middle, junior high and high school campuses (except the reimbursable school meals, which are governed by U.S.D.A. federal regulations). All schools will be required to meet federal Smart Snacks regulations and document compliance using the Alliance for a Healthier Generation Smart Snacks Calculator.

9.02 A list of the maximum portion size restrictions and nutrition standards will be provided to school districts. This list will apply to all foods and beverages served, sold, or made available to students during the school day at any school site with the exception of reimbursable school meals which have nutrition standards governed by the federal law and regulations.

9.02.1 Prior to each school year, on or before April 1, the updated list of maximum portion sizes and nutrition standards for foods and beverages will be developed by the Arkansas Child Health Advisory Committee and distributed by the Arkansas Department of Education via Commissioner's Memo.

- 9.02.2 Compliance will be monitored by the Arkansas Department of Education in addition to the self-monitoring by the Local School Nutrition and Physical Activity Advisory Committee.
- 9.02.3 ~~All FMNV or competitive food beverages sold to students will be restricted to no more than twelve (12) ounces per vended container. The only exception for a larger portion size will be unsweetened unflavored water.~~
- 9.02.3 A choice of two (2) fruits and/or 100% fruit juices must be offered for sale at the same time and place whenever competitive foods are sold. Fruits should be fresh whenever possible. Frozen and canned fruits should be packed in natural juice, water, or light syrup.
- 9.02.4 At the point of choice, at least 50% of beverage selections in vending machines, school stores and other sales venues shall be 100% fruit juice, low-fat or fat-free milk, and unflavored unsweetened water.
- 9.02.5 At middle school and high school levels, local leaders are encouraged to implement vending policies that encourage healthy eating by students.
- 9.02.6 Any modification or revisions of vending contracts in existence prior to August 8, 2005, must be in full compliance with all sections of the Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools as approved by the State Board of Education.
- 9.02.7 Nothing in these rules shall be construed to prohibit or limit the sale or distribution of any food or beverage item through fund raisers by students, teachers, or other groups when the items are sold off the school campus.

10.00 NUTRITION EDUCATION

- 10.01 The Arkansas Department of Education shall promote grade-appropriate nutrition education as part of a broad based integrated health education program that is aligned with the Arkansas Physical Education and Health Education Framework. The Child Nutrition Unit of the Department of Education shall review nutrition standards prior to implementation. Examples of integration into the curriculum include comprehensive health education courses and Career Education courses which are taught within Family and Consumer Sciences, such as Nutrition and Wellness and/or Foods and Nutrition.
- 10.02 The Arkansas Department of Education and the Department of Career Education will provide technical assistance in helping schools integrate health education curricula that will include the nutrition components.

- 10.03 Implementation of grade-appropriate nutrition education through a comprehensive education program will be included in the school improvement process.

11.00 HEALTHY SCHOOL ENVIRONMENT

- 11.01 No food or beverage shall be used as rewards for academic, classroom or sport performances and/or activities. For exceptions to this requirement, see Section 8.02 of these rules.
- 11.02 All school cafeterias and dining areas should reflect healthy nutrition environments.
- 11.03 Schools should ensure that all students have access to school meals. Schools should not establish policies, class schedules, bus schedules or other barriers that directly or indirectly restrict meal access.
- 11.04 Drinking water via water fountains or other service receptacle should be available without charge to all students on campus according to Arkansas Department of Health standards.

12.00 SCREENING PROCESS FOR BMI ASSESSMENT

- 12.01 All children in Kindergarten (K), grade two (2), grade four (4), grade six (6), grade eight (8), and grade ten (10) shall have their height and weight assessed to calculate body mass index for age percentile.
- 12.01.1 This requirement applies to public schools.
- 12.01.2 The responsibility for enforcement of this section rests equally with each school district.
- 12.01.3 Nothing in these rules shall preclude voluntary screening of any educational grade or preclude the referral of any child, regardless of grade, whom the parent, teacher or school nurse feels should be screened or examined unless the school has received written refusal from the student's guardian.
- 12.01.4 Each school district shall follow the approved screening process as outlined in the Height and Weight Measurement Training Manual.
- 12.02 Screening equipment shall include but is not limited to:

12.02.1 Stadiometer;

12.02.2 Scales for measuring weight; and

12.02.3 Carpenter's square.

12.03 Training/Assurance:

12.03.1 The Arkansas Department of Education in conjunction with the Arkansas Department of Health shall develop standards for training school nurses or other school designees to perform body mass index for age assessments.

12.03.2 The Department of Health in consultation with the Department of Education shall assign all community health nurses under its supervision to work with schools to assure that body mass index for age assessment protocols are followed by school employees or their designees who conduct body mass index for age assessments and other student health screenings.

12.04 Reporting:

12.04.1 Beginning with kindergarten and then in even numbered grades, schools will be required to include, as a part of a student health report to parents, a body mass index percentile by age for each student in a private and confidential manner.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS GOVERNING ETHICAL GUIDELINES AND
PROHIBITIONS FOR EDUCATIONAL ADMINISTRATORS, EMPLOYEES,
BOARD MEMBERS AND OTHER PARTIES**

~~March 2014~~ _____

1.00 REGULATORY AUTHORITY

- 1.01 These rules and regulations shall be known as the Arkansas Department of Education Rules Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members and other parties.
- 1.02 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-24-101 et seq., ~~and 25-15-201 et seq.~~ and Act 846 of 2015.

2.00 PURPOSE

- 2.01 The purpose of these rules is to set forth certain ethical guidelines and prohibitions for educational administrators, employees, board members and other parties which involve contracts, transactions or agreements with Arkansas public school districts, charter schools, educational cooperatives or any publicly supported entity having supervision over public educational entities excluding institutions of higher education.

3.00 DEFINITIONS

Unless otherwise specifically stated herein, the term:

- 3.01 "Administrator" means any superintendent, assistant superintendent or his/her equivalent, open-enrollment public charter school director, school district treasurer, business manager, or other individual responsible for entity-wide purchasing. *The determining factor for being considered an "administrator" for the purposes of these regulations is the actual or implied authority of an individual to make purchases on behalf of the entire organization. This definition excludes many building principals (whose purchasing authority is often limited to their own school), but could include athletic directors or others. Classified employees serving in food services, business/accounting or other capacities may also be considered "administrators" when they exercise autonomous system-wide purchasing authority.*
- 3.02 "Board" means local school boards or other governing bodies of public educational entities;
- 3.03 "Board Member" means any board member, director, or other member of a

governing body of a public educational entity;

- 3.04 “Board of Education” means the State Board of Education;
- 3.05 “Commissioner” means the Commissioner of the Arkansas Department of Education or his or her designee.
- 3.06 “Commodities” means all supplies, goods, material, equipment, computers, software, machinery, facilities, personal property, and services, other than personal and professional services, purchased for or on behalf of a public educational entity;
- 3.07 “Compensation or other benefits” means any monetary or non-monetary gain including without limitation, salary, fringe benefits, gratuities and bonuses received by owners, officers, directors, trustees, partners, managerial employees, or other executive level employees.
- 3.07.1 The definition does not include compensation or other benefits received by the following individuals:
- 3.07.1.1 Non-managerial or non-executive level employees
- 3.07.1.2 Clerical or other similar hourly compensated employees
- 3.07.1.3 Individuals who own ~~less than a five percent (5%)~~ five percent (5%) or less interest in a company or entity; and
- 3.07.1.4 Individuals who own stock or other equity holdings in any publicly held company.
- 3.08 “Contract” means any transaction or agreement for the purchase, lease, transfer, or use of real property or personal property and personal or professional services, including but not limited to, motor vehicles, equipment, commodities, materials, services, computers or other electronics, construction, capital improvements, deposits, and investments;
- 3.09 “Contract disclosure form” means the form herein incorporated and attached to these rules as Appendix Form B;
- 3.10 “Day” means a working day in which the Arkansas Department of Education is open to transact official governmental business;
- 3.11 “Department” means the Arkansas Department of Education;

- 3.12 “Directly” or “directly interested” means receiving compensation or other benefits personally or to an individual’s household from the person, business, or entity contracting with the public educational entity;
- 3.13 “Emergency purchase” means purchases mandated by unforeseen and unavoidable circumstances in which human life, health, or public property is in immediate jeopardy; and the expenditure is necessary to preserve life, health, or public property;
- 3.14 “Employee” means a full-time employee or part-time employee of a public educational entity;
- 3.15 “Employment contract” means an agreement or contract between an employer and an employee in which the terms and conditions of the employment are provided.
- 3.16 “Family” or “family members” means:
- 3.16.1 An individual’s spouse;
 - 3.16.2 Children of the individual or the children of the individual’s spouse;
 - 3.16.3 The spouse of a child of the individual or the spouse of a child of the individual’s spouse;
 - 3.16.4 Parents of the individual or parents of the individual’s spouse;
 - 3.16.5 Brothers and sisters of the individual or brothers and sisters of the individual’s spouse;
 - 3.16.6 Anyone living or residing in the same residence or household with the individual or in the same residence or household with the individual’s spouse; or
 - 3.16.7 Anyone acting or serving as an agent of the individual or as an agent of the individual’s spouse.
- 3.17 “Financial interest” in a business or other entity means:
- 3.17.1 Ownership of more than a five percent (5%) interest;
 - 3.17.2 Holding a position as officer, director, trustee, partner, or other top level management; or

- 3.17.3 Being an employee, agent, independent contractor, or having any other arrangement in which the individual's compensation is based in whole or in part on transactions with the public educational entity.
- 3.17.4 "Financial interest" does not include:
- 3.17.4.1 The ownership of stock or other equity holdings in any publicly held company; or
 - 3.17.4.2 Clerical or other similar hourly compensated employees.
- 3.18 "Gratuity" means a payment, loan, subscription, advance, deposit of money, travel, services or anything having a present market value of one hundred dollars (\$100) or more unless consideration of substantially equal or greater value is received;
- 3.19 "Indirectly" or "indirectly interested" means that a family member, business, or other entity in which the individual or family member has a financial interest will receive compensation or benefits;
- 3.20 "Initially employed" means:
- 3.20.1 Employed in either an interim or permanent position for the first time or following a severance in employment with the school district; or
 - 3.20.2 A change in the terms and conditions of any existing contract, excluding:
 - 3.20.2.1 Any renewal of a teacher contract under Ark. Code Ann. § 6-17-1506;
 - 3.20.2.2 Renewal of a noncertified employee's contract that is required by law; or
 - 3.20.2.3 Movement of an employee on the salary schedule that does not require board action.
- 3.21 "Public educational entity" means Arkansas public school districts, charter schools, education service cooperatives, or any publicly-supported entity having supervision over public educational entities. "Public educational entity" does not include institutions of higher education.
- 3.22 "Unusual and limited circumstances" means, without limitation, those circumstances that are uncommon, rare and restricted.

