



# ARKANSAS DEPARTMENT OF EDUCATION

## 2019 Application Open-Enrollment Public Charter School

**Deadline for Receipt of Submission: Thursday, April 25, 2019, 4:00 p.m.**

**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

\_\_\_\_\_ Dr. Lloyd C. Elam Academy of Excellence and 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  
2019 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Dr. Lloyd C. Elam Academy of Excellence and Innovation  
 Grade Level(s) for the School: 6th - 8th Grades Student Enrollment Cap: 400

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grades to be Offered at the Charter	6-8	6-9	6-10	6-11	6-12
Enrollment Cap at the Charter	200	250	300	350	400

Name of Sponsoring Entity: Transforming Life Ministries Care Center

Other Charter Schools Sponsored by this Entity

School Name	Location	Year Established	Current Accreditation Status	Web Address for State Assessment Results
n/a				

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

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

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

Name of Primary Point of Contact: Phyllis Nichols  
 Address: 6003 Woodview Drive N City: Sherwood  
 State: AR ZIP: 72120 Daytime Phone Number: ( 501 ) 291-7477  
 Email: ladyphyl@yahoo.com

Charter Site Address: TBD

City: North Little Rock State: Arkansas ZIP: \_\_\_\_\_

Date of Proposed Opening: 08/10/2020

Chief Operating Officer of Proposed Charter (if known): TBD

Title: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Daytime Phone Number: (\_\_\_\_) \_\_\_\_\_

The proposed charter will be located in the North Little Rock School District.

List the current K-12 student enrollment of the district where the proposed public charter school would be located. 8,145 (Total District Enrollment)

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

North Little Rock

Describe the geographical area to be served by the charter.

Applicant Response:

This application focuses on North Little Rock, AR. As an open enrollment public charter school, students may enroll from the City of North Little Rock as well as other neighboring districts. According to Neighborhood Scout, NLR has a population of 65,911 people and 20 constituent neighborhoods, which is the sixth largest community in Arkansas. The percentage of people in North Little Rock who are college-educated is somewhat higher than the average US community of 21.84% with 27.47% having at least a bachelor's degree. The per capita income in North Little Rock in 2010 was \$24,639, which is wealthy relative to Arkansas, and middle income relative to the rest of the US. However, about 25 percent of its population is living below the poverty level. With a crime rate of 50 per one thousand residents, North Little Rock has one of the highest crime rates in America compared to all communities of all sizes. Within Arkansas, more than 90% of the communities have a lower crime rate than North Little Rock. Academically, the North Little Rock School District is the major school district with 8,145 students and 11 schools. In these 11 schools are only one middle school and one high school in combined data. Both are ranked as D schools according to the 2017-2018 Report Card. With only one high school and one middle school as well as the scores earned by these schools, this is a reflection of a need for more quality educational options in the North Little Rock area

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: Phyllis Nichols Position: Designer/TLC Board Member State of Residence: AR

Name: Ashley C. Miller Position: Designer State of Residence: AR  
 Name: Garry E. Butler, Jr. Position: LEA School Board Member State of Residence: AR  
 Name: Earl Graham, Jr. Position: LEA School Board Member State of Residence: AR  
 Name: Michael R. Carter Position: LEA School Board Member State of Residence: LA  
 Name: Kimberly Moore Position: LEA School Board Member State of Residence: AR  
 Name: Marva Davis, Esq. Position: LEA School Board Member State of Residence: AR

ADE EVALUATION PRE-APPLICATION MATERIALS

*Evaluation Criteria:*

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

CIRC Determination: **Fully Responsive**

ADE EVALUATION PART A: GENERAL INFORMATION

*Evaluation Criteria:*

- General information fields are completed, as applicable;
- 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

CIRC Determination: **Partially Responsive**

Concerns and Additional Questions:

- **Please confirm that the grade levels to be served are grades 6 - 12.**
- **Please explain why North Little Rock is the only city identified to draw students.**
- **Please explain the selection of the data source and date.**

Applicant Response:

- LEA confirm that the grade levels to be served are grades 6 – 12.
- LEA’s targeted population and concentration are students in low-income areas of North Little Rock. While we will not decline income students from other areas, the effect on other school districts will be minimal as our concentrated efforts and school positioning will be in North Little Rock.
- The data source and date included in our response was from [www.neighborhoodscout.com](http://www.neighborhoodscout.com). It does not have a specific date as updates are ongoing.

## Remaining Concerns:

- Please verify how the grade band and statistical data ensure the facilitation process from the middle school to high school.

## **B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

Applicant Response:

The mission of the Dr. Lloyd C. Elam Academy is to create a culture of excellence by fostering innovation, critical thinking, and accountability through rigorous academia and integrity expectations, traits essential to creating model community and global citizens.

By adopting a curriculum model that addresses "the whole child" and educator best practices, the Dr. Lloyd C. Elam Academy hopes to create an environment conducive to creating and supporting 21st century learning experiences and opportunities for learners of all abilities, backgrounds, and styles. In addition to the encouraging student achievement, LEA hopes to empower educators to be active partners in the learning process.

To achieve our mission, LEA will create a sense of community and family by adopting the idea of "houses" within the school that will allow students and teachers, regardless of background, to have a sense of family and intentionally create opportunities for mentorship, ownership, accountability, and service learning. The LEA culture will further support its goals and mission by integrating STEM basics such as coding, communication, creative/critical thinking within core content Arkansas standards based curriculum.

Explain how the mission statement was developed.

Applicant Response:

The mission statement was developed by factoring in documented successes and failures of the past and present, desired outcomes for our students, teachers, parents and community. Additionally, many observations made and conversations held about academic and social progress were considered to create a brighter future for our students.

This charter school is being named after Dr. Lloyd C. Elam, an Arkansas native psychiatrist who served at Meharry Medical College as president from 1968 to 1981, and philanthropist. In his acceptance speech at his induction into the Arkansas Black Hall of Fame, he expressed his belief that every student had the ability to succeed, and that it is our responsibility as educators and community leaders to find the switch that turns on the light for each student. It is this belief that shapes the mission statement and is the catalyst to the creation of goals and objectives to ensure this mission statement becomes our reality.

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

Applicant Response:

Programmatic features that will be implemented are: great teaching as captured in teaching standards, semi-

self-contained classrooms, rigorous learning standards in: English Language Arts, Mathematics, Science, Social Studies, Computer Science, and community service/leadership. More relevant aspects of the students' learning experience will be computer coding, vocation exploration, and athletics in an effort to foster discipline, thought processes, skill, team building that are also necessary attributes for future successes. LEA will also adopt a "house" system in which students are divided at random on their first day of school. These houses will create a sense of mentorship, family, accountability and smaller communities within the school. The teachers will also be a part of the house system to ensure that the principles of community are modeled properly.

Teachers will have the freedom to plan the specific lessons for each unit. The teachers, through team assignment, will be provided with a clear vision of what an effective lesson looks like in key content areas which is articulated in Elements of Effective Instruction and have compiled these vision statements for reading comprehension, math, writing, and science. Each week, co-planning time to support curriculum development in alignment with Arkansas Frameworks, Common Core Standards, and the RISE Initiative. Also, there will be assigned network leaders who will meet monthly for professional development sessions.

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:

Several teams will be formed in an effort to engage and involve the parents or guardians of the enrolled as well as other members of the community. They are:

*PARENT ADVISORY COMMITTEE (PAC TEAM)* - Parents will be able to make recommendations for improving these through the school's Parent Advisory Committee (PAC), or alternately by a direct request to the school principal. The policies requiring the greatest contributions from parents are also provided in the schools Memorandum of Mutual Responsibilities which all families receive in conjunction with a representative of the school. The memorandum is reviewed and discussed in depth the parents at the school's summer orientation sessions which will be held prior to the start of each school year. Parents will be able to recommend changes to the memorandum through the school's Parent Advisory Committee. Among the recommendations of parents' responsibilities are providing a quiet place for their child to complete nightly homework assignments, checking their child's homework planner nightly and signing the planner indicating their child has completed their assignments, reading with their child regularly, attending parent conferences regularly, maintaining regular communication with their child's teacher or advisor, signing weekly progress reports

*STUDENT ADVISORY COMMITTEE (SAC TEAM)* - The Student Advisory Committee is a representation of the student body and the interest and values of the student body. They will also have the opportunity to provide their input as it relates school to policies, events, and the flow of the disciplinary process.

*COMMUNITY OUTREACH TEAM* - This team will be lead by the Director of Outreach and will include local community leaders, business partner, church community, and organizations.

## ADE EVALUATION PART B: EXECUTIVE SUMMARY

### *Evaluation Criteria:*

- A succinct mission statement that indicates what the school intends to do, for whom, and to what degree;
- An explanation of how the mission statement was developed;
- The key programmatic features of the proposed charter school;
- 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
- A clear alignment to the Arkansas Department of Education strategic goals

CIRC Determination: **Partially Responsive**

### Concerns and Additional Questions:

- **Please describe the process of mission development including those who participated in its' development.**
- **Please provide details /explanatio of the "house" system.**

### Applicant Response:

The process used to develop our mission statement was by first assessing the “whole person” of the students, taking into consideration everything that is already in place, and researching initiatives that are working with our target population. From that point we narrowed down two very impressive systems, scheduled visits to see these models in action, and incorporated best practices that have been proven for our target population. The two successful models we chose to study and incorporate into the vision of LEA were Brooke Charter Schools in Boston, Massachusetts, for academia progression and Ron Clark Academy in Georgia, for addressing other student needs that effect their learning progression.

The House System is intended to provide all students with a sense of belonging. On the student’s first day of school, they are randomly assigned to a “house” which is representative of smaller communities within the student body population. They will actually participate in the selection as they will spin the wheel and become a part of a smaller family which spans grade levels. The idea of smaller houses within the school will allow students and teachers, regardless of background, to have a sense of family and intentionally create opportunities for mentorship, ownership, accountability and service learning. These houses are named after some of the characteristics that we expect to instill in our students:

The House of Timon is Greek for Respect.

The House of Kuumba is Swahili for Creativity.

The House of Juntos is Spanish for Unity.

The House of Diwali is Hindu for Light (Knowledge and Wisdom).



## Remaining Concerns:

- Please provide the team members and their role who participated in the creation of the mission statement.

### **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, April 18<sup>th</sup> at 6:00 p.m. at the Family Life Center of Mt. Pleasant Baptist Church on 600 Page Mill Road in North Little Rock, for the purpose of assessing support for the establishment of this public charter school. The attendees were presented with a PowerPoint presentation outlining who we are, the mission of the school, along with the goals and objectives to deliver a school that will be a model to be duplicated in the State of Arkansas and ultimately across the country. The result of the public hearing was enthusiastic, enlightening in terms of what the parents desire, and productive with their suggestions as to how to roll out a strategy to ensure the community at-large is aware of a new and exciting educational concept for this community.

The attendees were very receptive of the implementation of “houses” which we create a sense of community, pride, and team building within the school, along with the concept of great teachers who will be in a position to get to know their students, and parents. Another feature the attendees were excited about was having an outreach coordinator on staff to keep the staff, students, parents, and community engaged.

They also had questions which led to a brainstorming session in an effort to ensure we are on-point with the needs of the students, parents, and community.

Questions:

1. In response to a goal of LEA being a school where sharing and collaboration among teachers, whether at LEA or another school, why is there a lack of sharing of strategies and resources between teachers? ESSA competition, to a lesser degree, discourages sharing among educators; but to a greater degree, a space for sharing outside of their assigned schools. LEA is committed to being intentional about creating a space for educator sharing no matter where they are employed.
2. How will the outreach division effectively reach parents since many of them work during school hours? The outreach division will not operate during traditional hours and host ongoing events in an effort to accommodate to the schedule of working parents.
3. How will LEA implement athletics and arts especially with the costs associated? Athletics and the Arts are indeed costly which is the reason LEA have a grant writer to continuously look for additional funding



opportunities as well as leading fundraising efforts.

4. Will LEA remain a middle school only? It is the intention of LEA to add one grade each year which will lead to the creation of a high school.
5. What methods will be utilized for recruiting? LEA will employ several recruiting strategies inclusive of media, community engagement, and partnerships with various organizations.
6. What supplemental curricula will be used? LEA will utilize resources such as ALEKS, Mobymax, Khan Academy, NoRedInk, etc. LEA will also contract with a curriculum designer.
7. Will LEA be a year-around school? It is a consideration.
8. What is the timeline for the application, implementation, and opening of LEA? From the time the application is submitted, the timeline is very compact and teams, which will include the community, will be formed to proceed simultaneously upon charter approval.
9. Will any classes be offered that will lead to jobs that do not require a four-year college education? Vocational and Career trending options are being reviewed and considered in the continuous considerations of class offerings.
10. How will the "House" system be implemented? Students will be randomly assigned to a house that will build both character and cultural awareness/diversity.