3.22.1 For the purposes of employment contracts, unusual and limited circumstances may include without limitation, a shortage of qualified candidates.

3.22.2 For contracts and transactions other than employment contracts, unusual and limited circumstances may include without limitation: the selected vendor being the only vendor within a reasonable distance offering the required services; or the selected vendor offering the lowest bid for prices or services as compared to two (2) or more other bidders.

3.23 “Written resolution” means the form herein incorporated and attached to these rules and regulations as Appendix Form C.

4.00 COMPLIANCE WITH OTHER LAWS AND RULES

4.01 Nothing in these rules alters or diminishes other statutory or regulatory requirements regarding purchasing, contracting, bidding, disposition of property, or other transactions with public educational entities.

4.02 Nothing in these rules alters or diminishes the professional and/or ethical obligations of licensed personnel.

5.00 GENERAL PROHIBITION

5.01 No board member, administrator, or employee shall knowingly use or attempt to use his or her official position to secure unwarranted privileges or exemptions for himself or others.

5.02 While serving as a board member, administrator, or employee, an individual shall not accept employment, contract, or engage in any public or professional activity that a reasonable person would expect might require or induce him or her to disclose any information acquired by the member by reason of his or her official position that is declared by law or regulation to be confidential.

5.03 No board member, administrator, or employee shall knowingly disclose any confidential information gained by reason of his or her position, nor shall the member knowingly otherwise use such information for his or her personal gain or benefit.

5.04 Nothing in these rules prohibits board members, administrators, or employees of public educational entities from donating services or property to a public educational entity.

6.00 GENERAL ETHICAL STANDARDS FOR NON-EMPLOYEES

Any effort by a nonemployee to influence a public educational entity board member, administrator, or employee to breach the standards of ethical conduct stated in these rules and Ark. Code Ann. § 6-24-101 et seq. is a breach of ethical standards punishable under the criminal penalties set forth in Ark. Code Ann. § 6-24-101 et seq.

7.00 RESTRICTIONS ON EMPLOYMENT OF PRESENT AND FORMER ADMINISTRATORS

7.01 Unless written approval is granted by the Commissioner it is a breach of ethical standards for an administrator to be or become the employee, agent, or independent contractor of any party contracting with the public educational entity the administrators serve. The Commissioner's approval letter shall be filed with and maintained by the public educational entity employing the administrator.

7.02 Unless written approval is granted by the Commissioner it is a breach of ethical standards for administrators to engage in selling or attempting to sell commodities or services to the public educational entity they served or were employed by for one (1) year following the date employment or service ceased.

8.00 GRATUITIES AND KICKBACKS

8.01 It is a breach of the ethical standards for any person to offer, give, or agree to give any board member, administrator, or employee a gratuity or an offer of employment in connection with any contract or transaction of a public educational entity.

8.02 It is a breach of the ethical standards for any board member, administrator, or employee to solicit, demand, accept, or agree to accept from another person or entity a gratuity or an offer of employment in connection with any contract or transaction of a public educational entity.

8.03 It is a breach of the ethical standards for any payment, gratuity, or offer of employment to be made by or on behalf of a person or an entity as an inducement for the award of a contract or transaction with a public educational entity.

9.00 EMERGENCY PURCHASES

9.01 Any emergency purchases or contracts with a public educational entity shall be exempt from the prohibitions of these rules.

9.02 Emergency purchases shall only be used for the preservation of life, health or public property, and shall not be used to substantially improve the condition of an

asset of the public educational entity, the board member, administrator or employee of the public educational entity prior to the emergency.

- 9.03 Each public educational entity shall maintain records and copies of all documentation relating to and supporting a determination that the transactions qualify as emergency purchases.
- 9.04 Any person using emergency purchases to avoid the intent of these rules shall be guilty of violating these rules and shall be subject to the penalties provided for in these rules and in Ark. Code Ann. § 6-24-101 et seq.

10.00 SCHOOL BOARDS

- 10.01 **General Prohibition:** Except as otherwise provided, it is a breach of the ethical standards for a board member to contract with the public educational entity the member serves if the board member has knowledge that he or she is directly or indirectly interested in the contract.
- 10.02 **Employment of Family Members:** A board member's family member may not be initially employed by the public educational entity the member serves during the member's tenure of service on the local board for compensation in excess of five thousand dollars (\$5,000) unless the Commissioner issues a letter of exemption and approves the employment contract based on unusual and limited circumstances.
- 10.02.1 The determination of unusual and limited circumstances shall be at the sole discretion of the Commissioner as further defined by these rules.
- 10.02.2 A family member of a school board member who was employed by the public educational entity during the school year immediately preceding the election of the board member may continue employment with the public educational entity under the same terms and conditions of the previously executed contract and any renewal of the contract under Ark. Code Ann. § 6-17-1506.
- 10.02.3 Subject to the local board's written policy, a qualified family member of a board member may be employed as a substitute teacher, substitute cafeteria worker, or substitute bus driver for a period of time not to exceed a total of thirty (30) days per fiscal year for the public educational entity served by the board member.
- 10.02.4 No employment contract that is prohibited under this section is valid or enforceable by any party to the employment contract until approved in writing by the Commissioner.

10.02.5 The Commissioner's approval of an employment contract may include restrictions and limitations that are by this section incorporated as terms or conditions of the contract.

10.02.6 Excluding any renewal of a contract under Ark. Code Ann. § 6-17-1506, any change in the terms and conditions of an employment contract, a promotion, or a change in employment status for a family member of a school board member employed by a public educational entity that will result in an increase in compensation of more than two thousand five hundred dollars (\$2,500) must be approved in writing by the Commissioner before any change in the terms or conditions of the employment contract or promotion or changes in employment status are effective, valid, or enforceable.

10.03 Exceptions:

10.03.1 Board Approval: In unusual or limited circumstances, a public educational entity's board may approve a contract, but not an employment contract, between the public educational entity and the board member or the member's family if the board determines that the contract is in the best interest of the public educational entity.

10.03.1.1 In unusual or limited circumstances, a public educational entity's board may approve an employment contract as provided in this section.

10.03.1.2 The approval by the public educational entity's board shall be documented by written resolution (Form C) after fully disclosing the reasons justifying the contract or employment contract in an open meeting. Such disclosure should include without limitation the contract disclosure form (Form B). The resolution shall state the unusual and limited circumstances necessitating the contract or employment contract and shall document the restrictions and limitations of the contract or employment contract.

10.03.1.3 If any proposed contract or employment contract is with a family member of a board member or a board member directly or indirectly interested in the proposed contract or employment contract, then the board member shall leave the meeting until the

voting on the issue is concluded, and the absent member shall not be counted as having voted.

- 10.03.2 Independent Approval: If it appears the total transactions or contracts with the board member or a family member for a fiscal year total, or will total, ~~five ten~~ thousand dollars (~~\$5,000~~\$10,000) or more, the superintendent or other chief administrator of the public educational entity shall forward the written resolution (Form C) along with all relevant data, including Form B, to the Commissioner for independent review and approval.
- 10.03.2.1 The written resolution and other relevant data shall be sent by certified mail, return receipt requested, or other method approved by the State Board of Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.
- 10.03.2.2 Upon review of the submitted data for any contract, including an employment contract, the Commissioner, within twenty (20) days of receipt of the resolution and other relevant data, shall approve or disapprove in writing the board's request.
- 10.03.2.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data are needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.
- 10.03.2.4 If the Commissioner does not respond to the public educational entity within the twenty-day period or request additional time or data for proper review of the contract, the contract shall be deemed to be approved by the Commissioner.
- 10.03.2.5 If approved, the Commissioner shall issue an approval letter stating all the relevant facts and circumstances considered and any restrictions or limitations pertaining to the approval. The Commissioner may grant the approval for a particular transaction or contract, a series of related transactions or contracts, or employment contracts.

However, the approval shall not be granted for a period greater than two (2) complete and consecutive fiscal years, excluding employment contracts.

10.03.2.6 No contract subject to the Commissioner's review and approval shall be valid or enforceable until an approval letter has been issued by the Commissioner or the Commissioner fails to respond to the public educational entity within the time periods specified in this section.

- 10.04 Records: The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to transactions or contracts with board members or members of their families.
- 10.05 Providing False or Incomplete Information: Any board member or other person knowingly furnishing false information or knowingly not fully disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and Ark. Code Ann. § 6-24-101 et seq.
- 10.06 School board members should also be mindful of the requirements of Ark. Code Ann. § 6-13-616, which prohibits school board members from being employed by the school district they serve.

11.00 ADMINISTRATORS

- 11.01 Except as otherwise provided, it is a breach of the ethical standards for an administrator to contract with the public educational entity employing him or her if the administrator has knowledge that he or she is directly or indirectly interested in the contract.
- 11.02 Except as otherwise provided, it is a breach of the ethical standards for an administrator to contract with any public educational entity if the administrator has knowledge that he or she is directly interested in the contract.
- 11.03 Family Members as Employees: These rules do not prohibit an administrator's family members from being employed by the public educational entity the administrator serves or any other public educational entity. However, a member of an administrator's immediate family or former spouse may not be initially employed as a disbursing officer of the public educational entity where the administrator is employed unless the public educational entity receives written

approval from the Commissioner. Before issuing written approval or denial, the Commissioner shall request the Division of Legislative Audit to review the internal controls, including the segregation of duties, present at the public educational entity. The Division of Legislative Audit shall report its findings to the Commissioner.

11.04 Exceptions:

- 11.04.1 In unusual and limited circumstances and only with prior written approval from the Commissioner, an administrator may contract with a public educational entity other than the public educational entity employing him or her.
- 11.04.2 In unusual and limited circumstances and only with prior written approval from the Commissioner, an administrator's family members may contract with a public educational entity employing the administrator.
- 11.04.3 An administrator seeking to contract with other public educational entities, or an administrator's family member seeking to contract with the public educational entity employing the administrator, shall first present the request, with all relevant facts and circumstances justifying approval, to the board currently employing the administrator at an open meeting. Such request should include without limitation the contract disclosure form (Form B).
- 11.04.4 After reviewing the request in an open meeting, the board may, by written resolution (Form C), approve the contract subject to approval by the Commissioner. A copy of the approval resolution (Form C) and all relevant data, including Form B, shall be forwarded by the board president to the Commissioner.
- 11.04.4.1 The written resolution and other relevant data shall be sent by certified mail, return receipt requested, or other method approved by the State Board of Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.
- 11.04.4.2 Upon review of the submitted data, the Commissioner shall, within twenty (20) days of receipt of the resolution and other relevant data,

approve or disapprove in writing the board's request.

11.04.4.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data is needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.

11.04.4.4 If the Commissioner does not respond to the public educational entity within the twenty-day period or request additional time or data for a proper review of the contract, the contract shall be deemed to be approved by the Commissioner.

11.04.4.5 If approved, the approval letter shall state all relevant facts and circumstances considered in the approval and shall state any restrictions or limitations of the approval. The Commissioner may grant an approval for a particular transaction or a series of related transactions. No approval shall be granted for a period greater than two (2) complete and consecutive fiscal years.

11.04.5 The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to an exemption from the provisions of these rules.

11.04.6 A contract subject to this section is not valid until the Commissioner:

11.04.6.1 Approves the contract; or

11.04.6.2 Fails to respond to the public educational entity within the time periods specified in this section.

11.05 Providing False or Incomplete Information: Any administrator knowingly furnishing false information or knowingly not disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and Ark. Code Ann. § 6-24-101 et seq.

11.06 "Contract" defined: For the purposes of this section only, "contract" does not
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apply to employment contracts issued to an administrator of a public educational entity for administrative or other duties such as, but not limited to, teaching, bus driving, or sponsorship of clubs or activities.

- 11.07 Compensation for Officiating Athletic Events: Nothing in this section prohibits administrators from receiving compensation for officiating school-sponsored athletic activities with any public education entity.
- 11.08 Compensation for Conducting Seminars: Nothing in this section prohibits administrators from receiving compensation for conducting seminars for, or making presentations to, public educational entities other than the public educational entity employing them.

12.00 EMPLOYEES

- 12.01 Except as otherwise provided, it is a breach of the ethical standards for an employee to contract with the public educational entity employing him or her if the employee has knowledge that he or she is directly interested in the contract.

12.02 Exceptions

- 12.02.1 Approval by Board: In unusual and limited circumstances, a public educational entity's board may approve a contract between the public educational entity and the employee if the board determines that the contract is in the best interest of the public educational entity.

- 12.02.1.1 The approval by the public educational entity's board shall be documented by written resolution (Form C) after fully disclosing the reasons justifying the contract in an open meeting. Such disclosure should include without limitation the contract disclosure form (Form B). The resolution shall state the unusual circumstances necessitating the contract and shall document the restrictions and limitations of the contract.

- 12.02.1.2 Any board member directly or indirectly interested in the proposed contract shall leave the meeting until the voting on the issue is concluded, and the absent member shall not be counted as having voted.

- 12.02.2 Independent Approval: If it appears that the total transactions with

an employee for a fiscal year total, or will total, ~~five~~ ten thousand dollars (~~\$5,000~~ \$10,000) or more, the superintendent or other chief administrator of the public educational entity shall forward the written resolution (Form C) along with all relevant data, including Form B, to the Commissioner for independent review and approval.

- 12.02.2.1 The written resolution and other relevant data shall be sent by certified mail, return receipt requested, or other method approved by the State Board of Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.
- 12.02.2.2 Upon review of the submitted data, the Commissioner shall, within twenty (20) days of receipt of the resolution and other relevant data, approve or disapprove in writing the board's request.
- 12.02.2.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data is needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.
- 12.02.2.4 If the Commissioner does not respond to the public educational entity within the twenty-day period or request additional time or data for a proper review of the contract, the contract shall be deemed to be approved by the Commissioner.
- 12.02.2.5 If approved, the Commissioner shall issue an approval letter stating all relevant facts and circumstances considered and any restrictions or limitations pertaining to the approval. The Commissioner may grant the approval for a particular transaction or series of related transactions. However, approval shall not be granted for a period greater than two (2) complete and consecutive fiscal years.

- 12.02.2.6 No contract subject to the Commissioner's review and approval shall be valid or enforceable until an approval letter has been issued by the Commissioner or the Commissioner fails to respond to the public educational entity within the time periods specified in this section.
- 12.03 Documentation: The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to transactions with employees.
- 12.04 Providing False or Incomplete Information: Any employee or other person knowingly furnishing false information or knowingly not fully disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and of Ark. Code Ann. § 6-24-101 et seq.
- 12.05 "Contract" defined: For the purposes of this section only, the term "contract" does not apply to employment contracts issued to public educational entity employees or other transactions for the performance of teaching or other related duties such as, but not limited to, bus driving, sponsorship of clubs or activities, tutoring, summer school duties, or working at school sponsored events.
- 12.06 Technology Employees: All transactions involving the purchase, lease, acquisition, or other use of computers, software, copies, or other electronic devices from family members of an employee responsible for establishing specifications or approving purchases of such equipment shall be approved according to the requirements of this section regarding the purchase from an employee with a direct interest in the transaction.

13.00 REIMBURSEMENT OF EXPENSES

Nothing in these rules prevents board members, administrators, or employees from being reimbursed by the appropriate public educational entity for necessary and documented travel or other job-related expenses in accordance with law and school district policy.

14.00 EDUCATIONAL AWARDS, RECOGNITIONS, GRANTS AND GIFTS

Nothing in these rules prohibits administrators or employees of public educational entities from receiving monetary or other awards, grants, or benefits from entities generally recognized as providing benefits based upon exceptional skills or exemplary contributions to education.

15.00 REGISTRATION, TRAVEL, CONVENTIONS AND SEMINARS

- 15.01 Board members, administrators and employees of a public educational entity are prohibited from receiving any payment or reimbursement from a vendor for any registration, travel, lodging, food, entertainment or other expenses not directly associated with an educational interest or business interest of the public educational entity.
- 15.02 Board members, administrators and employees of a public educational entity are prohibited from receiving any trip or attending any convention or seminar which is paid for by a vendor when the purpose for the trip or attendance at the convention or seminar is not directly associated to an educational interest or business interest of the public educational entity.
- 15.03 Board members, administrators and employees of a public educational entity are prohibited from receiving any gift or award from any public educational entity except as allowed for by Arkansas law.
- 15.04 All public educational entities shall maintain a record and copy for at least three (3) years of all documentation relating to payments or reimbursements made by a vendor on behalf of a board member, administrator or employee for travel, lodging, food, registration, entertainment, or other expenses when the payments or reimbursements total \$300.00 or more per fiscal year per individual board member, administrator, or employee.
- 15.05 Any board member, administrator or employee of a public educational entity that violates any provisions of these rules may be subject to the penalties and sanctions provided for in Section 17.00 of the rules.

16.00 FILING STATEMENT OF FINANCIAL INTEREST

- 16.01 Every board member, public and charter school superintendent, or executive director of a public school or educational cooperative shall timely file a financial statement of interest as required by Ark. Code Ann. § 21-8-701 et seq. The financial statement of interest and instructions for completing and filing the financial statement of interest can be found on the website of the Arkansas Ethics Commission: <http://www.arkansasethics.com/>.
- 16.02 Any person required to file a financial statement of interest as required under Arkansas law who fails to file said financial statement of interest shall be in violation of the provisions of these rules and regulations and may be subject to the sanctions and penalties provided for in Section 17.00 of these rules.

17.00 ADMINISTRATIVE SANCTIONS AND PENALTIES

- 17.01 The Department of Education may review alleged violations of these rules and of Ark. Code Ann. § 6-24-101 et seq. If the Department of Education reviews the allegations and the Commissioner determines that there is adequate evidence of a violation, the Commissioner may refer the allegations to the State Board of Education for review. If a licensed educator is alleged to have violated these rules or Ark. Code Ann. § 6-24-101 et seq., the Commissioner may refer the allegation(s) against the licensed educator to the Professional Licensure Standards Board in lieu of following the procedures listed below.
- 17.02 Upon the State Board's approval to review the alleged violation and after reasonable notice in writing to all parties, the State Board may schedule a hearing to determine whether an administrator or employee has knowingly violated the provisions of these rules or Ark Code Ann. § 6-24-101 et seq. At the State Board hearing, a member of the Arkansas Department of Education or a member of the Professional Licensure Standards Board staff, as appropriate, shall present the allegations against the administrator or employee.
- 17.03 A hearing by the State Board shall be subject to the following procedures:
- 17.03.1 Each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the Arkansas Department of Education or the Professional Licensure Standards Board. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.
- 17.03.2 Each party will be given thirty (30) minutes to present their cases, beginning with the representative of the Arkansas Department of Education or the Professional Licensure Standards Board. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their cases.
- 17.03.3 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination, cross examination, and questioning by the State Board.
- 17.03.4 For the purposes of the record, documents offered during the hearing by the Arkansas Department of Education or the Professional Licensure Standards Board shall be clearly marked in sequential, numeric order (e.g. 1, 2, 3).

- 17.03.5 For the purposes of the record, documents offered during the hearing by the administrator or employee shall be clearly marked in sequential, alphabetic letters (e.g. A, B, C).
- 17.03.6 The Arkansas Department of Education or the Professional Licensure Standards Board shall have the burden of proving the basis for the violation by a preponderance of the evidence.
- 17.04 After presentation of all evidence, if the State Board determines that the administrator or employee knowingly violated the provisions of these rules, the State Board may provide any or all of the following administrative remedies:
- 17.04.1 Issue a letter of reprimand; or
- 17.04.2 Suspend or revoke the administrator's or teacher's Arkansas teaching license for a definite period, or permanently.
- 17.05 After reasonable notice and opportunity for a hearing, a board of a public educational entity may take appropriate administrative remedies against an administrator or employee that has allegedly violated the provisions of these rules. If an administrator or employee of a public educational entity is charged by the prosecuting attorney for a possible violation of this chapter, the public educational entity's board may, after reasonable notice and opportunity for a hearing, place the individual charged on leave, with or without pay, dismiss the individual, or provide any other proper administrative remedy. If the individual is dismissed by the board due to charges being filed for an alleged violation of these rules, any employment contracts with the public educational entity shall be deemed void from the date of the action of the board.

18.00 NOTICE OF POTENTIAL CRIMINAL PENALTIES

- 18.01 Any board member, administrator, employee, or nonemployee who shall knowingly violate the provisions of Ark. Code Ann. § 6-24-101 et seq. shall be guilty of a felony.
- 18.02 Upon pleading guilty or nolo contendere to or being found guilty of violating the provisions of Ark. Code Ann. § 6-24-101 et seq., the court shall order restitution to the public educational entity.
- 18.03 In addition, the court may fine the violator in any sum not to exceed the greater of ten thousand dollars (\$10,000) or double the dollar amounts involved in the transactions, sentence the violator to prison for not more than five (5) years, or impose both a fine and imprisonment.