As a result of these great question, the meeting was not only informative, but productive as well.

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.

## ADE EVALUATION PART C-1: PUBLIC 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

CIRC Determination:

Fully Responsive

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) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will participate in the selection or election process.
  - C. Explain how and to what extent the school's leadership will be accountable to parents.
  - D. Describe the plan for providing school board members with continuous professional development.

### Applicant Response:

Principal (overseen by School Board): oversees the assistant principal and instructional staff; and conducts their evaluation according to the LEA standards of excellent teaching and rubric. Principals observe teachers at least every other week and use their findings from those observations to inform their evaluations of their teachers. At mid-year, principals will complete a teacher evaluation for each teacher and each teacher completes a self-evaluation. Principals and teachers exchange those evaluations 24 hours in advance of their mid-year meetings to discuss the evaluations.

Directors of Academics, Operation, and Community Outreach (overseen by Principal): assists with the oversight of the instructional staff, oversees support staff, and outreach efforts.

### Plan for Parent Involvement

School policies to facilitate parental involvement and delineating parental rights and responsibilities are developed by school founders in conjunction with school administrators and teachers. These policies will be

made available to parents in the school's student and family handbook, which will be issued to all families at the beginning of each school year. The LEA School-wide Plan will also be posted on the school's website.

Parents will be able to make recommendations for improving these through the school's Parent Advisory Committee (PAC), or alternately by a direct request to the school principal. The policies requiring the greatest contributions from parents are also provided in the schools Memorandum of Mutual Responsibilities which all families receive in conjunction with a representative of the school. The memorandum is reviewed and discussed in depth the parents at the school's summer orientation sessions which will be held prior to the start of each school year. Parents will be able to recommend changes to the memorandum through the school's Parent Advisory Committee. Among the recommendations of parents' responsibilities are providing a quiet place for their child to complete nightly homework assignments, checking their child's homework planner nightly and signing the planner indicating their child has completed their assignments, reading with their child regularly, attending parent conferences regularly, maintaining regular communication with their child's teacher or advisor, signing weekly progress reports.

Parent conferences will be held at the close of each of the first two marking terms and are available too all parents. parent of students who failed one or more of their major academic classes in any given term are notified individually that their attendance is requested at the conference session.

The only objective measure of the effectiveness of parent involvement is a measure of student achievement. However, because many other factors also impact student achievement, the school will conduct annual year-end surveys to parents asking them to gauge the extent and effectiveness of their own involvement over the school year. The Principal, in conjunction with teacher, administrators, and the Parent Advisory Committee will conduct a year-end review of the extent and effectiveness of current parent involvement policies.

#### Student Advisory Committee (SAC)

The Student Advisory Committee is a representation of the student body and the interest and values of the student body. They will also have the opportunity to provide their input as it relates school to policies, events, and the flow of the disciplinary process.

## ADE EVALUATION PART C-2: GOVERNING STRUCTURE

### *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, member selection, and plan for continuous professional development;
- 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

CIRC Determination:

Partially Responsive

### Concerns and Additional Questions:

- **Please explain board member responsibilities.**
- **Please explain who has the ultimate decision making responsibility for the charter in regards to (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.**
- **Please specify how the board members will be selected and length of term, method of selection and who will participate in the selection process.**
- **Please provide plan for board professional development.**

### Applicant Response:

• LEA' will have a standard governing model. The overall governing entity will be the Board of Directors which will be the final decision making authority as it relates to approving curriculum, budget, school policy/handbook, hiring/firing, and school governance. Advising The Board will be the Principal(s) of LEA who will also work collaboratively with the Advisory Board, Parent Advisory Committee (PAC Team) and Student Advisory Committee (SAC Team) to create programs and policies that reflect both educator and community values.

• The Board has the ultimate decision-making responsibility for the charter in regards to (1) finance and purchasing; (3) hiring and firing of staff; and (4) hiring and firing of school director or superintendent. The principal is the final decision making authority on issues of (2) student discipline.

• The initial school board members will be appointed based on applications and recommendations for a term of 2 years which can be renewed upon re-election an unlimited number of times. The exception to their service will be unless the board member resigns, dies, becomes incapacitated, does not meet training obligations or voted out. If there is any vacancy in board member positions, applications will be accepted and the current board members will deliberate and vote. Acceptance onto the board is by a majority vote.

• Board members will be required to attend at least one staff meeting every semester either on-site t or via video conference. They will also be required to attend annual professional development seminars and/or conferences in areas that will benefit the school. The Arkansas Public School Resource Center is one resource for trainings. This will be a part of the memorandum of understanding for all board members. Failure to complete these requirements within reason will result in dismissal from The Board.

### Remaining Concerns:

- **Please verify the professional development plan will comply with Arkansas law.**
- **Please verify that you understand while the principal has disciplinarian authority, a disciplinary action must be reviewed by the superintendent and school board for a ten-day suspension or expulsion.**

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

Explain the educational need for the charter in the geographical area to be served by the charter. Be certain to include quantitative data related to academic achievement and the source(s) for information presented.

Applicant Response:

There is an educational need for LEA based on the data below:

North Little Rock Middle School

State Accountability - 63.62

Public School Grade - D

ESSA Breakdown

Blacks - 57.21

Hispanics/Latinos - 64.42

Whites - 76.93

Low Income - 58.6

English Learners - 66.24

Special Education - 52.04

North Little Rock Center of Excellence

State Accountability - 59.91

Public School Grade - D

Blacks - 57.91

Hispanics/Latinos - 54.26

Whites - 67.99

English Learners - 54.07

Low Income - 57.27

Special Education - 45.8

North Little Rock High School

State Accountability - 59.41

Public School Grade - D

Blacks - 52.22

Hispanics/Latinos - 56.7

Whites - 73.16

English Learners - 52

Low Income - 52.35

Special Education - 46.27

All three schools listed are performing at a D level and are below the State average in the majority of the ESSA categories listed above. LEA is committed to consistently and methodically raising each of these statistics. As we well know these are not just indicators of present societal issues, but also future societal issues. Great teachers, great environments, creativity, flexibility and innovation is needed and that is what we will deliver.

Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.

Applicant Response:

The innovations that will distinguish LEA from other schools in our geographical area that will be served, and have proven to be successful, are found in the model used at Brooke Charter Schools in Boston. We will meet the needs of all students through a universal design that will allow us to provide differentiated instruction (an essential element of great teaching). Our school day will allow our staff ample time for differentiation so that all students receive support on their own instructional level. We will employ reading and writing models because this conferencing format lets teachers meet with individual students and allows student to work at their own level and pace. Our math approach provides students with independent work time, during which time, teachers can work with individual or groups of students to differentiate instruction. Additionally, the presence of associate teachers in each classroom allows classroom teachers to focus on small groups of struggling students while the associate teacher guides the general class. The principal will bear the responsibility of ensuring compliance with special education and ELL laws. The innovations and best practices utilized will be:

1. The Great Teaching Concept that is closing the achievement gap according to an analysis of 2016 PARCC (utilized by several states) performance reveals, the highest performing district in math, the highest level of math scores among African-American students for two years in a row, and special needs outperforming the Boston Public Schools average for all students in both Math and English Language Arts. This concept has proven that teachers can create ordered, structured classrooms; they know exactly what each student knows and plans thoughtfully to move each one on a the path to mastery and builds transforming relationships with their students. Great teachers are also mentored and supported with 3 hours of targeted professional development each week. The goal is to have an environment with strong data systems, high behavioral expectations for students, extended learning time, and school leadership with focus on results.

2. Semi Self-Contained classrooms: There tends to be greater teacher satisfaction among school teachers who have contained classrooms as they have the same students for a significant portion of the day everyday, which gives them the opportunity to actually get to know their students strengths and weaknesses. It also gives them an opportunity to build healthy teacher-student-parent relationships with 40 to 50 students as opposed to manage in excess of 100 students through traditional class rotations. It also cuts down on the time it takes for students to go from one class to the other and the propensity to be tardy or skip classes.

3. Pillars of School "Challenge" and "Known": These two pillars will be very instrumental in developing students who love to learn.

With the pillar of challenge, students will receive a great deal of problem solving learning utilizing skills sets they have been taught. This will limit the amount of repetitive work without the understanding of how it works. Reading assignments will also be based on their interests as opposed to a predetermined limited list. Portions of the student's reading study will be done at home with family to further create a love and excitement for reading. Mock presentations will be incorporated with curriculum to give students a better practical hands-on experience to better understand what they are being taught such as mock elections, and debates.

With the pillar of known, teachers will know their students, their strengths/weaknesses, and their families as facilitated through semi self-contained classes and the relationships they are able to forge with the students and their families.

4. House System: LEA will implement a "house system" which are smaller communities within the student body population. These houses are named after some of the characteristics that we expect to instill in our students. The House of Timon is Greek for Respect. The House of Kuumba is Swahili for Creativity. The House of Juntos is Spanish for Unity. The House of Diwali is Hindu for Light(Knowledge and Wisdom). On the first day of school, each student will spin the wheel and become a part of a smaller family which spans grade levels. The idea of smaller houses within the school will allow students and teachers, regardless of background, to have a sense of

family and intentionally create opportunities for mentorship, ownership, accountability and service learning.

## ADE EVALUATION      PART C-3:    EDUCATIONAL NEED

### *Evaluation Criteria:*

- Valid, reliable, and verifiable quantitative data substantiate an educational need for the charter; and
- Innovations that would distinguish the charter from other schools in the geographical area to be served by the charter

CIRC Determination:

Partially Responsive

### Concerns and Additional Questions:

- **Please provide an explanation of data and source details.**
- **Please provide a description of the model used with Brook Charter Schools in Boston and verification that the model is research based.**
- **Please explain the Great Teaching Concepts and Pillars of School "Challenge" and "Known". Clarify if these initiatives research based.**
- **Please explain supports for home based reading.**

### Applicant Response:

The data was provided by MySchool reports from the ADE website. The details are the ESSA comparison given within the report for each school.

The model used by Brooke Charter Schools in Boston is one that focuses relentlessly on developing excellent teaching to a detailed and extraordinarily rigorous set of learning standards with an aim to be the number one, open-enrollment public school in Massachusetts and a proof-point for the high quality of public education that is possible for all students. LEA chose to incorporate the same concept when considering methods that were proven successful. It involves longer school days, longer school year, semi-self-contained classes to reduce the overall student load on each teacher, weekly teacher development, implementation of Master Teacher track, instructional freedom to reach each student, and ongoing administrative/peer assessments. Brooke Charter Schools opened in 2001, not only closing the achievement gap, but reversing it. Brooke has surpassed State level achievement highs and continue to surpass their own previous highs in almost every subject and at almost every grade level. It has been so significant and consistent that Brooke students and teacher have garnered national attention through highest differentials between its students and students from the sending district, and the second highest differential in math.

Brooke has an enrollment average of 78% economically disadvantaged students; and 93% African American and Hispanic. According to PARCC assessments Brooke Charter Schools was the highest performing school district in Massachusetts with the highest overall growth; ELL students outperforming the Boston Public Schools and state average for ALL students; and special education students at Brooke outperformed the Boston Public Schools average for ALL students. Brooke



continues to outperform both students in the Boston Public Schools and their wealthy suburban peers on standardized tests.

Brooke's strategy: focus on great teaching. Extensive research (Sawchuck, S., "EWA Research Brief: What Studies Say About Teacher Effectiveness," 2011) has shown conclusively that teacher quality is the variable that has the most profound impact on student achievement in our schools. Great teaching has enormous benefits for all kids. As extensive research has also shown, economically disadvantaged children disproportionately experience low-quality teaching, resulting in shameful outcomes for our kids who need great teaching the most. It is Brooke's belief, as well as LEA, that the most effective strategy for closing the achievement gap for all economically disadvantaged children is to create schools that approach teaching as the intellectually rigorous deeply challenging profession that it is. Even though the teaching profession is an enormous national challenge, it is our belief that it is at the school level where the most necessary and powerful contribution to this effort must be made.

- **Great Teaching Concepts** – Great teachers create ordered, structured classrooms; they know exactly what each student knows and plan thoughtfully to move each one on the path to mastery; and they build supportive, transformative relationships with the students. Great teachers are mentored and supported with 3 hours of targeted professional development each week. The teachers work collaboratively to improve their practice, learning through co-planning, group-wide review of teacher video, scholar "case studies," and rigorous analysis of scholar data.

School conditions are created where great teaching can thrive. Research shows that students excel in environments with strong data systems, high behavioral expectations for students, extended learning time, and school leadership with an unrelenting focus on results. This is done by: 20 administrative observation/year, 10 video self-analyses/year, daily co-planning, regular interim data meetings, 3 hours every week of targeted professional development, and 15 peer observations/year.