19.00 REQUEST FOR REVIEW OF TRANSACTIONS

At the request of a board of a public educational entity, the executive administrator at a public educational entity, the Commissioner, or the Legislative Joint Auditing Committee, the appropriate prosecuting attorney shall review contracts or transactions for compliance with the provisions of Ark. Code Ann. § 6-24-101 et seq.

20.00 BOARD POSITION VACANT UPON CONVICTION

If a board member is found guilty of violating the provisions of Ark. Code Ann. § 6-24-101 et seq., the board member shall immediately cease to be a board member, the position is declared vacant, and a replacement shall be named as provided by law.

21.00 ENFORCEMENT OF CRIMINAL SANCTIONS BY THE PROSECUTING ATTORNEY

21.01 It shall be the duty and responsibility of the prosecuting attorneys to supervise compliance with Ark. Code Ann. § 6-24-101 et seq. and prosecute violators.

21.02 If the prosecuting attorney fails or refuses to enforce this chapter when the facts are known by the prosecuting attorney, or are called to his or her attention, the Attorney General or any citizen of this state may bring mandamus proceedings to compel the prosecuting attorney to perform his or her duties.

21.03 All criminal actions related to alleged violations of this chapter shall be filed in circuit court and shall be subject to the criminal rules and procedures of this state.

22.00 FORM PROCEDURES AND REQUIREMENTS

22.01 For purposes of these rules the following attached Forms A – C are herein incorporated into these rules as Appendix Forms A – C and supporting documents.

22.02 A public educational entity shall use Forms A – C when such form is specifically required by any section of these rules.

22.03 A public educational entity seeking independent review and approval from the Commissioner shall submit a separate contract disclosure form (Form B) and written resolution (Form C) of approval for each contract involving a different party or entity.

NOTIFICATION LETTER

(Date)

Dear Board Members, Administrators and Employees:

A.C.A. § 6-24-101 et seq. requires full open disclosure and approval before a school district board member, administrator or employee may enter into contracts or other transactions with the school district where he/she serves or is employed.

A.C.A. § 6-24-101 et seq. does not apply to reimbursements paid for proper work-related expenses. However, in the case of hiring family members of administrators and/or board members, the district must meet all requirements set forth in A.C.A. § 6-24-101 et seq.

A.C.A. § 6-24-101 et seq. applies when the board member, administrator or school employee is “financially interested” or “directly interested” in the transaction. “Financially interested” means ownership or more than 5% interest; holding a position of officer, director, trustee, partner, or top level management; and/or the employee’s compensation is based in whole or in part on transactions with the public education entity. For board members and administrators, restrictions may also apply to family members. “Directly interested” means receiving compensation or other benefits personally or to an individual’s household from the person, business, or entity contracting with the public educational entity.

Therefore, board members, administrators and employees of this district have an affirmative obligation under A.C.A. § 6-24-101 et seq. to disclose relationships with vendors before the district enters into the contract or before services are performed. Disclosure is to be made to the superintendent of the district. Forms for this purpose will be provided by the district.

All transactions involving the purchase, lease, acquisition, or other use of computers, software, copiers, or other electronic devices from family members of an employee responsible for establishing specifications or approving purchases of such equipment shall be approved according to the requirements of Arkansas law regarding the purchase from an employee with a direct interest in the transaction.

A.C.A. § 6-24-101 et seq. requires proper disclosure and approval of the transaction at an open board meeting. In certain instances, approval by the Commissioner of the Department of Education is required.

Therefore, every district board member, administrator or employee will be required to disclose any potential vendor relationship by completing a disclosure form provided by the district. Failure to fully disclose could result in criminal charges being brought against the board member, administrator or employee. A copy of A.C.A. § 6-24-101 et seq. is available in the central office if you wish to review it. The law may also be viewed at www.arkleg.state.ar.us.

Sincerely,

Superintendent

Please sign below to acknowledge receipt of this notification.

Board Member, Administrator or Employee

Date

MARK-UP

B**CONTRACT DISCLOSURE FORM**

Name of Public Educational Entity: _____

Name of Person Disclosing Transaction: _____

Note: Fully complete this form and return to the administration office. NO TRANSACTION OR SERVICE MAY BE RENDERED UNTIL THIS FORM HAS BEEN COMPLETED AND APPROVED. A.C.A. § 6-24-101 et seq. requires FULL and COMPLETE DISCLOSURE of transactions with public educational entities. KNOWINGLY FAILING to FULLY DISCLOSE pertinent information relating to a transaction could result in criminal charges.

I am a (an) Board Member Administrator Employee

Note: “Board member” means any board member, director, or other member of a governing body of a public educational entity.

“Administrator” means any superintendent or assistant superintendent or his or her equivalent, open-enrollment public charter school director, school district treasurer, business manager, or other individual directly responsible for entity-wide purchasing.

“Employee” means a full-time employee or part-time employee of a public educational entity.

Mailing Address _____ City _____ State _____ Zip _____

Home Telephone: _____ Work Telephone: _____

Nature of transaction subject to disclosure and approval: _____

Estimated dollar amount of transactions with public educational entity for entire school year: _____

Total dollar amount of transactions to date for current fiscal year: _____

Check One:

- I have an interest in the transaction with the public educational entity.
- A family member has an interest in the transaction with the public educational entity.
- Both a family member and I have an interest in the transaction with the public educational entity.

Nature of financial interest: (State how you and/or family members are financially interested in the transaction):

Justification for Approval: (State reason why you believe the transactions are in the best interest of the public educational entity. State the unusual and limited circumstances involved.)

- Check here if Emergency Transaction as defined by A.C.A. § 6-24-101(9) and Ark. Code Ann. § 6-24-109.

PLEASE ATTACH ANY OTHER ADDITIONAL INFORMATION OR DOCUMENTS YOU BELIEVE ARE NECESSARY FOR A FULL, COMPLETE, AND ACCURATE DISCLOSURE OF THE FACTS AND CIRCUMSTANCES OF THE TRANSACTIONS.

SIGNATURE: _____

DATE: _____

FOR OFFICE USE ONLY:

Date completed form received by district: _____

School Official's Signature

Telephone Number

FAX Number

Local Board Action:

APPROVED

DISAPPROVED

Date Presented to Board: _____

Board President's Signature: _____

Required to be presented to the Commissioner of the Department of Education for written approval: YES NO

Written Adopted Resolution Attached: YES NO

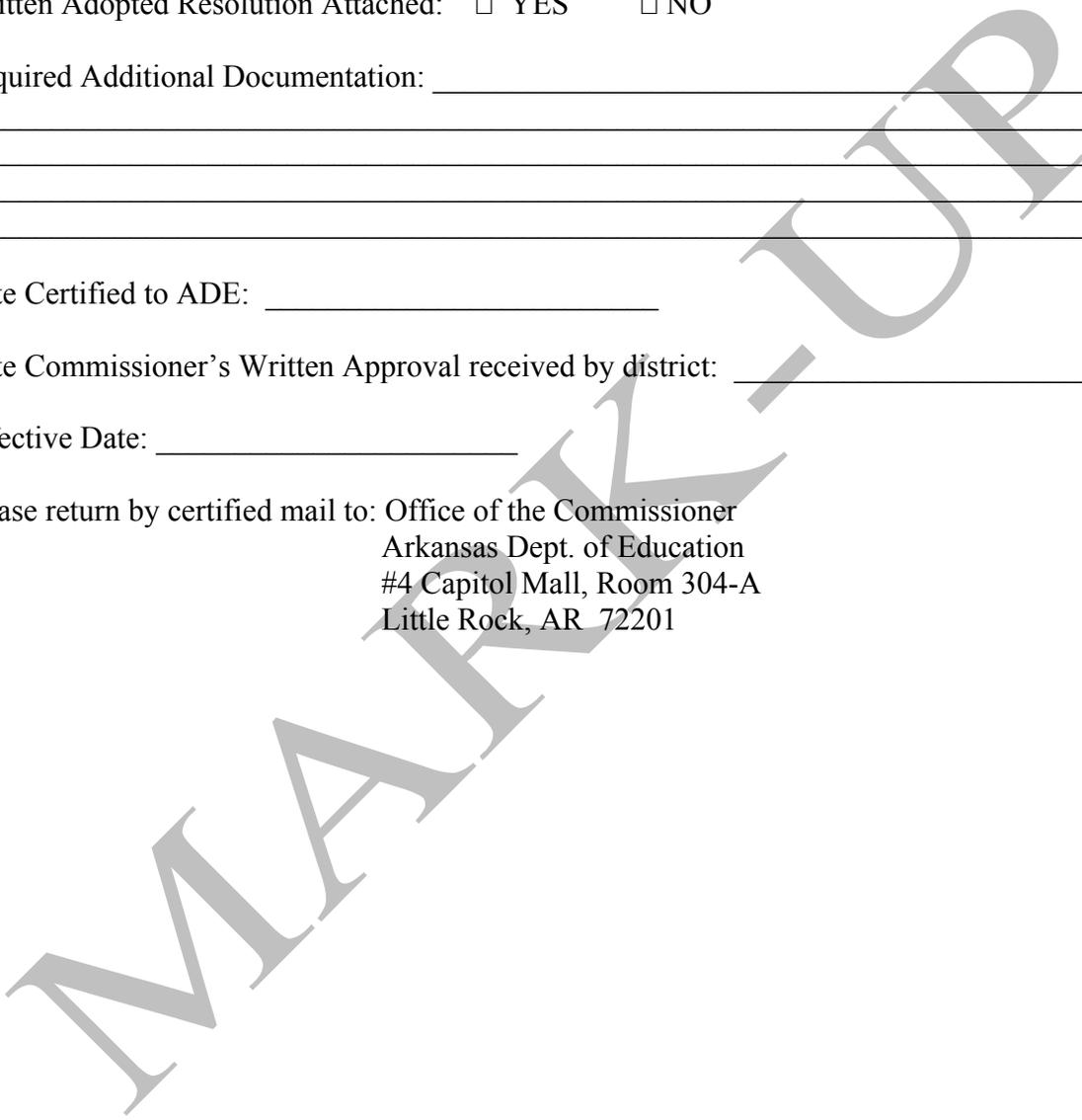
Required Additional Documentation: _____

Date Certified to ADE: _____

Date Commissioner's Written Approval received by district: _____

Effective Date: _____

Please return by certified mail to: Office of the Commissioner
Arkansas Dept. of Education
#4 Capitol Mall, Room 304-A
Little Rock, AR 72201



RESOLUTION
A.C.A. § 6-24-101 et seq.

Whereas the _____ School District Board of Directors met in a (regular/special), open, and properly-called board meeting on (MM/DD/YY), in (location).

Whereas (Number) members were present, a quorum was declared by the chair.

Whereas the Board of Directors received a recommendation to adopt a resolution to enter into a contract with _____

Full disclosure of all relationships and interest as required by A.C.A. § 6-24-101 et seq. that are relevant to proposed contract:

Specific facts and reasons for justifying the contract were:

The unusual and limited circumstances necessitating the contract were:

List of relevant data enclosed supporting the unusual and limited circumstances:

Note: For employment contracts, the following information may be necessary to support a finding of unusual and limited circumstances:

- *A copy of the job vacancy announcement or posting;*
- *A description of how/where the job vacancy announcement was posted;*
- *Copies of applications received;*
- *A list of those applicants who were interviewed;*
- *Interview/Applicant score sheets kept by the interviewer or hiring committee;*
- *A copy of the interviewer's or hiring committee's recommendation(s); and*
- *Specific justification of why the selected applicant is the best qualified candidate.*

For contracts and transactions other than employment contracts, the following information may be necessary to support a finding of unusual and limited circumstances:

- *Request for bids (if bids were required);*
- *Copies of bids submitted by interested vendors (if bids were required);*
- *Price lists or quotes by interested vendors;*
- *Number of bidders or interested vendors with names and addresses; and*
- *A list of those vendors offering similar services in the area.*

Whereas _____, board member(s) having declared an interest in the proposed contract, left the meeting prior to the discussion of the contract and did not return to the meeting room until the voting on the contract had been concluded.

Whereas the Board, after serious consideration, moved to approve the contract with:

Whereas the contract was approved with the following restrictions and/or limitations:

Whereas the period of the contract shall be from _____ to _____.

Therefore, due to the specific reasons cited above, it is hereby declared to be the intent of the _____ School District Board of Directors to award this contract to

As is required by A.C.A. § 6-24-101 et seq., the contract is contingent upon approval by the Commissioner of the Arkansas Department of Education, if required. If approval is denied, this contract approved by the Board would be null and void.

Superintendent

Board President

Date

Date

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATION SERVICE COOPERATIVES
August 2012_____

1.00 REGULATORY AUTHORITY

- 1.1 These rules shall be known as the Arkansas Department of Education Rules Governing Education Service Cooperatives.
- 1.2 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-13-1001 et seq., ~~and 25-15-201 et seq.~~, and Act 846 of 2015.

2.00 DEFINITIONS

- 2.1 “Capital Outlay Expenditures” means land, land improvements, buildings, infrastructure and equipment having a unit value of \$1,000 or more and a life expectancy of more than one year.
- 2.2 “Declining Balance” means the current year expenditures exceeding current year revenues.
- 2.3 “Education Service Cooperative” means intermediate service units in the state’s elementary and secondary education system established by the State Board of Education pursuant to Ark. Code Ann. § 6-13-1001 et seq.
- 2.4 “Fiscal integrity” means the education service cooperative’s ability to comply completely, accurately, and timely with financial management, accounting, auditing, and reporting procedures required by state or federal law and regulations.
- 2.5 “Material” means that the act, omission, or violation jeopardizes the fiscal integrity of the education service cooperative.

Source: Ark. Code Ann. § 6-13-1027

3.00 BOARD OF DIRECTORS

- 3.1 Each education service cooperative shall be governed by a board of directors consisting of one (1) representative appointed by each school district board of directors within the boundary of the education service cooperative.
- 3.2 No school district may have official representation on more than one (1) education service cooperative board of directors.
- 3.3 The board of directors of each established education service cooperative shall function as a public corporate body, shall meet, except as otherwise provided in Ark. Code Ann. § 6-13-1007 and Section 8.00 of these rules, at least eight (8) times each year, and shall exercise general fiduciary responsibilities for the education service cooperative with regard to policies and practices which guard the integrity of the agency and maintain public trust in its operation.
- 3.4 Such responsibilities, consistent with funds available, shall include, but not be limited to:
 - 3.4.1 Employment of a director of the education service cooperative who shall serve as the nonvoting executive officer of the board of directors;
 - 3.4.2 Establishment of policies and procedures for the operation and management of the education service cooperative which shall be in written form and shall be filed with the State Board of Education;
 - 3.4.3 Preparation of an annual budget estimating income and expenditures for programs and services in accordance with procedures established by the state board;
 - 3.4.4 Receipt and expenditure of funds needed to provide programs and services in the area;
 - 3.4.5 Making such surveys or other inquiries which may be required to determine the service needs of school districts in the education service cooperative and developing plans to provide such needed services;
 - 3.4.6 Employment, upon the recommendations of the director of the education service cooperative, of such personnel as may be required to provide the services requested by the school districts in the area;

- 3.4.7 Implementation of policies established by the state board for the operation of education service cooperatives;
- 3.4.8 Cooperation with other education service cooperatives, school districts, and other agencies to provide programs and services for children and adults residing within their respective areas;
- 3.4.9 Renting, leasing, purchasing, constructing, or receiving by gift such facilities and buildings as may be required to provide authorized programs and services; and
- 3.4.10 Carrying out such other duties as may be required for the efficient operation of the education service cooperative for which the board of directors is responsible.

Source: Ark. Code Ann. § 6-13-1006

4.00 MULTICOUNTY EDUCATION SERVICE COOPERATIVES - ESTABLISHMENT

- 4.1 The State Board of Education is authorized to establish a statewide system of not more than fifteen (15) multicounty education service cooperatives of school districts. Such education service cooperatives shall be intermediate service units in the state's elementary and secondary education system and as such shall be eligible to receive and expend funds from state and federal governments, school districts, and other public or private sources.
- 4.2 Education service cooperatives established by Title 6, Chapter 13, Subchapter 10 of the Arkansas Code will provide to school districts which choose to use them assistance in:
 - 4.2.1 Meeting or exceeding accreditation standards and equalizing educational opportunities;
 - 4.2.2 Using educational resources more effectively through cooperation among school districts; and
 - 4.2.3 Promoting coordination between school districts and the Department of Education in order to provide services which are consistent with the needs

identified by school districts and the educational priorities of the state as established by the General Assembly or the State Board of Education.

Source: Ark. Code Ann. § 6-13-1002

5.00 BOUNDARIES AND ADJUSTMENTS

- 5.1 The State Board of Education shall establish tentative boundaries for the system of education service cooperatives authorized by Title 6, Chapter 13, Subchapter 10 of the Arkansas Code.
- 5.2 These education service cooperatives shall be established so that:
 - 5.2.1 They include at least three (3) but no more than nine (9) counties;
 - 5.2.2 They include at least ten (10) but no more than thirty-five (35) school districts;
 - 5.2.3 They include at least twenty thousand (20,000) pupils in kindergarten through grade twelve (K-12) average daily membership;
 - 5.2.4 They include at least one (1) postsecondary education institution; and
 - 5.2.5 There is no more than fifty (50) miles distance or approximately one (1) hour driving time to the area's main offices for ninety percent (90%) of the school districts.
- 5.3 The State Board of Education may make adjustments in the boundaries when criteria such as minimum average daily membership and maximum driving distances conflict. However, no more than four (4) of the areas formed may contain fewer than twenty thousand (20,000) students. In no case shall any education service cooperative be established with fewer than twelve thousand (12,000) pupils.

Source: Ark. Code Ann. § 6-13-1003

6.00 REQUESTS FOR ESTABLISHMENT

- 6.1 Education service cooperatives shall be established when seventy-five percent (75%) of the school districts in a proposed education service cooperative area

request such action by formal resolutions filed by the school district boards of directors with the Commissioner of Education.

- 6.2 Each resolution shall, in addition to requesting establishment of an education service cooperative, indicate by name or position that school district's representative on the board of directors of the proposed education service cooperative.
- 6.3 Requests must be filed by seventy-five percent (75%) of the school district boards of directors by May 1 if an education service cooperative is to be established for the following school year.

Source: Ark. Code Ann. § 6-13-1004

7.00 ALTERATION OF BOUNDARIES

- 7.1 The State Board of Education, upon the request of one (1) or more school district boards of directors, and consistent with the provisions of § 6-13-1003, may alter the boundaries of a proposed or operational education service cooperative when it determines such alteration to be in the best interest of the school districts in the education service cooperatives involved.
- 7.2 Consistent with § 6-13-1003, a member of an education service cooperative formed after January 1, 1984, under The Public School Educational Cooperative Act of 1981, § 6-13-901 et seq., may not be moved to another education service cooperative without that member's consent.

Source: Ark. Code Ann. § 6-13-1005

8.00 EXECUTIVE COMMITTEE

- 8.1 In a meeting, with a majority of its members present and voting, the board of directors of an education service cooperative may elect from its membership an executive committee of seven (7), nine (9), or eleven (11) members.
- 8.2 Candidates for the executive committee, if one is formed, shall be chosen so that the school districts within the education service cooperative are equitably represented.

- 8.3 All subsequent members of the executive committee shall be elected by a majority vote of the board of directors in attendance at the annual meeting.
- 8.4 The function of the executive committee shall be to carry out those duties delegated to it by the governing board of directors, the provisions of Ark. Code Ann. § 6-13-1006 and Section 8.00 of these rules notwithstanding.
- 8.5 Terms of executive committee members shall be three (3) years except for the initial members which shall have terms assigned by lot so as to stagger terms to equalize as nearly as possible the number of members to be elected each year. Vacancies occurring after the annual meeting shall be filled by the executive committee until the next annual meeting.
- 8.6 Should an executive committee be established in any education service cooperative, it shall meet at least nine (9) times per year, and the requirements for board of directors meetings shall be reduced to three (3) times annually. The president of the board of directors shall serve as chair of the executive committee. No person, however, may serve in this position for more than two (2) consecutive years.

Source: Ark. Code Ann. § 6-13-1007

9.00 TEACHER CENTER AND TEACHER CENTER COMMITTEE

- 9.1 Each education service cooperative shall establish a teacher center which will provide, consistent with funds available, curriculum development assistance, educational materials, and staff development services to teachers within the school districts in the service area.
- 9.2 A teacher center committee, composed of at least one (1) representative from the staff of each school district, shall advise the director and the governing body on the staffing, programs, and operation of the teacher center.
- 9.3 The governing body of each cooperative shall determine the initial composition of the teacher center committee to achieve a balance of elementary, middle school or junior high, and high school personnel and assure that at least one-half (1/2), but not more than two-thirds (2/3), of the members are classroom teachers.
- 9.4 All positions on the committee shall be assigned to school districts by lot.

- 9.5 Each teacher must be elected by colleagues in his or her school district, and each administrator or support person shall be appointed by the superintendent.
- 9.6 Initial terms shall be determined by lot for equal or nearly equal periods of one (1), two (2), and three (3) years.
- 9.7 Thereafter, terms shall be for three (3) years.
- 9.8 The committee shall meet at least three (3) times per year.
- 9.9 In the last meeting each year, positions represented by expiring terms shall be reassigned by lot.