- **Pillars of School "Known and Challenged"** – LEA adopts Brooke's philosophy that we will work relentlessly to ensure that we are challenging our students to become thoughtful readers, informed citizens, and logical thinkers. We will also be committed to getting to know our students and their families through meaningful relationships. Our instructional material will seek to illustrate how we challenge our students academically.

- **Home-based Reading** – Home-based reading will promote independent reading which can lead to a love for reading. Also, reading at home is also a tool to spark conversation and include parents in their child's learning process. We want the scholars to develop the internal motivation to plunge into nonfiction books for the sake of learning something new that is also considerate of their interests.

#### Remaining Concerns:

- **Please list and explain what extensive research references in this response.**
- **Please provide the research for the supports of the home-based reading program.**
- **Please explain what you mean by "semi-self contained classes."**
- **Elaborate on how PARCC assessment in Massachusetts would equate to the Arkansas ACT Aspire.**

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

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

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
At least 60 percent of all LEA students will meet the readiness benchmark on the ALL sections of the ACT Aspire(Reading, English, Writing, Math, and Science)	ACT Aspire Summative	Met Readiness performance on ACT Aspire.	2023
At least 75 percent of LEA students will show growth among interims and summatives	ACT Aspire Interims/ Summative	Growth on ACT Aspire	Upon release of scores
TAGG Students will meet or exceed all State Performance Targets in math and reading	ACT Aspire	Met Readiness performance on ACT Aspire	2022
Overall school average will meet or exceed state and national averages on all sections(Reading, English, Writing, Math, and Science)	ACT Aspire	Met or exceed state and national averages	2022
Literacy - meet or exceed state and national average	ACT Aspire	Met or exceeded state and national averages	2022
Each year students will gain at least 1.25 grade levels(125% of typical growth ) in Math	MAP NWEA	Growth goals will be determined for each student based on baseline data collected during the first month of school	2021
Each year students will gain at least 1.25 grade levels(125% of typical growth ) in Reading	MAP NWEA	Growth goals will be determined for each student based on baseline data collected during the first month of school	2021

Parents will participate in student led conferences	Teacher tracking system	At least 60 percent parent participation in conferences	Annually
At least 50 percent of juniors will meet college readiness scores	ACT	ACT score report	2024
100 percent college acceptance by graduating seniors	College Acceptance Tracking	College Acceptance Letters	2025
Advanced Mathematics: At least 50 percent of 8th graders will be enrolled in Algebra 1	Course Enrollment	goal as stated	Year 3

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:

As a true STEM school, the attainment of these goals shows that we are preparing our students to not just desire STEM fields but actually have a fighting chance to excel in these fields because we have prepared them to succeed in a field that is heavily math related. If our students attain Algebra 1 by the 8th grade, they will be able to take Calculus in high school which is the major math course of fields like engineering and computer science. This is also tied to the mission of the school as well as we are trying to prepare our children for society and corporate America. All of these areas of Math, English, Reading, Writing and Science have goals because each of these areas is critical to every STEM field and overall productive citizenship. Whether a student decides to go into a STEM field, business, cosmetology, military duty, or any other line of work, LITERACY is necessary.

**ADE EVALUATION PART C-4: ACADEMIC ACHIEVEMENT GOALS**

*Evaluation Criteria:*

- Specific goals in reading, English, writing, mathematics, and science 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

CIRC Determination: Fully Responsive

### Concerns and Additional Questions:

- Please explain why all content goals are grouped.
- Please explain rationale for including interim and summative assessments in goals.
- Please explain rationale for establishing a goal percentage below the state average. Please confirm knowledge the target is 80.
- Please verify or confirm understanding that ESSA no longer has TAGG. Please confirm knowledge that ESSA looks at student subgroups.
- Please confirm understanding that ESSA looks at ELA as a combination of reading, writing and grammar.
- Please confirm if the goal for ACT is based on composite scores.
- Please confirm understanding that ADE endorses college and career readiness.
- Please the rationale for a 100% college acceptance goal if some students have no interest in college.
- Please explain if the 1.25 grade level gain goal is an average and if all students are expected to that each year.

### Applicant Response:

- There is no particular reason for content goals being grouped other than we wanted to ensure that we addressed each content area. If there is a preferred format, we will gladly adjust it.

Interim assessments are more so used for internal instruction but also show progress toward summative goals.

- All academic goals for the Lloyd Elam Academy as it relates to state testing is to exceed state averages overall and in each subgroup
- Confirming knowledge of and understanding of ESSA looking at subgroups and no longer uses TAGG
- Confirmed understanding that ELA is a combination of reading, writing and grammar
- Confirmed the ACT goal is based on composite scores and that the overall goal is to meet or exceed the score for college readiness
- Confirmed understanding that ADE endorses college and career readiness
- The rationale behind the 100 percent college acceptance did not include that fact some students have no interest in college and may move toward skilled trades or military service. Therefore the goal will be adjusted to include an exception for students who fall into those categories.
- The 1.25 grade level gain is an expected average increase annually on the NWEA exam. The idea is that, on average, students will exceed their projected growth as given by NWEA by at least 25 percent.

### Remaining Concerns:

- Please verify understanding of the Arkansas ESSA plan indicators and business rules and how these components will impact school accountability.

5. For elementary charter schools, provide a proposed 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.

Please note that depending on how the school is structured, middle grades could be considered part of an elementary school, a middle school, or a high school.

### MIDDLE SCHOOL COURSES

GRADE(S):         6         YEAR OFFERED:         2020-2021        

#### REQUIRED COURSES

- Math 6
- Science
- English 6
- Social Studies
- Computer Science

#### ELECTIVE COURSES

- Foreign Language
  - Arts
  - PE
  - Career Exploration
- 

GRADE(S):         7         YEAR OFFERED:         2020-2021        

#### REQUIRED COURSES

- Math 7
- Science
- English 7
- Social Studies
- Computer Science

#### ELECTIVE COURSES

- Foreign Language

- Arts \_\_\_\_\_
- PE \_\_\_\_\_
- Career Exploration \_\_\_\_\_

GRADE(S): 8 YEAR OFFERED: 2020-2021

**REQUIRED COURSES**

- Math 8 / Algebra 1 \_\_\_\_\_
- Science \_\_\_\_\_
- English 8 \_\_\_\_\_
- Arkansas History \_\_\_\_\_
- Computer Science \_\_\_\_\_

**ELECTIVE COURSES**

- PE \_\_\_\_\_
- Arts \_\_\_\_\_
- Foreign Language \_\_\_\_\_
- Career Exploration \_\_\_\_\_

**HIGH SCHOOL COURSES**

**Language Arts (6 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
English 9	9	2021	1
English 10	10	2022	1
English 11	11	2023	1
English 12	12	2024	1
ADE approved course	11-12	2023	1
ADE approved course	11-12	2023	1
<b>Total Language Arts Units</b>			6

**Science (5 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
Physical Science	8-12	2020	1
Chemistry	9-12	2021	1
Biology	9-12	2022	1
Environmental Science	9-12	2023	1
physics	9-12	2024	1
<b>Total Science Units</b>			<b>5</b>

**Fine Arts (3.5 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
Music Appreciation	9-12	2021	0.5
Band 1	9-12	2021	1
Band 2	9-12	2022	1
Band 3	9-12	2023	1
Band 4	9-12	2024	1
Choir 1	9-12	2021	1
Choir 2	9-12	2022	1
Choir 3	9-12	2023	1
Choir 4	9-12	2024	1
Intro to Piano	9-12	2021	1
<b>Total Fine Arts Units</b>			<b>9.5</b>

**Social Studies (4 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
Civics	9-12	2021	0.5
Economics	9-12	2021	0.5
US History	9-12	2022	1
World History	9-12	2023	1
ADE Approved History course	9-12	2024	1
<b>Total Social Studies Units</b>			<b>4</b>



### Career & Technical Education (9 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
PLTW Intro to Engineering	9	2021	1
PLTW Aerospace Engineering	9	2021	1
Personal Finance	9-12	2021	1
Computer Science with Programming	9-12	2021	1
Keyboarding	9-12	2021	1
Computer Business Applications	9-12	2021	1
Advanced Programming	9-12	2022	1
Robotics	9-12	2022	1
ADE approved course	9-12	2022	1
<b>Total Career &amp; Technical Education Units</b>			<b>9</b>

### Mathematics (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Algebra 1	8-9	2020	1
Geometry	9-10	2021	1
Algebra 2	10-11	2022	1
Algebra 3	11-12	2023	1
Precalculus	11-12	2023	1
Calculus AB	11-12	2024	1
<b>Total Mathematics Units</b>			<b>6</b>

### Other Courses (4.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
PLTW Principles of Engineering	8-12	2020	1
physical Education	9-12	2021	1
Personal Fitness for life	9-12	2021	1
Oral Communication	9-12	2021	1
PLTW Aerospace Engineering	9-12	2021	1
<b>Total Other Units</b>			<b>5</b>

High School Course Requirement Checklist	Units Listed
Language Arts (6 Units Required)	6
Science (5 Units Required)	5
Fine Arts (3.5 Units Required)	9.5
Social Studies (4 Units Required)	4
Career & Technical Education (9 Units Required)	9
Mathematics (6 Units Required)	6
Other (4.5 Units Required)	5
<b>Total (38 Required)</b>	<b>44.5</b>

ADE EVALUATION PART C-5: SCHEDULE OF COURSES OFFERED

*Evaluation Criteria:*

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

CIRC Determination:

Fully Responsive

Concerns and Additional Questions:

- Please confirm understanding that Career Development is needed instead of Career Exploration.
- Please confirm understanding that CTE Programs of Study are required instead of random courses.
- Please clarify that the following sixth grade courses needed to meet curriculum requirements will be provided:
  - Arkansas History-can be embedded in Social Studies. Must be noted in lesson plans.
  - Visual Arts
  - Performing Arts
  - 40 minutes of Physical Education a week or equivalent of 1440 minutes a year
  - Health
- Please clarify that the following seventh grade courses needed to meet curriculum requirements will be offered:
  - Keyboarding in seventh or eighth grade-semester course
  - Visual Arts
  - Performing Arts
  - 40 minutes of Physical Education a week or equivalent of 1440 minutes a year
  - Coding block-standalone 4 to 5 week course or embedded in Computer Science or Keyboarding. Must be taught in either seventh or eighth grade.
  - Health

- Please clarify that the following eighth grade courses needed to meet curriculum requirements will be offered:
  - Visual Arts
  - Performing Arts
  - 40 minutes of Physical Education a week or equivalent of 1440 minutes a year
  - Health
  - Arkansas History taught in 8th grade must be taught in addition to all other 8th grade social studies standards.
- Please confirm understanding that Algebra I will need a course approval to award high school credit taught in the eighth grade
- Please clarify that Visual Arts will be offered in grades 9 - 12.
- Please confirm opportunities for the following graduation requirements will be offered:
  - Digital learning class
  - CPR training
  - Dating Violence Awareness unit
  - Civics exam-pass with a minimum of 60 percent
  - Beginning with 2020-2021 graduating class students must take a personal finance class (Economics w/ Personal Finance)
- Please understand that Health & Safety must be offered in high school and is a graduation requirement.
- Please acknowledge understanding that the year long Personal Fitness for Life course will be phased out, and replaced with 4 new semester long options. You will need to offer 2 of these options.
- Please acknowledge understanding that Oral Communications belongs under Lang Arts Required Courses and not Other Courses.
- Please provide the foreign language courses that will be used to satisfy the requirement for 2 credits of the same foreign language that must be offered in HS.
- Please describe the school's plan for offering required AP courses.
- Please acknowledge understanding that the school must offer a transitional English and a transitional Math course.
- Since some HS courses are being phased in, please provide a plan to meet the needs of students who transfer in needing courses that are not yet offered. Will digital offerings be provided?

Applicant Response:

- All concerns confirmed, noted, and understood. All curriculum requirements will be met. Course approval necessary for Algebra 1 taught in middle school is understood. Opportunities for all graduation requirements will be offered. The phasing out of Personal Fitness for Life is noted and 2 of the 4 new course offerings will be offered. Foreign language courses provided will vary according to requests and availability. In order to meet the 2 same language credits requirements for high school graduation as well as if a student transfers in needing a course that is not yet offered, the school will use a combination of traditional class settings and/or courses offered through Virtual Arkansas to meet the need.
- Plan for AP Courses: In order to meet the state requirement for offered AP courses, LEA will offer the courses in a traditional class setting by hiring educators qualified to teach these subjects. However, if we are not able to offer a specific course in a traditional class setting, we will utilize

online course options through Virtual Arkansas.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Please ensure that curriculum is aligned with the Arkansas Department of Education strategic goals. ***Include all associated costs in the proposed budget.***

Applicant Response:

LEA teachers will create a significant portion of the academic curriculum. This approach offers several advantages over purchasing boxed curriculum or commissioning a few select teachers to plan lessons for everyone else. Creating one's own curriculum supports the collaborative spirit that will be highly valued at LEA and fosters deeper content knowledge and teacher investment. It also allows teachers to tailor units and lessons to better meet their students' needs and interests,

Teacher teams have a lot of freedom to decide how to best teach their students. However, they do operate within some important parameters. Knowing that they must teach all standards that fall under their domain, they begin by creating scope and sequence for each curriculum component that distributes those standards across the year. Then, they plan units with clearly outlined goals and objectives.