Source: Ark. Code Ann. § 6-13-1008

10.00 OTHER NECESSARY COMMITTEES

Each education service cooperative may establish other committees of local school personnel needed to keep its programs responsive to the schools it serves.

Source: Ark. Code Ann. § 6-13-1009

11.00 DIRECTOR

- 11.1 Each education service cooperative shall be administered by a director who shall perform the following duties:
 - 11.1.1 Administer the programs and services of the education service cooperative;
 - 11.1.2 Recommend the employment of professional and nonprofessional personnel authorized by the education service cooperative's governing body;
 - 11.1.3 Prepare the budget for adoption by the education service cooperative's governing body;
 - 11.1.4 Direct expenditures of funds within the budget; and

- 11.1.5 Perform other duties as required by the education service cooperative's governing body and the policies, rules, and regulations of the State Board of Education.
- 11.2 The director of each education service cooperative shall:
 - 11.2.1 Hold an administrator's license and meet all requirements to serve as a superintendent of schools in the State of Arkansas; or
 - 11.2.2 Have an equivalent level of education and administrative experience and obtain the approval of the state board.
 - 11.2.3 The governing body of any education service cooperative may enter into a contract with a director for a period not to exceed three (3) years.

Source: Ark. Code Ann. § 6-13-1010

12.00 PERSONNEL

- 12.1 Personnel of education service cooperatives shall be employed in accordance with laws, rules, regulations, and procedures applicable to the school districts of this state.
- 12.2 In lieu of a salary schedule, an education service cooperative annually may submit to the Department of Education a complete listing of all employees of the education service cooperative and each employee's position, salary, and benefits.
- 12.3 Licensure requirements shall be the same as those expected of persons holding similar positions in local school districts.
- 12.4 Termination or contract nonrenewal of education service cooperative personnel shall be as provided by law for the school district personnel.

Source: Ark. Code Ann. § 6-13-1011

13.00 PERSONNEL FROM THE DEPARTMENT OF EDUCATION

With the approval of an education service cooperative's governing body, the assistant commissioners in the Department of Education may assign state educational agency personnel to that education service cooperative.

Source: Ark. Code Ann. § 6-13-1012

14.00 GENERAL POLICIES, RULES AND REGULATIONS

- 14.1 The Board of Directors of each education service cooperative has the obligation to oversee administrative and program expenditures of the education service cooperative.
- 14.2 The Board of Directors of each education service cooperative shall operate the education service cooperative in accordance with all applicable state and federal laws and regulations.
- 14.3 Each education service cooperative shall adopt and file for approval by the Commissioner of Education guidelines for settling possible disputes between member school districts and in equity or jurisdictional matters relating to shared assets and services. The guidelines shall contain at a minimum:
- 14.3.1 The right of any school district within the boundaries of the education service cooperative to file a complaint regarding any issue related to the programs and services of the cooperative, or regarding any obligation of the cooperative under law or these Rules;
- 14.3.2 The right of any school district in contract with the education service cooperative under Section 19.04 to file a complaint regarding any issue related to programs and services of the cooperative for which the school district has contracted;
- 14.3.3 The procedure by which a complaint may be filed; this procedure may impose a time limitation on the filing of complaints of no less than thirty (30) days after the act or omission complained of;
- 14.3.4 The authority of the director of the education service cooperative to investigate the complaint and issue an initial written decision within no more than sixty (60) days of receipt of the complaint;

- 14.3.5 The right of the complaining party, or any affected school district, to appeal the initial decision to the board of directors or executive committee of the education service cooperative, as chosen by the cooperative in its guidelines; and
- 14.3.6 The responsibility of the board of directors or executive committee to grant a hearing on no less than thirty (30) days' notice, and to issue a final written decision within no more than sixty (60) days of receipt of the appeal.

Source: Ark. Code Ann. § 6-13-1013

15.00 LIAISON FOR SHARING AND COORDINATION OF ACTIVITIES

- 15.1 The Department of Education shall encourage sharing and coordination of activities among the education service cooperatives.
- 15.2 The Commissioner of Education shall name a person to serve as liaison between the department and the education service cooperatives.
- 15.3 This liaison shall provide information on resources and programs and be the general contact person in the department for the education service cooperatives.

Source: Ark. Code Ann. § 6-13-1014

16.00 LIAISON WITH POSTSECONDARY INSTITUTIONS

- 16.1 Each education service cooperative, in carrying out its programs and services, shall cooperate with the various state-supported postsecondary educational institutions located within its area.
- 16.2 Each such postsecondary institution, within the availability of funds and personnel, shall establish liaison with the education service cooperatives in its service area and assist them in all practical ways.

Source: Ark. Code Ann. § 6-13-1015

17.00 ANNUAL SURVEYS AND NEEDS ASSESSMENTS

- 17.1 Each education service cooperative shall conduct annual surveys and needs assessments to assist the education service cooperative in its first priority of helping school districts improve their educational programs and practices.

- 17.2 Such activities may include written surveys, visits to schools to meet with local personnel, and other means to identify local needs throughout the service area.
- 17.3 Each education service cooperative shall work with the Department of Education to conduct statewide surveys which complement, rather than duplicate, the work of the Department of Education.
- 17.4 The objective shall be to obtain statewide, area, and local data with as little duplication as possible.

Source: Ark. Code Ann. § 6-13-1016

18.00 PROGRAMS AND SERVICES

- 18.1 The programs and services of each education service cooperative shall be based upon the needs of the school districts included in its service area and upon the educational priorities of the state.
- 18.2 Each education service cooperative shall provide a teacher center as its basic curriculum and staff development capability.
- 18.3 Education service cooperatives may provide shared educational programs and services such as needs assessment and school improvement planning, staff development, curriculum development, itinerant teachers, instructional materials, adult and vocational education, programs for gifted and talented, education for children with disabilities, alternative educational programs, secondary area vocational centers, community-based education programs and other services which the State Board of Education may approve or which school districts may support with local funds.

Source: Ark. Code Ann. § 6-13-1017

19.00 PARTICIPATION OF LOCAL SCHOOL DISTRICTS

- 19.1 Each school district within the service area of the education service cooperative shall be entitled to participate in those programs and services which are fully supported by state funds.
- 19.2 No school district shall be required to participate in any service.

- 19.3 School districts may enter into contracts with the education service cooperative for services supported partially or completely by local school funds.
- 19.4 School districts within one (1) education service cooperative may also contract for services with another education service cooperative.

Source: Ark. Code Ann. § 6-13-1018

20.00 FUNDING OF EDUCATION SERVICE COOPERATIVES

- 20.1 The state shall provide funds to support the basic structure of the education service cooperatives established under the provisions of Title 6, Chapter 13, Subchapter 10 of the Arkansas Code and these rules.
- 20.2 This structure shall include:
 - 20.2.1 Salaries and fringe benefits for a director, a teacher center coordinator, and support staff;
 - 20.2.2 Costs such as travel, utilities, rent, equipment, and supplies;
 - 20.2.3 Funds to support staff and curriculum development activities; and
 - 20.2.4 Funds in an annual amount not to exceed twenty-five thousand dollars (\$25,000) for the travel expenses of itinerant personnel employed by the education service cooperative to serve the part-time needs of local school districts.
- 20.3 School districts may contract with their education service cooperative for services and part-time personnel to be supported in whole or in part by local funds, but no school district shall be assessed a membership fee.
- 20.4 Categorical state or federal funds may also be assigned to any education service cooperative upon approval of its governing body and under conditions set by the State Board of Education.

- 20.5 As a public agency, each education service cooperative shall be eligible to receive and expend public and private funds.

Source: Ark. Code Ann. § 6-13-1019

21.00 POLICIES, PROCEDURES, EXPENDITURES, REPORTS AND AUDITS

- 21.1 On or before August 31 of each year, each education service cooperative shall file with the State Board of Education for the state board's approval:
- 21.1.1 The policies and procedures of the education service cooperative, including without limitation the board of directors' policies and procedures for overseeing the administrative and program expenditures of the education service cooperative;
 - 21.1.2 A record of the education service cooperative's employment policies and practices for the year that includes without limitation:
 - 21.1.2.1 The race and sex of each person the education service cooperative employed or terminated during the year;
 - 21.1.2.2 The race and sex of every person who sought employment with the education service cooperative during the year;
 - 21.1.2.3 The name of each person employed by the education service cooperative during the year who is related by blood or marriage to another employee or board member of the education service cooperative; and
 - 21.1.2.4 A report of its receipts and expenditures made in accordance with uniform accounting procedures adopted by the Commissioner of Education.
 - 21.1.2.5 The report shall contain without limitation:

- 21.1.2.5.1 An itemization of administrative and program expenditures; and
 - 21.1.2.5.2 The result of the board of directors' review of the expenditures made under its oversight function.
- 21.2 The Department of Education may prescribe the forms and procedures for filing the information required by Section 21.01 of these rules.
- 21.3 Each education service cooperative is subject to an annual audit by the Legislative Joint Auditing Committee.
- 21.4 In an annual meeting of the board of directors which must convene between May 15 and July 15, each education service cooperative shall report to its constituent school districts on the year's operations.
- 21.4.1 The report also shall include information on fiscal distress under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules.
 - 21.4.2 The education service cooperative shall supplement its report with written reports to each school district and to the department on a school-by-school, service-by-service accounting basis.
- 21.5 Following the end of each fiscal year, any balances in particular service accounts must be apportioned and returned to the schools involved or credited to their accounts for the following year.

Source: Ark. Code Ann. § 6-13-1020

22.00 EVALUATIONS AND PERFORMANCE RATING

- 22.1 Each education service cooperative shall be evaluated during the 2012-2013 school year, and at least once within each five-year period, on a schedule established by the Commissioner of Education, all active education service cooperatives must be visited by an evaluation committee of not more than nine (9) persons.