A curriculum designer and certain systems will be in place in order to support curriculum development. Teams will be given a substantial amount of co-planning time each week to support curriculum development. Teachers will be provided with approximately two hours of daily co-planning. Teachers who plan their own curriculum also need resources at their disposal, including ample funds for books and materials, and the need to be able to access these resources when they need them without having to cut through extensive red tape. LEA principals make this possible by allocating a budget to each team. Teachers decide together how and when to spend the money, empowering them to get what they need to provide their students with the education they deserve.

The four content areas in which units are prided by network leaders (at the request of teachers) include math, writing, science, and computer science. However, teachers have the freedom to plan the specific lessons for each unit. This preserves an element of ownership that is necessary in order to ensure successful implementation.

Network grade level teams will meet monthly and are available as a resource for the teachers. However, teachers are not required to co-plan at the network level, but may do so. The flexibility of the planning structure allows teams to make decisions that work best for them. Planning will also be done in compliance with what has been articulated as our vision of effective instruction in documents called Elements of Effective Instruction and have compiled these vision statements for reading comprehension, math, writing, and science.

Elements of an Effective Math Lesson: Effective math instruction engages students in tackling problems through application of logical strategies and in explaining how and why math works.

Students engage in the struggle: We reject I do - we do - you do teaching in which students watch a teacher solve a problem and then imitate the teacher's approach. Instead, good math lessons require students to use what they know to struggle with and logically attach a new problem that is more challenging than anything they have seen before. The struggle should be within the students' zone of proximal development attacking a problem one step beyond what they have ever done before, but achievable through struggle. Students must be pushed to articulate their process, even when that articulation is a struggle. It is insufficient for students to be able to get the right answer - they must also be able to explain how they got it and why it is correct.

Teachers require students to think logically and use flexible strategies. Problems must be crafted to encourage logical thinking and ideally to allow for a number of strategies. Effective problems are open ended.

- Our instruction must encourage logic and flexibility. The goal is to develop deep content knowledge in our students. Any lesson that teaches students a list of steps instead of lasting and transferable math understanding is a missed opportunity.
  - Teachers plan lessons by considering all the strategies that students can use to attack a problem. When anticipating correct strategies to reach a solution, teachers consider how to explicitly draw connections between those strategies.
  - The logic of math is beautiful. Teachers must appreciate the beauty of math, narrate the beauty of math, and create contexts for students to recognize and share this appreciation.
- Discussions progress logically, following a plan that demonstrates deep content knowledge and emphasizes connections between strategies and between content topics.
- Teachers know how each student attacked the problem and how successful he/she was (did the student start strong and go astray later? Did the student have logical thinking but computational errors? Did the student get the right answer by chance or by a clear and generally applicable strategy?). This is necessary for the teacher to make intentional choices about what work to show and who to call on or speak with throughout the discussion.
  - The discussion is focused on students explaining their work. This does not mean that a student needs to explain every part of their work; most effective discussions will focus on one element of the problem or of a strategy at a time.
  - Scholars must be held accountable for knowing and using content specific vocabulary because precise articulation is essential for clear communication.
  - Teachers are intentional in structuring their discussions and adjust their structure based on student work.
  - It should be clear to students why a piece of student work was shown to the class and what everyone was expected to learn from this segment of the discussion.
  - Connections between strategies are essential. Connections should help students move from more concrete or inefficient strategies to more sophisticated strategies.
  - Connections between problems and between content topics must be made transparent. Making connections transparent helps students see how they can use prior knowledge to attack new problems.
- Misconceptions are anticipated, addressed, and corrected.
- Teachers need to know what misconceptions each student has. This enables teachers to ensure that each student has corrected his/her misconceptions.
  - Common misconceptions are addressed whole class, usually during the discussion. Less common misconceptions can be addressed during independent problem solving or group work time.
  - Most lessons will include practicing and solidifying understanding/content during the class time (in groups, with partners, or independently). The teacher should vary levels of support during this time to maximize student learning and clarify misconceptions as effectively and efficiently as possible.

All students are engaged throughout the lesson; they are engaged in the work, engaged in learning from others, and engaged in monitoring, articulating, and refining their own thinking. Engagement doesn't mean every hand is up but it does mean every student is tracking the conversation and able to contribute at any moment. Students should be participating meaningfully at many times throughout the lesson; this could be achieved through cold calling, partner or group talks, quick writes, or other means.

By the end of the lesson, students are aware of what they should have mastered (what the point of the lesson was) and whether they mastered it; the teacher knows who did and who didn't master it. The teacher addresses the lingering misconceptions of students, either during class or at a later time.

- At the end of effective lessons, everyone knows what the point of the lesson was. Lessons end with a summary; the teacher or a student should summarize what was learned from the lesson and reinforce connections between strategies and content.
- The teacher can assess mastery with exit tickets (on paper or on slates) or listening in or another method.
- Determining mastery is not achieved by assessing whether they can do the same problem again, but whether they can apply that knowledge to another (and significantly different) problem.

Elements of an Effective Science Lesson: Effective science instruction helps students collect and analyze evidence from multiple sources to refine their conceptual models of how the natural world works.

Students engage in the struggle: Quality science instruction requires students to engage in the scientific practices to learn content. Students, not teachers, do the thinking work to make sense of evidence that they gather from investigations, models and text. This is in direct contrast to "I do, we do, you do" teaching in which

teachers do most of the thinking.

Students think logically and use evidence to support their theories and consider the theories of others. Students support their thinking with evidence. This evidence should come from investigations, scientific reading, teacher presentation and their experiences in the greater world. Lesson must be crafted purposefully to develop logical thinking and acquisition of evidence to improve and refine conceptual models of how the world works. Students evaluate each other's models based on how well they match the evidence.

Students make their thinking visible so that teachers can see misconceptions. Teachers believe that students will come to class with ideas about how the world works and understand that these must be articulated for students to improve their conceptual models of the world. Teachers are aware of common scientific misconceptions so that they will recognize them when students articulate their thinking. Teachers prepare strategies for disproving the common misconceptions. Teachers ask open-ended questions and require students to fully articulate what they are thinking, even when that articulation is a struggle. Students use specific scientific vocabulary, but are not allowed to answer questions with single words. The vocabulary does not substitute for complete descriptions of what students are visualizing using their own words. Students engage with extended writing assignments that mirror the complete articulation encouraged in class discussions. Students frequently draw what they are visualizing, including labels and a written description.

Students focus on central scientific concepts and are required to build connections within a content area, between content areas, and with content provided in prior years. Teachers design lessons that focus on developing critical scientific understandings that transcend one lesson; the lessons build on each other to develop rich scientific knowledge. Discussions and tasks are designed to enable connections between and within content areas (i.e.: science, earth and space science, physical science, and engineering/technology). Teachers provide rigorous tasks that push students to apply their scientific understandings in novel situations. Rigor is not memorizing more details and vocabulary or teaching content that has been assigned to high grade levels. Students ask curiosity questions that show that they are trying to understand scientific concepts more deeply and/or trying to generalize their understanding to new situations. For instance, if a class is learning about frog life cycles, students might ask why frogs start their life in the water or they might ask if humans also go through metamorphosis. Asking if frogs give you warts does not deepen understanding of life cycles and should be addressed as a distraction.

Students should also compare and contrast presentation of content through different formats. Throughout the course of most weeks, students should be expected to learn science content through reading, video, simulations, direct instruction, and investigations/experiments. Information from all sources should be integrated to provide richer, more complete understanding of the content. Students should evaluate each model, recognizing which aspects of the natural world are represented well and which aspects of the natural world are missing or have been changed.

Students develop competence in comprehending scientific literature to acquire scientific knowledge. Teachers must teach and then expect students to cite specific textual evidence to support analysis of scientific texts; provide an accurate summary of the text, building on prior knowledge but not based on personal opinions; develop their vocabulary through acquisition of scientific terms through reading; use text structure and text features to locate evidence quickly; integrate information expressed in words in a text with a version of that information expressed visually (flowchart, diagram, model, graph, or table). Teachers deliberately choose a variety of texts, including articles, trade books, and text books.

By the end of the lesson, students are aware of what they should have mastered (what the point of the lesson was) and whether they mastered it; the teacher knows who did and who did not master it with exit tickets, slates, or listening in or another method. The teacher addresses the lingering misconceptions of students, either during class or at a later time.

Element of an Effective Reading Comprehension Lesson: Effective reading instruction engages students in proving what an author is trying to communicate and analyzing how the author is trying to communicate it.

Students engage in the struggle. We reject I-we-you teaching in which students watch a teacher model and then imitate the teacher's approach. A teacher thinking aloud puts the thinking on the teacher; effective reading



lessons put the thinking on the students. Students must use what they know to struggle with and logically attack a new question that required them to integrate the text, not focus on one strategy or skill in isolation. If students fail, then the teacher may provide more scaffolding through guided questions but the class must have a chance to succeed through struggle. Students must be pushed to articulate their thinking, even when that articulation is a struggle.

Texts carefully chosen are at the right level of rigor - the level at which students need to struggle to understand the full meaning but through struggle, can grasp the complete meaning. Texts must be chosen intentionally as individual texts and when considered cumulatively. Throughout the year, teachers must expose students to a variety of genres and subjects. Decisions are purposefully made about when and how reading happens. For example, teachers must purposefully decide whether the text should be read at home (encouraged in upper grades where decoding is not an issue), read by students at school, read in partnerships, or read aloud to students. Exposing students to overly advanced texts is not rigor because teachers scaffold these texts too much. For example, middle school students cannot fully grasp Hamlet, so reading it is not rigorous - it instead requires a teacher to reduce a rich text to a simplistic level.

Students must engage with the text to answer a meaningful question that pushes students to think more deeply about the text than they would on their own. Questions require text evidence to answer. Questions force student to think about the author's purpose and choices - not about their own opinions. Good questions can force students to the macro level of understanding the structure or theme of the text as a whole. Good questions can force students to the micro level of understanding how a specific word or sentence is important in developing the text as a whole. Teachers should prompt thinking at all levels - the word, sentence, paragraph, section, and whole text level. Examples: "How is Elephant's personality different than Piggy's?" is a good question. "Why does Lorraine Hansberry choose to include both of these encounters in the same scene of the play?" is a good question. Both of these require evidence from the text and a deep understanding of the text to answer.

Reading discussions progress logically, following a plan that demonstrates a deep understanding of the text. Students are given time to talk about the text, using evidence and explaining how the evidence supports their interpretation. Students need to be pushed to consider their classmates' thoughts and opinions. Students need to be challenged to consider the merit of their own and their teammates' thinking based on whether there is text evidence to support that interpretation. In order to evaluate the evidence used by their peers, students should track the evidence that their teammates are citing.

All students are engaged throughout the lesson; they are engaged in the work, engaged in learning from others, and engaged in monitoring, articulating, and refining their own things. Students should be participating meaningfully at many times throughout the lesson; this could be achieved through cold calling, partner or group talks, quick writes, or other means.

Elements of an Effective Writing Lesson: Effective writing instruction engages students in construction a point, organizing to best develop the point and delivering the point clearly and skillfully.

Students must be engaged in the process of authentic writing. We reject formulaic writing. Effective argument writing has the following elements: a clear point, organization that best develops the point, evidence to support the point, and clear and skillful deliver of the point. Effective narrative writing has the following elements: a clear point or theme, thoughtfully created characters, an intentionally created plot, and literary techniques from figurative language to foreshadowing, the literary techniques should enhance the characters plot and/or theme in a meaningful way. Students must analyze the effectiveness of other writers. Students write often. Students receive specific feedback on their writing. Students engage in the struggle. All students are engaged throughout the lesson; they are engaged in the work, engaged in learning from others, and engaged in monitoring, articulating, and refining their own thinking.



## ADE EVALUATION PART C-6: EDUCATIONAL PROGRAM

### *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

CIRC Determination: **Partially Responsive**

### Concerns and Additional Questions:

- **Please provide the source of the Elements of Effective Instruction documents.**
- **Please provide plan for how students will increase in academic achievement.**
- **Please explain how teachers will receive 2 hours of daily co-planning and 3 hours of weekly professional development.**
- **Please describe how money allocated for curriculum and for supplies and materials will be spent.**
- **Please describe how curriculum work be divided amongst teachers and what resources will be available to them.**

### Applicant Response:

- Elements of Effective Instruction are documents that describe the instructional program by subject for each program structure (i.e.: 6-8th grade). This document provides this historical backdrop of students, the desired environment, and goals. It also defines the classroom setting, instructors, instructions, and various time allocations. Character education standards reinforcements and weekly “house” community meetings. It also provides desired outcomes upon completion of program structure. This is a tool developed by Brooke co-directors.
- Extra tutoring time is another feather of the semi-self-contained model. For 90 minutes each day, students work independently while both teachers support individuals or small group on targeted standards. Feedback is crucial and this block provides a way for teachers to ensure that each student is on track. They typically spend 45 minutes conferring with teachers or working independently on in-class assignments. This provides an ideal period to actually take the student back to their point of need and bring them up to their highest mastery level.
- Teachers, which are a part of a designated team, will have time blocked off each day to accommodate co-planning. In the semi-self-contained classes, the student will have a teacher who teaches both math and science, and language arts and social studies. This team is given the same time blocks to teach and plan each day. The teachers will be required to receive weekly professional development as the students’ day on Wednesdays is from 7:45 until 1:00 p.m. The teachers will remain for targeted professional development. No educational time with the students will be lost as they have longer school days and school year.
- Money allocated for curriculum, supplies, and materials will be spent strategically. A budget will

be created with an allotment toward this area. While creating/planning the curriculum and discovering necessary tools and supplemental material, these items will be prioritized in an order that specifies necessity with the guidance of the department chair and/or curriculum design liaison. This is the order in which materials will be purchased. Each order will go through the finance department via a purchase order process for tracking purposes and will be approved by the principal. LEA wants to maintain a standard of being good financial stewards.

- With the help of a department chair that has experience in curriculum design or a curriculum designer, each department will have their own scheduled curriculum review sessions. The teachers will be grouped according to course, for example Course 1(6th grade math), Course 2(7th grade math), etc. This grouping is at the discretion of the department chair with the input from teachers regarding their teaching experience. First and foremost, there are plenty of free resources online where the standards for that grade level and subject can be found. Many teachers bring resources that they have used in the past and together, each team will collaborate to design the scope and sequence for each course. This will include suggested resources which can be books, supplemental material like online resources, etc. Included in this process is also suggestions for what supplemental material can be used for remediation purposes as well and with students that may have certain disabilities or struggles academically.

#### Remaining Concerns:

- **Please explain how the curriculum will be vertically aligned and provide specific curricular resources.**
- **How will you ensure growth for students who have achieved mastery?**

7. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Academic Standards as adopted, and periodically revised, by the State Board of Education.

#### Applicant Response:

We have a structure of ongoing curriculum review in place at the district level. To support curriculum alignment we have established daily co-teaching planning sessions, weekly team school-wide sessions, and monthly meetings with a curriculum designer who has insight into state standards, performance results, and technicalities of curriculum evaluation. Additionally, administrators will weekly monitor and evaluate teachers to ensure they are adhering to and even exceeding the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

A Curriculum Review team will be established and meet monthly to evaluate student performance on state assessments, formative assessment, and to review proposed changes to the state standards. Area content experts will also be a part of the curriculum review team and will take a lead role in reviewing curricula in their respective content areas, and coordinate with campus staff in providing instructional adjustments and targeted interventions.

ADE EVALUATION PART C-7: CURRICULUM ALIGNMENT

*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 Academic Standards

CIRC Determination:

Fully Responsive

Concerns and Additional Questions:

- **Please acknowledge understanding that Arkansas no longer has Frameworks, but the Arkansas State Standards.**

Applicant Response:

- LEA team recognizes and understands that Arkansas no longer has Frameworks but rather Arkansas State Standards

8. 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:

LEA will seek a waiver for the requirement of a guidance program and on-campus certified counselor during the first year of operation. The Director of Academics, coordination with the Director of Outreach, and/or campus administration designee will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, LEA staff will be informed that they will be responsible for handling issues generally given to a campus guidance counselor. With the addition of grade 9 in the second year, LEA will seek to employ an on-campus guidance counselor to make sure a plan is in place for the students to go to and through college/vocational training.

B) Health services;

Applicant Response:

LEA will offer a health services program that will serve all students and provide immediate attention involving minor sicknesses or injuries, and aid in creation of campus health and safety regulations. A full-time nurse will be on campus.

C) Media center;

Applicant Response:

LEA will seek a waiver for the requirement of a media center as we will provide on-site and online media to support and enhance educational programs.

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

Applicant Response:

LEAs Special Education Services will meet all state and federal requirements through:

Implementation of the individualized education program

LEA shall have an IEP in effect for each identified child with a disability. We will also ensure that the IEP is in effect before special education and related services are provided to an eligible student, and that the IEP is implemented as soon as possible following the IEP committee meeting.

For a student who is new to LEA, a Transfer IEP committee will meet prior to or upon the student's enrollment with proper verification from the parent/guardian or previous school that services were being rendered. A second IEP committee meeting will be held within the first 30 days of the first one.

Evaluation of children to determine Eligibility

LEA will ensure that a full and individual evaluations conducted for each student being considered for special education and related services. The evaluation will be completed prior to the initial provision of special education and related services.

Development, Review, and Revision of the IEP

The IEP team will consider the strengths of the student and the concerns of the parent for enhancing the education of their child in both the development and review of a child's IEP. LEA will provide special education and related services to a child with a disability in accordance with the child's IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP Review of the IEP which will occur annually or ore frequently if the student is not experiencing success.

Least Restrictive Environment Placement

LEA will ensure that students with disabilities are educated with the general student population to the maximum extent appropriate to meet the students individual education program and overall educational needs. Separation from the general student population will only occur when the nature and severity of the disability is such that the education in general classes, with the use of supplementary aids and services cannot be achieved satisfactorily.

**E) Dyslexia Services;**

Applicant Response:

Students will be properly tested by trained personnel and if services are needed, LEA will seek the option to contract out those services as well as possible incorporate Lexia PowerUp program which also specializes in dyslexia students

**F) Transportation;**

Applicant Response:

LEA will elect not to provide transportation services. Should the need for transportation be deemed necessary to address, funds will be budgeted to allow students the ability to use public transportation. LEA will also explore before and after school options for students to support parental and public transportation avenues.

**G) Alternative education, including Alternative Learning Environments;**

Applicant Response:

LEA will seek a waiver from Alternative Learning Environments and will strive to provide a creative and effective approach to students. It will be the expectation that core values will be modeled and carried out throughout every individual on campus. If for any reason they are not adhered to each semi self-contained class will have personnel in class to provide alternative instructions so that the learning experience of other students is not hindered.

**H) English Language Learner (ELL) instruction, including appropriate state assessments for English Language Proficiency; and**

Applicant Response:

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

**I) Gifted and Talented Program.**

Applicant Response:

LEA will seek a waiver for the inclusion of a gifted and talented program. Upon program assessment, if the need for such a program is determined, we will provide an in-class online environment.

## ADE EVALUATION PART C-8: STUDENT SERVICES

### *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 students with disabilities that reflect the full range of programs and services required to provide such students with a high quality education;
- A dyslexia service program that will assess all students and serve those identified as needing dyslexia services;
- 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

CIRC Determination:

Partially Responsive

### Concerns and Additional Questions:

- Please describe media services to be provided and who will assist students in library media areas.
- Please address provisions for occupational, physical, and speech therapy services and budget allocation.
- Please explain why ALE is waived, yet there is money allocated for ALE Program in the budget.
- Please provide details for ELL instruction.
- Please provide plan for servicing of identification and servicing of GT students. Additionally, explain why funds were allocated GT curriculum, but no plan for services identified. Please provide description of online GT services.
- Please clarify understanding that waiving the Guidance Position will also necessitate a waiver of the ratio requirement.
- Please describe the Dyslexia program. Explain what the instruction will look like, who will communicate with parents, who will oversee the complete program, and what training they will receive.
- Please provide a plan for each teacher to receive professional awareness on the characteristics of dyslexia and evidence-based interventions and accommodations for dyslexia.
- Please confirm that the school will adhere to the reporting requirements of Act 1039 of 2017 regarding Dyslexia reporting.
- Please acknowledge understanding that a school district must have individuals to serve as dyslexia interventionists.

Applicant Response:

- Though a waiver is being sought for a media center. LEA is going to attempt to pursue offering media services through the Central Arkansas Library System online platform or building a digital database of resources to which students may have access.
- LEA will attempt to accommodate services such as occupational, physical and speech therapy. However, if we can not accommodate them with in-house personnel, those services will be outsourced in order to meet the need.
- LEA is indeed seeking a waiver for ALE. No money was to be allocated to ALE in the budget, which was an oversight.
- LEA plans to use a resource called Lexia for ELL instruction which has proven to be successful at a number of other schools including some of the top ranked schools in the state of Arkansas. It is has not only shown to be successful with ELL students but also could be used as a supplemental resource in the ELA Department. ELL instruction will happen once or twice a week during the time of non-core classes.
- LEA is seeking a waiver for GT services
- LEA team understands that waiving the Guidance Position necessitates a waiver of the ratio requirement.
- The Dyslexia program will have a coordinator. The LEA Team already has a member who is trained to screen for Dyslexia. The coordinator will communicate with the parents and oversee the complete program.
- Teachers will also complete Dyslexia training through the Arkansas IDEAS online training
- LEA will adhere to the reporting requirements of Act 1030 of 2017 regarding Dyslexia reporting  
LEA team understands that we must have individuals to serve as dyslexia interventionists

Remaining Concerns:

- **Please verify who in the school will assist with library media needs.**
- **Update the budget to reflect GT services and ALE or any other services being provided.**
- **Please explain how you will provide GT services.**
- **Specify how GT students need for services is determined.**

9. 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:

LEA will comply with annual progress report requirement stated in the Standards for Accreditation, Standard II, Goals and Administration of Arkansas Public School and School Districts, Section 7.04.2. With feedback received from parents and the community, LEA will annually develop a comprehensive progress report which includes updated data regarding student performance, program objectives, and accreditation standards. A School Improvement Plan will also be created annually in order to project further campus needs, as well as a



clear plan to correct any known program deficiencies. All reports will be written based in accordance with ADE regulations and guidelines.

Additionally, annual reports will be submitted for review to the ADE, as well as posted in a newspaper with general circulation in the district at or before October 15th. Data will also be made readily accessible to the general community either in printed copy or LEA's website which will be updated regularly to ensure transparency at all times..

It is further a part of LEA's plan to host an annual public gathering in order to provide further information regarding the academic program, as well as campus policies and goals, and to celebrate the success for parents, students, and other stakeholders. This meeting will serve as a way for interested parties to share with the staff of LEA their questions and suggestions regarding the program, campus, and annual report data. The meeting will be held in compliance with any and all ADE regulations.

## ADE EVALUATION      PART C-9:    ANNUAL PROGRESS REPORT

### *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

CIRC Determination:

Fully Responsive

10. 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. Please note any specific steps that will be taken to recruit students from educationally disadvantaged subpopulations (i.e. students who qualify for free or reduced lunch prices, students with disabilities, and English language learners).

Applicant Response:

#### A. Special education students:

- We will explicitly state in our recruitment materials that we serve all students, including students on IEPs and 504s.
- We will recruit at elementary schools that serve students with special needs. We will discuss our program with elementary staff and ensure that they are aware of our capacity to serve special education students.
- We will send our Director of Outreach to student recruitment events to speak directly to families of students with disabilities, and send mailings with application materials to Early Interventions Centers across the city.

#### B. Limited English-proficient students

- We will produce applications and promotional materials in Spanish, and other prevalent languages.
- We will place advertisements in languages other than English in local newspapers or in community newsletters.
- We will send representatives from the school who speak Spanish to community organizations and to well-traveled areas within communities with high rates of non-native English speakers to distribute materials in multiple languages. We will also canvass neighborhoods and participate in the Charter School functions
- We will send Spanish-speaking recruiters door-to-door to housing developments to recruit new families.
- We will post advertisements in public transit facilities and vehicles in targeted neighborhoods.

Also, we will partner with community based organizations, including the Mayor's Office to deliver recruitment materials and applications to their clientele.

#### C. Students eligible for free lunch or reduced priced lunch

- We will disseminate application materials to local Head Start facilities, YMCAs, and Boys & Girls Clubs.
- In order to recruit more reduced price-lunch qualifying families, we will visit Head Start programs and form

relationships with those centers so that we can distribute applications to the parents with the limited financial means.

- Staff members will visit WIC centers so that we hopefully post promotional materials and leave brochures at those centers.