- 22.2 Each evaluation shall include, but not be limited to, an investigation of user satisfaction, service adequacy, extent of local financial support, staff qualifications, and performance and administration effectiveness.
- 22.2.1 At least forty-five (45) calendar days prior to the on-site evaluation conducted by the evaluation committee, the education service cooperative to be evaluated shall complete a self-study and submit the self-study to the Commissioner of Education or his or her designee. The self-study should include an analysis of each of the evaluation categories listed in Section 22.05 of these rules. A self-study guide and rubric for the evaluations are attached as an appendix to this rule.
- 22.2.2 During the on-site evaluation, the evaluation committee shall review available evidence to verify the conclusions of the self-study.
- 22.3 The final evaluation, including any self-evaluation, shall be included in the annual report to the Department of Education required by Ark. Code Ann. § 6-13-1020 and Section 21.00 of these rules, and made available on the website of the education service cooperative.
- 22.4 The evaluation criteria herein have been developed collaboratively between the Department of Education and the director of each education service cooperative.
- 22.5 The evaluation criteria shall be as follows:
- 22.5.1 User Satisfaction
- 22.5.1.1 “Level 5”: Summative data are provided for all phases of the program and evidence is provided to support improved district satisfaction linked to teacher and student performance. Narrative is coherent with data and documents adequacy of services to meet identified needs.
- 22.5.1.2 “Level 4”: Data supporting the effective operation of the teacher center, professional development and technology are provided, but the

narrative description is inconsistent with data provided or not linked to documented needs.

22.5.1.3 “Level 3”: Data such as use records and teacher session evaluations are provided, but there is no synthesis of the data and the description is limited to organization, not teacher satisfaction or future offerings.

22.5.1.4 “Level 2”: The operation and management of the teacher center are detailed but no data are presented to provide evidence that teacher/administrator satisfaction has been achieved.

22.5.1.5 “Level 1”: Adequacy is supported by broad, general statements with minimal or no specifics related to data that support adequacy of service. Services provided are inconsistent with needs assessment if such data are available.

22.5.2 Service Adequacy

22.5.2.1 “Level 5”: Summative data are provided for all phases of the program and evidence is provided to support improved services that can be linked to student performance at the local district level. Narrative is coherent with data and documents adequacy of services to meet identified needs.

22.5.2.2 “Level 4”: Data supporting the effective operation of the teacher center, resources, curriculum, professional development and technology are provided, but the narrative description is inconsistent with data provided or not linked to documented needs.

22.5.2.3 “Level 3”: Data such as use records and teacher session evaluations are provided, but there is no synthesis of the data and the use of the data is

limited and not directed for future planning that would enhance local district student performance.

22.5.2.4 “Level 2”: The operation and management of the teacher center are detailed but no data are presented to provide evidence that cooperative services are provided to meet the districts’ needs.

22.5.2.5 “Level 1”: Adequacy is supported by broad, general statements with minimal or no specifics related to data that support adequacy of service. Services provided are inconsistent with needs assessment if such data are available.

22.5.3 Extent of Local Financial Support

22.5.3.1 “Level 5”: Resources of the educational service cooperative are enhanced by forming support networks among the member schools to provide extended services, provide new services and combine funding to support programs such as group purchasing, thus maximizing local school district funding. All or most all of the member LEAs participate by purchasing services and providing released time for staff to engage in specialized training and services.

22.5.3.2 “Level 4”: External grants are secured but not all local districts participate in the extended services. At least half, but not all, LEAs enter into two or more externally funded activities or events supported with local contributions.

22.5.3.3 “Level 3”: At least fifty percent (50%) of the local districts support the cooperative in offering extended services in one or two activities or events or purchased services with local district funds. Education service cooperative develops proposals for external funding but is not successful with acquiring outside funding.

22.5.3.4 “Level 2”: The education service cooperative documents proposals to extend services to local school districts, but a limited number of districts opt to purchase services with local funds. No external grants are submitted to extend local services.

22.5.3.5 “Level 1”: Local districts do not support programs or extended services by purchasing additional services with local funds. There are no external grants to support extended services to local districts.

22.5.4 Staff Qualifications

22.5.4.1 “Level 5”: All staff meet or exceed licensure qualifications for the position in which they are employed. Employment decisions are always based on professional qualifications.

22.5.4.2 “Level 4”: Employment decisions are generally based on licensure qualifications; however, there may be documented reasons to employ a person(s) for a position for which no qualified individual is available.

22.5.4.3 “Level 3”: No more than twenty-five percent (25%) of staff fail to meet appropriate licensure requirements. In cases where an employee was hired without having proper licensure, strategies were implemented to assure that the employee becomes qualified in a reasonable amount of time.

22.5.4.4 “Level 2”: Employment decisions are made without regard for licensure requirements; deficiency plans are in place, but the employees fail to meet expected progress and are not dismissed.

22.5.4.5 “Level 1”: Fifty percent (50%) or more of the staff hold positions for which they lack full

licensure/certification. Employment decisions seem to be based on criteria other than professional licensure standards.

22.5.5 Performance and Administrative Effectiveness

22.5.5.1 “Level 5”: The education service cooperative has personnel policies that are up-to-date (reviewed within the past year). Annual reports are developed and submitted to the Department of Education/State Board of Education and to local school districts. Any audit findings from the most recent audit report have been addressed completely. There is documentation of an annual performance evaluations of the director and staff.

22.5.5.2 “Level 4”: There is clear documentation of performance of the director and staff. There is documentation of a recent state audit, but one or more deficiencies have not been addressed. There is a staff performance evaluation, but there is no evidence of a performance evaluation of the director. Annual reports are prepared and distributed, but not posted for public review.

22.5.5.3 “Level 3”: Budgets and accounting policies are current and most audit findings have been addressed, but changes may not be fully implemented. Personnel policies are in place but have not been reviewed within the past three years. The director and staff have documented performance evaluations within the past three years. Annual reports are prepared, but not distributed to all local school participants.

22.5.5.4 “Level 2”: Personnel policies are in place and up-to-date, but there is no evidence of performance evaluations for the director or staff. Annual reports have been prepared and submitted to the Department of Education and State Board, but were

not posted or submitted to LEA members. Follow-up to audit report documents is incomplete.

- 22.5.5.5 “Level 1”: Cooperative budgets are prepared but do not seem to be used for administration of the cooperative. There are audit findings from recent state audits that have not been addressed. Personnel policies, if available, are out of date and have not been reviewed for over five years.
- 22.5.6 Each education service cooperative shall receive an overall evaluation rating from one (1) to five (5). The overall evaluation rating will consist of an average of the individual category ratings from Sections 22.05.1 through 22.05.5 above.
- 22.6 The report of the evaluation committee shall be filed with the education service cooperative visited, with its constituent school districts, and with the State Board of Education.
- 22.6.1 The State Board of Education shall acknowledge receipt of the report and comment on any deficiencies identified in the report that should be corrected for the education service cooperative to remain eligible for base funding.
- 22.6.2 The report shall identify each education service cooperative as being in one (1) of the following category levels, based on the evaluation:
- 22.6.2.1 “Level 5”, education service cooperative of excellence;
- 22.6.2.2 “Level 4”, education service cooperative exceeding standards;
- 22.6.2.3 “Level 3”, education service cooperative meeting standards;
- 22.6.2.4 “Level 2”, education service cooperative on alert; or

- 22.6.2.5 “Level 1”, education service cooperative in need of immediate improvement.
- 22.6.3 As set forth in Ark. Code Ann. §§ 6-13-1021-6-13-1022 and Sections 22.00-23.00 of these rules, the evaluation committee may recommend to the State Board of Education that an education service cooperative be dissolved.
- 22.7 The intent of this evaluation procedure is to provide a means for school districts to express their concerns about the operation of their education service cooperative and to ensure that each education service cooperative remains alert and responsive to the needs of the local schools it serves.
- 22.8 An education service cooperative that receives a performance category level of level 1 shall be reevaluated during the evaluation cycle the following year.
- 22.9 For all education service cooperatives that receive a performance category level of level 1 for two (2) consecutive years, the Department of Education shall:
- 22.9.1 Withhold base funding to the education service cooperative; or
- 22.9.2 Take over administration of the education service cooperative.
- 22.10 For each evaluation, the Commissioner of Education shall appoint the committee and designate its chairperson.
- 22.10.1 The committee shall include the following from outside the boundary of the education service cooperative being evaluated:
- 22.10.1.1 A Department of Education staff member;
- 22.10.1.2 A teacher;
- 22.10.1.3 An administrator;
- 22.10.1.4 A college staff member; and
- 22.10.1.5 A present or former staff member of an area education service agency.

22.10.2 In addition, the committee shall include from within the education service cooperative's area:

22.10.2.1 A member of a school district board of directors;

22.10.2.2 A representative of business and industry; and

22.10.2.3 A school parent from each of two (2) school districts.

22.11 Each education service cooperative shall pay the reasonable costs of its evaluation.

Source: Ark. Code Ann. § 6-13-1021

23.00 DISSOLUTION OF AN EDUCATION SERVICE COOPERATIVE

23.1 The State Board of Education shall be authorized to dissolve any education service cooperative upon the request of a majority of its school district boards of directors or upon the recommendation of the evaluation committee provided for in Ark. Code Ann. §§ 6-13-1021-6-13-1022 and Sections 22.00-23.00 of these rules.

23.2 A dissolved education service cooperative's area shall be assigned to one (1) or more adjacent education service cooperatives, the provisions of Ark. Code Ann. § 6-13-1003 and Section 5.00 of these rules notwithstanding, with the dissolved education service cooperative's base funding apportioned to all remaining education service cooperatives in the state.

~~23.32~~ After payment of debts, the assets of a dissolved education service cooperative shall be distributed to the school districts in its service area based on each school district's ~~third-quarter~~ three-quarter average daily membership for the immediately preceding school year.

~~23.43~~ Any active grant funds held by the dissolved education service cooperative shall be distributed to the Commissioner of Education in accordance with the grant requirements, state and federal law, and the best interests of the school districts within the boundaries of the dissolved cooperative. To the extent allowed by the grant requirement or by law, active grant funds may be transferred to one or more public school districts or education service cooperatives, or to the Department, for future administration of the grant funds.

Source: Ark. Code Ann. § 6-13-1022

24.00 TECHNOLOGY CENTERS

- 24.1 Consistent with funds available and upon a majority vote of the members present and voting, the board of directors of each education service cooperative established under Title 6, Chapter 13, Subchapter 10 of the Arkansas Code is authorized to establish a technology training center and employ a technology coordinator who has demonstrated expertise in computer technology and staff development.
- 24.2 The duties of the technology coordinator at such technology training center shall include, but not be limited to, the following:
- 24.2.1 To provide staff development for personnel of member schools;
 - 24.2.2 To assist member schools with determining technology needs and types of computer hardware and software necessary to meet those needs;
 - 24.2.3 To assist with technology system analysis and local network design;
 - 24.2.4 To provide member schools with information on technology standards and specifications;
 - 24.2.5 To develop and coordinate a technology training center located at the education service cooperative;
 - 24.2.6 To coordinate information with the Arkansas Public School Computer Network, the Instructional Microcomputer Project for Arkansas Classrooms, and the Governor's Technology Task Force so that member schools will be informed on technological activity in the state; and

- 24.2.7 To assist with requests for proposal development and bid analysis so that member schools will be better able to spend funds for technology.