D. Students who are sub-proficient

- We will include in our recruitment information that our school is open to all students, regardless of prior academic performance.

- We will contact the principals of North Little Rock elementary schools with low academic performance and request to send fliers and/or applications home with their students or host a recruiting table inside the school or at school events.

- We will contact the directors of local Head Start programs and request that recruitment information be distributed to all families, regardless of apparent academic performance.

E. Students at risk of dropping out of school

- We will include in our recruitment information that our school is open to all students, regardless of prior academic performance.

- We will contact the principals of North Little Rock schools with low academic performance and request to send fliers and/or applications home with their students or host a recruiting table inside the school or at school events.

We will contact the directors/principals of local Head Start programs/elementary and request that recruitment information be distributed to all families, regardless of apparent academic performance.

F. Other subgroups of students who should be targeted to eliminate the achievement gap

- We will work to recruit African-American students because that subgroup must be targeted to close the achievement gap.

- We will advertise in the leading newspaper and radio stations for the African-American community.

- We will contact personnel at predominantly African-American churches and community centers to develop relationships that will enable us to distribute brochures there.

## RETENTION

We aim to retain 95% of our students who remain in the North Little Rock area.

The following goals and strategies apply across each demographic group (Special education students, Limited English-proficient students, Students eligible for free or reduced lunch, Students who are sub-proficient, Students at risk of dropping out of school, and African-American students (as a specific subgroup of students who should be targeted to eliminate the achievement gap)).

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.

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

Applicant Response:

We do not believe it is necessary to use a weighted lottery and will not utilize this method.

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 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:

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

Open Enrollment begins: Thursday, March 1, 2020

Lottery Determination Date/Close of Open Enrollment: Monday, April 2, 2020

Lottery if Needed: Tuesday, April 3, 2020

In the event of a charter school lottery, all students in the lottery pool shall be drawn. Once all available seats have been filled based on the order applicants were selected, the remaining applicants in the pool must be placed on a waiting list ranked in the order that they were drawn. Applicants should be permitted to apply to the

school at any point during the school year. In cases where these applicants apply after a lottery is held and a waiting list is already created, the new applicants should be placed at the end of the existing waiting list, in the order their applications are received.

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

#### Parent Notification

Within seven days after conducting the selection process, LEA will send an offer letter to the parent, guardian or other person who submitted an admission application on behalf of the student, advising them that the student has been selected for admission to LEA. The offer letter must be signed by the student's parent/guardian and returned to LEA by the date designated in the offer letter from LEA.

Within seven days after conducting the selection process, LEA will send a letter to the parent/guardian, or other person who has submitted an admission request on behalf of the student, advising them that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.

If parent/guardian, or other person receives an offer letter on behalf of the student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.

If a student withdraws from LEA during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

#### Lottery Process Transparency

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

**Explain how students leaving the charter during the school year will impact students on the waiting list. Please note that student enrollment must be continuous.**

#### Applicant Response:

If a student stops attending LEA or declines admission, the next student on the waiting list for that grade will be offered admission and the process will be repeated until the vacant seat is filled.

No student will be admitted ahead of other eligible students on the wait list unless said student is either a sibling of a currently attending student at the time an offer of admission is made.

Students on the waiting list will be contacted by phone with any offer of admission to the school. It is the parent's/guardian's responsibility to notify the school with any change of contact information.

Any student who is offered a seat at LEA and declines admittance, will need to reapply. Starting in March 2020,

all students who are already on the school's waiting list will remain on the waiting list advancing one grade level yearly until their name comes to the top of their grade list and they are offered admission to LEA. Parents/guardians are encouraged to contact LEA once a year to update their child's information and track their child's movement on the waiting list.

All other students applying to LEA, after March 2020, must complete an application for admission yearly if they are not offered admission. All students who sign up for enrollment will be part of a lottery to determine their placement on the waiting list.

These students will take part in a lottery, by grade, and will then be added to the existing grade waiting list of students who applied before April 2020 following the sibling preference.

Students who are on the waiting list as non-sibling and become a sibling, due to acceptance and attendance of their brother/sister, will be given sibling status. It is the parent's responsibility to notify the school.

LEA will keep accurate and secure electronic and paper records of the waiting list. The waiting list will contain the name (first,middle,last),home address, telephone number, grade level, date of birth, and sibling status of each student who enters a lottery but does not gain admission. It is the parent/guardian's responsibility to notify the school with a change in sibling status.

When a student stops attending the school for any reason, the school will attempt to fill that vacant seat that school year. LEA must replace any student who leaves the school with a student in the same grade level.

## ADE EVALUATION      PART C-10:      ENROLLMENT CRITERIA AND PROCEDURES

### *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;
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list; and
- The effect students leaving the charter throughout the school year will have on the students on the waiting list

CIRC Determination: **Fully Responsive**

### Concerns and Additional Questions:

- **Please confirm understanding that the Office of Charter Schools does not provide a student enrollment application.**

### Applicant Response:

LEA confirms its understanding that the Office of Charter Schools does not provide a student enrollment

application.

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

Applicant Response:

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

ADE EVALUATION PART C-11: PRIOR CHARTER INVOLVEMENT

*Evaluation Criteria:*

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

CIRC Determination:

Fully Responsive

12. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities. Be sure to specify the types of financial decisions and/or actions to be made at the local level, the board level, and, if applicable, the charter management organization level.

Applicant Response:

Accounting Handbook, as reported via APSCN

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

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

LEA will use industry-standard accounting software to ensure proper bookkeeping. LEA will also establish policies and procedures along with the institution of rigorous financial controls including but not limited to the following:

LEA 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.

LEA 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, LEA 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, financial documents for review as an increased measure of oversight and governance.

The Board will use 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

The Board will follow state regulations regarding all procurement activities and follow the required process for a contract with an education service provider. Board members have experience operating businesses and schools, and are familiar with standard procurement processes including the Request for Proposal process. The Board will work with legal counsel to ensure all required procurement steps are completed and that all regulations are met.

#### Personnel Who Will Perform Business Duties

LEA's Office Manager, under the supervision of the Director of Operations, will provide business support and assistance with performing various financial functions. The Director of Operations will be required to provide financial reports and supporting documentation for all expenditures to the Principal, Treasurer and the Board as a whole. The Charter School Financial Services team inclusive of the Office Manager and Director of Operations will work together to ensure an exemplary audit record. Functions performed by this team, under the direction of the various board include:

##### Preparing financial reports and disclosures

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 school.

Providing training sessions to school management to increase their awareness of financial and compliance matters unique to their school.

The Office Manager will work closely with the Director of Operations, principal, 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 deadlines specified in the charter, LEA will present a balanced budget for the following fiscal year to the ADE or its auditors.

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

#### Balanced Two-Year Budget

A balanced two-year budget estimate is included. The budget does not take into consideration one-time grants or other funds that are not guaranteed. The two-year budget estimate includes costs for all personnel, programs, and expenses.

### Describe the process by which the school governance will adopt an annual budget.

#### Applicant Response:

It is the mission of LEA to offer families a quality education through the provision of personalized learning experience based on our two pillars of challenged and known. To achieve our mission, we must be fiscally sound. In an effort to start off and remain fiscally sound, the completed budget template carefully reflects our mission while remaining financially sound and accountable.

The only revenue captured in the template is limited to State Charter School Aid. The enrollment figures have been based on the projections for the initial size of the school and our subsequent school growth. These figures are consistent with the demand in Arkansas for creative and innovative approaches to quality education through great teaching.

The expenditures are captured in the template are reasonable estimates of anticipated expenses necessary to carry out the school's mission and performance goals through great teaching. Personnel assumptions are based on staffing ratios that have been found to be effective with smaller classrooms and also providing teachers adequate time to do their job with an expected level of excellence. Because of the ratio of teacher/teacher aid ratio employed, along with built-in weekly professional development, short-term substitution will be self-contained eliminating the need for substitutes on a regular basis. However, LEA will explore substitute teaching resources to address long-term absences should when they arise.

School administrator and staff will be employed by LEA through professionals services agreement, but will serve at the pleasure of the Board.

For all other expenditure, the budget assumes that expenses will be consistent with the full-time charter school supported by LEA's. In the completed budget template, the anticipated expenses are delineated.

Each year the annual budget will be approved by the Board by way of a majority vote.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures. Please note that all revenue must be formally committed.

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

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

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

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

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

Applicant Response:

Minimum Number of Students Required for Financial Viability

LEA budgeted for a minimum enrollment level of 200 students and will be cushioned by the other funding that is not included in the budget template provided such as Title 1 and other additional funding. Any changes to the model presented in this application are not foreseen or expected and would require further exploration 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 as budget line items would fluctuate commensurate with the enrollment in terms of staff, supplies, food, and computer hardware. This will ensure the majority of expenses will fluctuate with enrollment, therefore, providing a natural buffer for decreased revenue due to an enrollment shortfall. I.E.: if there is a shortfall in enrollment, we can certainly review our personnel numbers to adjust the budget while still maintaining the integrity of educational goals and experience. This was a collective effort by the Board and other professionals in their areas of expertise such as business, human resources, academics, food service, and building maintenance.

*Evaluation Criteria:*

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

CIRC Determination: **Partially Responsive**

Concerns and Additional Questions:

- **Please provide specific job duties related to fiscal operations.**
- **Please provide an explanation for the need of 5 administrative positions.**
- **Please explain the variation in fringe benefits for salaries.**
- **Please explain the low allocation amount for breakfast and lunch.**

Applicant Response:

- Each of the 5 administrative positions are necessary to the successful operations of LEA. These positions are being put in place on the front end with the overall vision in mind. In the early years of LEA, these positions will be filled on a “part time” basis as some of the individuals who will be holding the positions will also serve in the classroom as well. However, once enrollment increases to a certain point, some of these will be full time positions.
  - LEA is implementing the variation in fringe benefit percentage in an effort to provide teachers, guidance counselors, and administrators with an additional layer of benefits to provide an educational assistance plan, educational expenses, professional memberships and publications to further aid in the growth and development of great teachers.
- LEA believes the allocation amount for breakfast and lunch is sufficient as it is our goal to provide wholesome meals prepared on-site reminiscent of "neighborhood school cafeterias". Initially, our school cap is conducive to more practical purchase options. We will also pursue several initiatives that assists school in providing fresh fruits and vegetables as well.

Remaining Concerns:

- Specify who is responsible for the day-to-day management of fiscal services.
- Please verify understanding of fringe benefits as they are taxable income.

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

Applicant Response:

**ADMINISTRATORS**

**Administrator Position:** Principal

**Reports to:** School Board

**Salary Range:** 65,000 - 75,000

**Minimum Qualifications Required**

**Education Required:**

Master's Degree in Educational Administration or School Leadership

**Experience Required:**

Three years experience as a classroom teacher

Three years experience in instructional leadership roles

**Certification Required:**

Arkansas principal or other appropriate Arkansas certificate

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

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

**Administrator Position:** Director of Operations

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**Reports to:** Principal

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**Salary Range:** 30,000 - 55,000

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**Minimum Qualifications Required**

**Education Required:**

Master's Degree preferred, Bachelors Degree required.

**Experience Required:**

Three years experience in administration required; a combination of experience and/or education will be considered for substitution.

**Certification Required:**

Administration certification.

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

- Oversight of financial compliance.
- Oversee building maintenance.
- Oversee operational vendors.
- Oversee IT.
- Oversee food operations.

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**Administrator Position:** Director of Academics

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**Reports to:** Principal

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**Salary Range:** 30,000 - 55,000

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**Minimum Qualifications Required**

**Education Required:**

Master's Degree required.

**Experience Required:**

Three years experience in administration; a combination of education and experience will be considered for substitution.

**Certification Required:**

Administrative certification

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

- Supervise teachers and academic staff.
- Oversee curriculum compliance and coordinate academic testing.
- Supervise leadership collaboration
- Supervise effective incentive and recognition program for exemplary employee performance
- Oversee academia vendors.

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**Administrator Position: Director of Excellence**

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**Reports to:** Principal

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**Salary Range:** 30,000 - 50,000

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**Minimum Qualifications Required**

**Education Required:**

Master's degree preferred, bachelor degree required.

**Experience Required:**

Three years experience in administration; a combination of education and experience will be considered for substitution.

**Certification Required:**

Administration Certification

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

- Oversee extracurricular programs.
- Oversee all safety drills.
- Manages positive and negative reinforcement systems for student body.
- Coordinate disciplinary planning sessions with student, parent, counselor, and Director of Outreach.
- Report recurring infractions to principal.

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**Administrator Position: Director of Outreach (Outreach Community Liaison/Grant Writer)**

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**Reports to:** Principal

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**Salary Range:** 25,000 - 35,000

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**Minimum Qualifications Required**

**Education Required:**

Bachelor's degree preferred, High School required

**Experience Required:**

Five years experience with family and community engagement, planning activities, and promoting awareness.