Source: Ark. Code Ann. § 6-13-1023

25.00 MATHEMATICS AND SCIENCE CENTER

- 25.1 Consistent with funds available and upon a majority vote of the members present and voting, the board of directors of each education service cooperative established under this subchapter is authorized to establish a mathematics and science center and to employ a mathematics and science coordinator who has demonstrated expertise in mathematics and science content, in pedagogy, and in staff development.
- 25.2 The duties of the mathematics and science coordinator at the mathematics and science resource center shall include, but not be limited to, the following:
- 25.2.1 Providing mathematics and science staff development for and individual technical assistance to personnel of member schools;
- 25.2.2 Assisting member schools with determining mathematics and science curricula, with instruction, and with assessment of needs and resources necessary to meet those needs;
- 25.2.3 Enhancing curricula and instruction using technology;
- 25.2.4 Providing member schools with information for curriculum alignment with mathematics and science standards and state frameworks;
- 25.2.5 Developing and coordinating a mathematics and science resource center located at the education service cooperative; and
- 25.2.6 Assisting with the development of requests for proposals for teacher enhancement in mathematics and science.

Source: Ark. Code Ann. § 6-13-1025

26.00 COOPERATIVES AS LOCAL EDUCATION AGENCIES

- 26.1 Education service cooperatives created by Title 6, Chapter 13, Subchapter 10 of the Arkansas Code meet the definition of “local education agencies” by virtue of the fact that each is a public authority, legally constituted within this state to perform a service function for a public elementary and secondary school in school districts and other political subdivisions of the state and to form a consortia of school districts which are recognized by the General Assembly as administrative agents for public elementary and secondary schools.
- 26.2 This section intends to recognize the function of the cooperatives and to provide eligibility to cooperatives to receive state and federal funds upon written requests from the school districts.

Source: Ark. Code Ann. § 6-13-1026

27.00 FISCAL DISTRESS – EDUCATION SERVICE COOPERATIVES

- 27.1 Any education service cooperative that meets one (1) or more of the following criteria may be identified by the Department of Education as being in fiscal distress upon final approval of the State Board of Education:
- 27.1.1 A declining balance that jeopardizes the fiscal integrity of the education service cooperative. The Department of Education shall not use capital outlay expenditures from the education service cooperative’s balance for facilities to identify the education service cooperative as being in fiscal distress;
- 27.1.2 A material failure to meet the education service cooperative’s obligation to maintain the education service cooperative’s facilities;
- 27.1.3 A material violation of local, state, or federal law or regulations relating to:
- 27.1.3.1 Fire, health, or safety codes;
- 27.1.3.2 Construction codes;
- 27.1.3.3 Audit requirements; or

- 27.1.3.4 Procurement, bidding, and purchasing requirements;
- 27.1.4 A material failure to provide timely and accurate legally required financial reports to the department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;
- 27.1.5 A material failure to maintain sufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;
- 27.1.6 A material default on any debt obligation;
- 27.1.7 A material discrepancy between budgeted and actual expenditures;
or
- 27.1.8 Any other fiscal condition of the education service cooperative that the Department of Education determines materially impacts the education service cooperative's delivery of education services.
- 27.2 The Department of Education may identify an education service cooperative as being in fiscal distress at any time a fiscal condition of the education service cooperative is discovered to have a detrimental negative impact on the continuation of educational services provided by the education service cooperative.
- 27.3 If the Department of Education identifies an education service cooperative as being in fiscal distress, the Department of Education shall notify the education service cooperative in writing of the identification of fiscal distress within ten (10) calendar days.
- 27.4 The Department of Education shall identify in the notice each criteria for fiscal distress on which the department based the identification of fiscal distress.
- 27.5 The Department of Education shall deliver the notice by certified mail, return receipt requested, and addressed to:
- 27.5.1 The president of the education service cooperative's board of directors; and

- 27.5.2 The director of the education service cooperative employed under Ark. Code Ann. § 6-13-1010 and Section 11.00 of these rules.
- 27.6 The identification of fiscal distress made by the Department of Education under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules may be appealed to the State Board of Education under Ark. Code Ann. § 6-13-1031 and Section 31.00 of these rules in which case the final order entered upon appeal is the final classification of fiscal distress.
- 27.7 Within two (2) weeks following the date the education service cooperative receives the final classification by the State Board of Education of fiscal distress, the education service cooperative shall:
- 27.7.1 Notify in writing each public school district in its service area that the education service cooperative is classified as being in fiscal distress; and
- 27.7.2 File with the Department of Education a fiscal distress plan under Ark. Code Ann. § 6-13-1028 and Section 28.00 of these rules.
- 27.8 An education service cooperative that is identified as being in fiscal distress shall not incur any debt without the prior written approval of the department.
- 27.9 The education service cooperative shall include in the annual report to constituent school districts under Ark. Code Ann. § 6-13-1020(d) and Section 21.00 of these rules the progress the education service cooperative had made on its fiscal distress plan.

Source: Ark. Code Ann. § 6-13-1027

28.00 FISCAL DISTRESS PLAN

- 28.1 An education service cooperative that is classified by the State Board of Education as being in fiscal distress shall file with the Department of Education a fiscal distress plan that:
- 28.1.1 Addresses each area of fiscal distress identified by the Department of Education;

- 28.1.2 Describes how the education service cooperative will remedy the areas experiencing fiscal distress; and
- 28.1.3 Establishes the schedule by which the education service cooperative will implement the fiscal distress plan. The fiscal distress plan implementation schedule shall not exceed two (2) years from the date of the final classification of fiscal distress.
- 28.2 The Department of Education shall approve the fiscal distress plan before the education service cooperative implements the fiscal distress plan.
- 28.3 An education service cooperative identified as being in fiscal distress is required to receive on-site technical evaluation and assistance from the Department of Education.

Source: Ark. Code Ann. § 6-13-1028

29.00 FISCAL DISTRESS ACTIONS

- 29.1 To address the identified areas of fiscal distress of an education service cooperative, the Department of Education shall:
 - 29.1.1 Conduct an on-site evaluation and make recommendations regarding the staffing and fiscal practices of the education service cooperative. The recommendations of the Department of Education are binding on the education service cooperative;
 - 29.1.2 Every six (6) months during which the education service cooperative is classified as being in fiscal distress, submit to the State Board of Education a written evaluation on the fiscal status of the education service cooperative;
 - 29.1.3 Monitor the fiscal operations and accounts of the education service cooperative; and
 - 29.1.4 Require the education service cooperative administrative staff and employees to obtain instruction or training in areas of fiscal concern for the education service cooperative.

29.2 The Department of Education also may take one (1) or more of the following actions:

29.2.1 Reorganize the administrative unit of the education service cooperative by:

29.2.1.1 Removing and replacing the director of the education service cooperative employed under Ark. Code Ann. § 6-13-1010 and Section 11.00 of these rules.

29.2.1.1.1 An individual appointed to replace the director shall administratively operate the education service cooperative under the supervision and approval of the Commissioner of Education.

29.2.1.1.2 The Department of Education may compensate nondepartment agents operating the education service cooperative from the education service cooperative's funding.

29.2.1.2 Removing, replacing, or reassigning other administrative staff of the education service cooperative; or

29.2.2 Impose reporting requirements on the education service cooperative.

29.3 Within two (2) consecutive school years of the State Board of Education's final classification of fiscal distress, the Department of Education shall determine whether to recommend that the education service cooperative be removed from fiscal distress status.

Source: Ark. Code Ann. § 6-13-1029

30.00 REMOVAL FROM FISCAL DISTRESS

- 30.1 The Department of Education shall certify in writing to the education service cooperative that the education service cooperative may be removed from fiscal distress status when the department determines that the education service cooperative has:
- 30.1.2 Corrected all of the criteria under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules that led to the classification of fiscal distress; and
 - 30.1.3 Complied with all Department of Education recommendations and requirements for removal from fiscal distress status.
- 30.2 Within thirty (30) days of receiving the Department of Education's certification under Ark. Code Ann. § 6-13-1030(a) and Section 30.01 of these rules, an education service cooperative may petition the State Board of Education in writing for removal from fiscal distress. An education service cooperative may not petition the State Board of Education for removal from fiscal distress status before the Department of Education makes the certification under Ark. Code Ann. § 6-13-1030(a) and Section 30.01 of these rules.
- 30.3 Within sixty (60) days of receiving the petition for removal from fiscal distress, the State Board shall deny the petition or remove the education service cooperative from fiscal distress status.
- 30.4 If an education service cooperative fails to meet the Department of Education's requirements for removal from fiscal distress status within two (2) consecutive school years of being classified in fiscal distress, the State Board of Education shall:
- 30.4.1 Reorganize the administrative unit of the education service cooperative under Ark. Code Ann. § 6-13-1029 and Section 29.00 of these rules; or
 - 30.4.2 Issue a written finding supported by a majority vote of the State Board of Education explaining in detail that the education service cooperative could not comply with Ark. Code Ann. § 6-13-1030 or Section 30.00 of these rules due to impossibility caused by external forces beyond the education service cooperative's control. The

State Board of Education shall extend the classification of fiscal distress for one (1) additional year within which time the education service cooperative shall comply with all conditions for removal from fiscal distress status.

- 30.05 Within fifteen (15) days of making a decision under Ark. Code Ann. § 6-13-1030 and Section 30.00 of these rules, the State Board shall notify the education service cooperative of its decision and include with the notice a copy of a written finding issued under Ark. Code Ann. § 6-13-1030 and Section 30.04.2 of these rules.

Source: Ark. Code Ann. § 6-13-1030

31.00 APPEAL OF FISCAL DISTRESS IDENTIFICATION AND CLASSIFICATION

- 31.1 An education service cooperative may appeal to the State Board of Education the identification of fiscal distress under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules.
- 31.2 The education service cooperative may lodge an appeal by filing a written appeal with the Commissioner of Education by certified mail, return receipt requested, within thirty (30) days of the date the education service cooperative received notice of the identification of fiscal distress.
- 31.3 The written appeal shall state in clear terms the reason why the education service cooperative should not be classified as being in fiscal distress.
- 31.4 The State Board of Education shall hear the appeal within sixty (60) days of receipt of the written notice of appeal.
- 31.5 Notwithstanding any appeal rights in this section, no appeal shall stay the State Board of Education's or the Department of Education's authority to take action to enforce the education service cooperative's compliance with financial management, accounting, auditing, and reporting procedures required by state or federal law and regulations.
- 31.6 The decision of the State Board on the appeal is a final order. There is no further right of appeal except to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Source: Ark. Code Ann. § 6-13-1031