**Certification Required:**

None

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

- Marketing and Public Relations.
- Serve as liaison between school, parents, and community.
- Promote collaboration with community businesses, leaders, and organizations.

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

- Plan and promote community activities, workshops, and wellness campaigns.
  - Plan and promote fundraising and school-based activities; as well as seeking and applying for grant funds.
- 

## **TEACHERS**

**Teacher Position:** Classroom Teachers

**Reports to:** Director of Academics

**Salary Range:** \$32,000 - 52,700

**Professional Development:** 36 hours each year (between July 1 - June 30)

### **Minimum Qualifications Required**

**Education Required:**

Bachelors degree from accredited university.

**Experience Required:**

At least one year of student teaching or approved internship.

**Certification Required:**

Valid Arkansas teaching certificate with required endorsements for subject and level assigned or a commitment to begin the process upon hire.

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

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

**Reports to:** Director of Academics

**Salary Range:** 35,000 - 50,000

**Professional Development:** 36 hours each year (between July 1 - June 30)



### **Minimum Qualifications Required**

**Education Required:**

Bachelor's Degree

**Experience Required:**

One year minimum

**Certification Required:**

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

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

- Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students.
  - Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.
  - Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote student's educational, physical, and social/emotional development.
  - Maintain accurate and complete student records and prepare reports on children and activities as required bylaws, district policies, and administrative regulations.
  - Establish clear objectives for all lessons, units, and projects and communicate those objective to students.
- 

## **SUPPORT STAFF**

**Support Staff Position:** Nurse

**Reports to:** Director of Operations

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

### **Minimum Qualifications Required**

**Education Required:**

Graduate of an accredited professional nursing education program.

**Experience Required:**

Two years nursing experience, preferably in community health.

**Certification Required:**

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

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

- Coordinate health service activities with the instructional program.
- Plan and implement health assessment and screening programs.
- Assist in control of communicable diseases by interpreting the policies and procedures for control of communicable disease within the school.

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

- Coordinate referrals to healthcare professionals for medical diagnostic services and treatment as needed.
- Implement and comply with policies established by federal and state law, Arkansas Department of Education and local board policy in the area of health services.

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**Support Staff Position:** Office Manager

**Reports to:** Principal

**Salary Range:** 25,000 - 32,000

**Minimum Qualifications Required**

**Education Required:**

Bachelor's degree preferred, High School Diploma Required

**Experience Required:**

Five years clerical/administrative/accounting experience.

**Certification Required:**

None

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

- Record attendance, document and refer truancy, excessive tardiness/absences, and any other irregularities to principal.
- Provide clerical support to administrative staff.
- Greet and appropriately route visitors, answer phone, and other clerical duties as requested.
- Prepare payroll and purchase vouchers.
- Parent contact as required.

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**Support Staff Position:** Food Services Worker

**Reports to:** Director of Operations

**Salary Range:** \$15,000 - 24,000

**Minimum Qualifications Required**

**Education Required:**

High School Diploma/GED

**Experience Required:**

Two years experience.

**Certification Required:**

SafeServe; any/all required State trainings.

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

- Prep and sanitize kitchen and serving area.
  - Serve food trays.
  - Accept and reconcile payments.
  - Track food and supply inventory.
  - Be trained and comply with child nutrition policies and procedures.
- 

ADE EVALUATION      PART C-13:      STAFFING PLAN

*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

CIRC Determination:

Fully Responsive

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

Applicant Response:

Provisions will be made for conducting annual audits through full disclosure, immediate access and total transparency. The LEA Board will be committed to responsible fiscal management of both our public and private resources inclusive the the Arkansas Legislative Auditors. The Board will hire a Certified Pubic Accounting Firm to conduct annual review of cash flow, retrospective budget, and financial controls. The audit will be conducted according to Government Auditing Standards of Arkansas and included in the Approved Auditor List for charter school. To facilitate our financial integrity, LEA will promptly provide the necessary financial records, documentation, and data required to complete the financial audit. Upon completion, the audit will be submitted to the Arkansas Department of Education Public Charter School Board and other appropriate authorities as required by law.

ADE EVALUATION PART C-14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

*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.

CIRC Determination:

Fully Responsive

Concerns and Additional Questions:

- **Please clarify if charter will use Office of Legislative Audit or a private auditor for audit services. Additionally, please confirm that private must be specifically indicated in the application and must be approved.**

Applicant Response:

- LEA will use the Office of Legislative Audit for audit services. We also confirm that it is our understanding that a private auditor for audit service will need to be indicated in the application and approved.

15. It is affirmed that the Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Department of Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Department of Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to IRS, ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.

Yes

No

It is affirmed that the Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Department of Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).

Yes

No

ADE EVALUATION      PART C-15:      ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

*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, utilizing the APSCN system as the original and official data reporting system.

CIRC Determination:

Fully Responsive

16. Describe in general terms the area within the boundaries of the school district where the applicant intends to obtain a facility to be used for the open-enrollment public charter school.

If the facility to be used for the school has been identified and 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 has been identified and 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. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

The exact location of LEA has not been determined. However, we will be situated in the City of North Little Rock. While we are considering several buildings, we are open to considering school buildings that are not currently occupied in North Little Rock.

If the facility to be used has been identified, list 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:

A facility has not been selected. Upon our selection, LEA will ensure that none of the owners of the proposed facility are related in any way to members of the local board, employees of the public school district where the proposed open-enrollment public charter school will be located, the eligible entity sponsoring the open-enrollment public charter school, or employees/directors/administrator of the sponsoring entity or proposed open-enrollment public charter school.

The facility to be used 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 to be used has been identified and 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

## ADE EVALUATION     PART C-16:     FACILITIES

### *Evaluation Criteria:*

- If the facility to be used has not been identified:
  - A general description of the area within the boundaries of the school district where the applicant intends to obtain a facility to be used for the open-enrollment public charter school
- If the facility to be used has been identified:
  - 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

CIRC Determination:

Fully Responsive



17. Describe the manner in which the proposed charter school will make provisions for feeding the students. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs. Does the school intend to offer a self-operated food service program, vended or unitized meals, or contract with a caterer or food service management company?

If the proposed charter plans to participate in the National School Lunch, School Breakfast or Afterschool Snack program(s), describe how the school will ensure the following:

- families have access to the application for free and reduced price school meal benefits
- school meal applications (or other means of eligibility determinations) are approved accurately and within 10 days of receipt
- student's meal eligibility status is maintained as confidential information
- each time a meal is served a meal count is taken at the point of service by eligibility category without identifying a student's eligibility status (cannot be a tray count)
- menus planned meet the meal pattern requirements for the grades applicable, are acceptable to students, and meet all food safety standards
  - o menus meet the requirements and are certified to receive the performance based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements

Applicant Response:

The manner in which the school will make provisions for food services is that all food will be prepared and stored on-campus. We will do RFPs to secure vendors from whom we will purchase food and supplies. Food service employees will be SafeServe certified and receive any additional training to ensure safe and nutritional food service from DHS as well as other entities. This also gives LEA more control over what is served to the students in a way that will be more enjoyable by the student body while also teaching the importance of proper nutrition. LEA will apply to participate in the federal National School Lunch program and any other programs that will be beneficial to our food services.

ADE EVALUATION PART C-17: FOOD SERVICES

*Evaluation Criteria:*

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

CIRC Determination:

Fully Responsive

### Concerns and Additional Questions:

- Describe how the school will ensure the following:
  - school meal applications (or other means of eligibility determinations) are approved accurately and within 10 days of receipt
  - student's meal eligibility status is maintained as confidential information
  - each time a meal is served a meal count is taken at the point of service by eligibility category without identifying a student's eligibility status (cannot be a tray count)
  - menus planned meet the meal pattern requirements for the grades applicable, are acceptable to students, and meet all food safety standards
  - o menus meet the requirements and are certified to receive the performance based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements
- Please describe how applications for free and reduced meals will be distributed and processed.
- Please verify that a child nutrition director will be employed / identified.
- Please confirm understanding that if a child nutrition director is paid from federal funds, the person must meet hiring standards, complete required trainings, and meet the professional standards developed by USDA and the state of Arkansas.
- Please provide an explanation of how the Point of Service System will be used to guarantee that a meal matches a child.

### Applicant Response:

On the day of registration and at orientation, each parent/guardian will be provided with an application for free/reduced lunch to complete. Upon return of the application, the application will be reviewed giving consideration also to automatic qualifying criteria. It is LEAs internal goal to process all applications within 48 hours to determine eligibility. LEA will safeguard the student's eligibility status, ensure that all information provided is locked in a secure location, and kept confidential. Point of Sale software will be utilized to fully service our school by linking each meal served to each child utilizing their school ID, providing a confidentiality feature for student on the Free and Reduced program eliminating counting of trays while also providing us with the ability to generate state and federal reports.

LEAs nutrition staff will work very closely with both Arkansas DHS nutrition division and Health Department to ensure proper trainings, and that proper meal planning requirements are met for the grades applicable, attractive while nutritional for students, and meet all food safety standards. LEA nutrition staff will have a goal of being ready on day one with state approved menu so that we are positioned to receive the performance-based reimbursement provided to schools who meet set criteria within the first two months of the first year of operation along with other federal requirements.

LEA will seek to employ/identify a child nutrition director. It is the understanding of LEA that, if a child nutrition director is paid from federal funds, that employee must meet hiring standards, complete required trainings, and meet the professional standards developed by USDA and the State of Arkansas.

18. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

- (A) Any other individual specifically identified by name in Section A of the application;
- (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
- (C) The owner(s) of the facilities to be used.

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

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

Applicant Response:

None of the Board Members, who are volunteers are receiving any pay for being on the Board and no board member assisted in writing this application, as identified in Section A of the application.

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

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

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

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

#### Applicant Response:

The Board is committed to the highest standards of ethical conduct. The purpose of a Conflict of Interest Policy is to protect LEA when the Board is contemplating a transaction or arrangement that might benefit the private Financial Interests 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 a board member has, or may have, a Conflict of Interest with respect to the transaction.

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

#### Duty to Disclose

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

#### Determining Whether a Conflict of Interest Exists

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

#### Procedures for Addressing the Conflict of Interest

If the Board determines that a Financial Interest of a Board member constitutes a Conflict of Interest, the Board Chair (or acting Board Chair if the sitting chair is the Interested Person) shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement giving rise to the conflict.

After exercising due diligence, the Board shall determine whether it can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a Conflict of Interest.

If a more advantageous transaction or arrangement is not reasonably attainable, and the State's Ethics Laws do not prohibit or invalidate the proposed transaction, the Board or committee shall determine by a majority vote whether the proposed transaction or arrangement is in the School's best interest, for its own benefit, and whether the transaction is fair and reasonable to the School. Based on this determination, the Board shall decide whether to enter into the proposed transaction or arrangement.

The Board shall make its determination using the Rebuttal Presumption Checklist (Property) as a guide.

#### Violations of the Conflict of Interest Policy

If the Board or committee has reasonable cause to believe that a member has failed to disclose an actual or possible Conflict of Interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

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

## Records of Proceedings

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

The names of the persons who disclosed or otherwise were found to have a financial interest giving rise to an actual or possible Conflict of Interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a Conflict of Interest in fact existed.

The names of the person 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 LEA's mission (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 LEA 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 LEA 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 LEA 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 and are properly recorded, reflect reasonable payments for goods and services further the charitable purposes and do not result in inurement or impermissible private benefit.

Whether agreements with employees and third-party payers further the LEA's charitable purposes and do not result in inurement or impermissible private benefit.

In conducting the periodic reviews provided from above, LEA may use outside advisors. The use of outside advisors does not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

ADE EVALUATION PART C-18: CONFLICTS OF INTEREST

*Evaluation Criteria:*

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

CIRC Determination:

Fully Responsive

19. Explain how the success of the charter school will be ensured if changes in leadership and board composition occur.

Applicant Response:

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

To ensure the success of the charter school in perpetuity and the sustainability of the charter in the future, the Board will seek out and engage in ongoing professional development for the Board, school leaders and teachers to ensure professional growth with creativity and innovation; 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. The Board will also receive ongoing support from the Board of Directors to ensure all state laws are met.

LEA will ensure every student has access to the education program, including providing a computer and internet access. LEA is committed to providing all students with access to needed programs regardless of socio-economic status.

LEA will ensure that the parents and community are valued as an intricate part of the school's success through intentional activities, workshops, and gatherings that foster strength, unity, and relationship building. LEA's mission is about the students they entrust us to educate.

In summary, the board will be responsible for ensuring that all aspects of the financial and programmatic accountability systems meet the standards as set for by ADE. Of paramount concern will be great teaching, individualized instructions aligned with the Arkansas Curriculum Frameworks, stakeholders input, parent and student satisfaction and input, community partnership, school growth, state and federal compliance and fiscal accountability.

LEA and its Board members will relentlessly strive to ensure that the school opens as scheduled. In the event of an enrollment shortfall, the budget allows for minimum enrollment with only guaranteed revenue factored in and can be adjusted according to enrollment thus positioning LEA to remain successful.

*Evaluation Criteria:*

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

CIRC Determination:

Not Responsive

Concerns and Additional Questions:

- **Please provide for sustainability if there are changes in staff or board members.**

Applicant Response:

• Continual monitoring of three areas will ensure the long term sustainability of the school. These areas are academic, financial and general operations. Academically, this school will always be data driven. Numbers are not everything, but they are valuable. The numbers give light to where the school sits as well as where the individual students sit. The numbers drive the direction of instruction. As we give attention to the strong points and deficits of each individual child, the overall goals of the institution are met and provide a solid academic foundation. The uplifting of the student leads to the uplifting of the institution as a place of innovation and excellence. Annually we will go to drawing board and assess what works and what needs amending. These findings will make their way to the Board of Directors annually. Financially, we will again, annually assess our stewardship as an institution. We have positions in place that will continually seek to ensure that this institution remains financially viable. Systems will be set in place to ensure that spending is not random but is prioritized and has a process of approval. An annual balanced budget will be adopted by the Board of Directors in order to guide institutional spending. Alongside institutional spending will also be reserves to ensure that even in unforeseen circumstances, the institution is covered. In addition, our Outreach Team has a purpose to secure avenues of revenue growth in order to support a growing institution and to maintain our ability to foster innovation and excellence in every aspect of the institution. The Board also has members who have substantial financial backgrounds in the corporate arena and those skills and financial advice will always be taken into consideration. Monthly financial reports will be reviewed and submitted to the Board. Finally, our operations area shall also operate in excellence to ensure the sustainability of this program. LEA has positions in place to ensure all requirements are met, all laws are followed, quality services are rendered, and all voices are heard. Teachers will be evaluated on a regular basis in order to ensure that the highest quality of teaching is rendered. Administrators will be evaluated to ensure the highest quality of management. Disciplinary processes will be reviewed on a regular basis to ensure a safe, fair, respectful and accepting environment that is conducive to learning. Even among teachers, staff, board members, and the community will be an environment of respect, unity, collaboration, innovation, and transparency. The sustainability of this institution will be a result of these three areas showing accountability to the students, each other, the community, and to the Department of Education. In addition, the process of hiring quality staff and continually filling board member vacancies with quality personnel will ensure the overall vision and execution of that vision remain relevant and consistent, and carry out procedures as outlined in our governing structure. The Board will also hold special meetings as needed.



Remaining Concerns:

- **Have you considered creating a standard operating procedure manual? If so, what components would the document contain?**

20. 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 order or statutory obligations to create and maintain a unitary system of desegregated public schools. The following desegregation analysis explains that LEA charter approval will not negatively impact the desegregation effort of any public school district in the state. LEA will operate as a public school; may attract and enroll student in the City of North Little Rock. LEA cannot fully foresee 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 application for enrollment exceed the set enrollment cap, LEA will use a random, anonymous lottery for admissions.

LEA could potentially draw students from the North Little Rock School District, given its size, enrollment is not expected to severely or adversely affect the district. It is reasonable to expect that some of the students that choose to enroll in LEA may previously have been enrolled in private, parochial, or home schools. These students would have no impact on North Little Rock School District. The enrollment capacity at LEA will only represent a small fraction of the Arkansas public school students.

All school districts are 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. Given the demographics of the community and North Little Rock School District, it is unlikely that active efforts to maintain a unitary school system will be negatively impacted.

ADE EVALUATION PART C-20: DESEGREGATION ASSURANCES

*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

CIRC Determination:

See Legal Comments

21. 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 assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.**

Applicant Response:

**Waiver Topic:** Superintendent

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

**Arkansas Code Annotated**

Code Number	Code Title
● 6-13-109	Superintendent
● 6-17-427	Superintendent license - Superintendent mentoring program

**ADE Rules**

Section Number (if applicable)	Rule Title
● 15.01	School District Superintendent

**Rationale for Waiver**

A waiver for the role of Superintendents is being requested. LEA will make every effort to hire staff with these credentials but is requesting a waiver in order to have flexibility in this area. Other school administrators may be hired or contracted, as necessary and training provided to supplement the superintendent mentoring program.

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**Waiver Topic:** Principals

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

**Arkansas Code Annotated**

Code Number	Code Title
● 6-17-302	

**Standards for Accreditation**

Section Number	Section Title
● 15.02	

**Rationale for Waiver**

The school will hire directors who will manage the day to day instructional and administrative decisions and perform academic officer duties for the school. This person will be responsible for developing the

culture and establishing strong connections with the local communities. The goal is to eventually hire a principal but with the flexibility to choose one with pertinent skills in lieu of principal licensure. They will also be responsible for reporting professional development needs. If we hire a principal that is not licensed, every effort will be made to direct them to receiving principal licensure through alternative licensure methods.

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**Waiver Topic: School Boards**

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

**Arkansas Code Annotated**

Code Number	Code Title
● 6-13-601 et seq.	
● 6-14-101 et seq.	
● 6-1-619(c)(1)(A) and (d)	Requires board members to be physically present at a meeting to be counted for purposes of a quorum

**ADE Rules**

Section Number (if applicable)	Rule Title
●	ADE Rules Governing School Election Expense Reimbursement
●	ADE Rules Governing School Board Zones and Rezoning

**Rationale for Waiver**

The Bylaws of Transforming Life, which governs the actions of its Board of Directors are consistent with all requirements of Nonprofit Corporate law. They specify the number of members, the process of electing them, the length of their term of service, and processes for resignation and /or removal, and meeting requirements all of which are consistent with the requirements of law. The Board will appoint members to serve of the School Board who will be authorized and empowered to make regular decision of the school and each member will be physically present at monthly meetings. The last part of the requested waiver will allow member to participate in meetings via conference or video call if necessary.

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**Waiver Topic: Teacher Licensure**

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

**Arkansas Code Annotated**

Code Number	Code Title
● 6-15-1004	Qualified Teachers in Every Public School Classroom
● 6-17-309	Licensure-Waiver
● 6-17-401	
● 6-17-902	Definitions (AR Teacher Salary Law)
● 6-17-908	Teacher's Salary Fund - authorized disbursements
● 6-17-919	Warrants void without valid teaching license

## **ADE Rules**

Section Number (if applicable)	Rule Title
●	ADE Rules Governing Educator Licensure
● 15.03	Educator Licensure
● 15.03.1	Requires all administrative, teaching, and other personnel shall hold a current, valid Arkansas license
● 15.03.2	Requires all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned.
● 15.03.3	Allows a person not fully qualified for a position to be used in emergencies only

## **Rationale for Waiver**

A waiver for teacher license is being requested. All of our teachers will be Highly Arkansas Qualified if applicable; however, within those licensure requirements generally, we want to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas license. The school will be committed to recruiting and hiring quality staff members who are eligible to earn a teacher certification. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Arkansas Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. Every effort will be made for all unlicensed personnel to enter into alternative licensure programs.

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## **Waiver Topic: Personnel Policies**

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

#### **Arkansas Code Annotated**

Code Number	Code Title
● 6-17-201(c)(2)	Written personnel policies
● 6-17-1501 et seq.	Teacher Fair Dismissal Act
● 6-1-1701 et seq.	Public School Employees Fair Hearing Act
● 6-17-2203	Classified School Employee Minimum Salary Act
● 6-17-2303	Committee on personnel policy
● 6-17-2403	Minimum teacher compensation schedule
● 6-17-2301	Classified School Employee Personnel Policy Law
● 6-17-2403	Certified Salaries
● 6-17-203	
● 6-17-204	
● 6-17-205	

## **ADE Rules**

Section Number (if applicable)	Rule Title
● 4-8	Rules Governing School District Requirements for Personnel Policies, Salary Schedules, minimum Salaries and Documents Posted to District Websites

### **Rationale for Waiver**

The Board shall establish an employee handbook which outlines all LEA personnel policy requirements. School personnel will have an opportunity to provide input into these policies through public comment during meeting of the Board which are open to the public. Decisions to invite staff to return in subsequent school years will be at the discretion of the Board based on performance and school budget. All school employees will be offered a salary commensurate to salaries offered to similar positions in local area schools. Furthermore, the waivers of the Fair Dismissal Act and Public Employee Fair Hearing Act are requested to help us fully implement our "at will" employment policy. These waivers will help us to make employment decisions in a more expeditious manner than the above Acts allow, and enable us to help ensure that we have proper staff in place to execute our educational model. The salary waivers are requested in that we wish to establish our own compensation model, which will vary in some respects from the minimum salary schedules required by the statute, but which again will be in accordance with our educational and operational model.

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### **Waiver Topic: School Year Dates**

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

##### **Arkansas Code Annotated**

Code Number	Code Title
● 6-10-106	
● 6-16-102	
● 6-18-213(a)(2)	

### **Rationale for Waiver**

Due to the school model, the anticipated school calendar may extend beyond that start and end date as prescribed by Ark. Code Ann 6-10-106. In the event that the school closes during the school year due to inclement weather and/or emergencies, the school will add any necessary make-up days the end of the term or use possible inclement weather days that we may build into the current school calendar

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### **Waiver Topic: Instructional Structure and Clock Hours**

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

##### **Arkansas Code Annotated**

Code Number	Code Title
● 9.03.3	The following courses shall be taught annually for a total of 38 units, except as otherwise allowed in Ark Code Ann 6-15-213 and 6-15-214, as articulated in these rules

**ADE Rules**

Section Number (if applicable)	Rule Title
● 14.03	Seat Time

**Rationale for Waiver**

The school will offer grades 6-12 at full capacity. The first year we will not have high school grades. We plan to offer all of the curriculum each year to the grades being served. Even though this applies to high school grades, we want it to be in place when we start offering Grade 9.

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**Waiver Topic: Student Support Services**

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

**Arkansas Code Annotated**

Code Number	Code Title
● 6-10-106	
● 6-15-1005(b)(5)	
● 6-18-502(a)(1)(C)(i)	
● 6-18-503(a)(1)(C)(i)	
● 6-18-1004(a)(2)	

**Standards for Accreditation**

Section Number	Section Title
● 19.03	

**ADE Rules**

Section Number (if applicable)	Rule Title
● 16.01.3	ADU Rules Governing the Standards for Accreditation
● Section 4	Distribution of Student Special Needs Funds
●	Rules Governing Public School Student Services

**Rationale for Waiver**

LEA will offer a comprehensive guidance program but requesting this waiver for flexibility in hiring a certified guidance counselor. The school will make effort to do so but if efforts are not successful, the school will contract with a counseling center to provide the support required for implementation of the program. The school requests a waiver to providing an ALE. We will implement intervention strategies that cultivate a positive culture and climate and reduce the need for ALE environment. LEA will utilize an effective in-school reset environment.

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**Waiver Topic: Library Media**

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

**Arkansas Code Annotated**

- | Code Number | Code Title                                     |
|-------------|--|
| ● 6-25-103  | Public School Library and Media Technology Act |
| ● 6-25-104  |  |

**Standards for Accreditation**

- | Section Number | Section Title                              |
|----------------|--|
| ● 16.02        | Standards for Accreditation Media Services |

**Rationale for Waiver**

The school will offer library media services through classroom libraries as well as access to online books. The nature of the educational program is such that it will offer variation in library media program and resources will be made available to students through online and classroom resources.

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**Waiver Topic: Gifted and Talented**

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

**Arkansas Code Annotated**

- | Code Number       | Code Title |
|-------------------|------------|
| ● 6-42-101 et seq |            |
| ● 6-20-2208(c)(6) |            |

**Standards for Accreditation**

- | Section Number | Section Title               |
|----------------|-----------------------------|
| ● 18.0         | Standards for Accreditation |

**ADE Rules**

- | Section Number<br>(if applicable) | Rule Title   |
|-----------------------------------|--|
| ●                                 | ADE Rules Governing Gifted and Talented Program Approval standards |

**Rationale for Waiver**

LEA's mission is to foster challenging curriculum for all students at their level of learning. Students that are advanced will have more challenging academia and have access to programs to facilitate them excelling.

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**Waiver Topic: Transportation**

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

**Arkansas Code Annotated**

- | Code Number       | Code Title |
|-------------------|------------|
| ● 6-19-101 et seq |            |

**Rationale for Waiver**

LEA will not provide school transportation. However, if need arises, we will provide access to public means of transportation.

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ADE EVALUATION    PART C-21:    WAIVERS

*Evaluation Criteria:*

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

CIRC Determination:

See Legal Comments