

Student Services

ADE Question:

Families and staff need to see a clear, reliable path from a concern to the necessary services. This includes timely special-education evaluations, clear support for identified needs for all learners, and access to related services like speech/OT/PT. Because the model incorporates extensive outdoor learning, it's also essential to demonstrate how services will continue in the field and how safety is managed for students with complex needs.

- Show the steps from concern to evaluation to services in plain language, with who is responsible at each step.
- Name anticipated providers for speech/OT/PT and how sessions fit into students' schedules during regular days and field learning.
- Explain safety plans for higher-risk situations (e.g., elopement), and how all students access learning during bad weather.

Response:

Arkansas Outdoor Academy ensures that every family and staff member can clearly understand the path from a concern about a student to the delivery of appropriate services. The process begins in the classroom. When a teacher or staff member observes a possible need, whether academic, behavioral, or developmental, it is documented immediately and reported to the Principal. Within five school days or 10 calendar days, the Student Support Team, led by the SPED Coordinator, convenes to review the concern. This team includes the classroom teacher, a parent or guardian, and when appropriate, a counselor or related service provider. The team gathers evidence, reviews student data, and determines whether further evaluation is necessary.

The Academy uses a multi-tiered system of supports to ensure that concerns are addressed with appropriate interventions before referral. At Tier I, students receive high-quality instruction and universal supports in the classroom. When a student requires additional help, Tier II interventions, such as small-group instruction, progress monitoring, or counseling sessions, are provided and tracked for effectiveness. If the student does not respond adequately, the team may recommend a Tier III intervention or formal evaluation for special education. This tiered approach ensures that services are timely, data-driven, and equitable.

If a formal evaluation is initiated, the SPED Coordinator ensures that all state and federal timelines are met, procedural safeguards are given to families, and outside evaluators are scheduled promptly. Families are informed at each step through written notice and meetings where they can contribute information and feedback. When eligibility is confirmed, an Individualized Education Program (IEP) or 504 Plan is developed collaboratively with the family. Services are then implemented immediately, documented as services are provided, and reviewed regularly.

AOA will be using SEAS Education services for all special services including PT, OT, and Speech. They will also help with documentation plans for IEP, 504, Dyslexia, Safety, MTSS/RTI, ELL, and GTE. Sessions occur during the school day and align with outdoor and classroom blocks. When possible, therapists "push in" to field instruction—for example, a speech therapist facilitating articulation during outdoor journaling, or a physical therapist integrating balance exercises on trail walks.

Safety for students with complex needs is built into individual plans. A student with a history of elopement will have one-to-one supervision during field activities, reinforced by buddy systems, radio check-ins, and boundary markers. Staff receive annual elopement-prevention training, and lapses trigger immediate review and corrective action.

During bad weather, every outdoor lesson has an indoor backup location (multipurpose room or storm-safe lower level of the Riverfront building). Instruction pivots indoors within minutes, with services following seamlessly.

The SPED Coordinator audits service logs bi-weekly; the Superintendent reviews compliance monthly; and the Board receives quarterly SPED/504 reports. These safeguards ensure that evaluation, service delivery, and documentation are continuous and transparent.

Safety & Access Outdoors

ADE Question:

Outdoor learning is a central component of your model. The plan should make it easy to picture how every student can participate, including students with mobility, sensory, language, or medical needs, and what happens when weather changes quickly. Families should understand the equipment, supervision, and backup spaces that make learning safe and inclusive. • Describe adaptive equipment, supervision ratios by activity, and how staff monitor safety throughout the day.

- Identify shelter and indoor backup spaces and how you will pivot instruction during severe heat, cold, or storms.
- Clarify how English Learners and students with disabilities engage fully in field-based tasks without losing access to instruction.

Response:

Arkansas Outdoor Academy's outdoor model is designed around inclusion, preparedness, and adaptive access. Each outdoor block begins with safety briefings, equipment checks, and role assignments defined in the school's SOP v3 framework. Typical supervision ratios are **1:10** for low-risk activities (trail walks, journaling) and **1:5** for higher-risk activities (water sampling, climbing, or off-trail exploration). Every field group includes a **Trip Leader**, **Safety Officer**, and **Guide(s)** to ensure full coverage and accountability at all times.

Adaptive equipment guarantees access: all-terrain wheelchairs and trail sleds enable mobility on uneven ground; noise-reducing headsets support sensory regulation; and modified climbing harnesses and digital probes allow participation for students with physical or fine-motor limitations.

Students with disabilities and English Learners receive embedded scaffolds in outdoor tasks. For example, bilingual reflection journals with sentence frames ("I observed ...," "The data show ...") strengthen language development while documenting science learning. Teachers pre-teach vocabulary and use visual aids so English Learners can engage fully.

Backup shelters are identified for every field location. At the 1500 Riverfront campus, the multipurpose room and storm-safe lower level serve as immediate weather backups. Nearby sites such as Riverfront Park and the Presidential Park Wetlands have pre-designated pavilions or indoor partners where

instruction continues when severe weather, heat, or cold arises. The rule is “pivot, don’t pause”: outdoor lessons convert to data analysis, model simulations, or preserved-sample labs indoors, preserving standards alignment and learning continuity.

Staff monitor weather through NOAA alerts and on-site heat index checks. When the heat index exceeds 90°F, hydration breaks occur every 20 minutes; when lightning occurs within 10 miles, students move indoors within five minutes. Radios are used for continuous communication, and the Principal is notified of every pivot.

By integrating adaptive tools, explicit safety roles, rigorous supervision ratios, and pre-planned instructional pivots, Arkansas Outdoor Academy guarantees that outdoor learning remains safe, inclusive, and academically rigorous for every student.

Teaching & Learning

ADE Question:

The mission comes to life in the classroom when weekly instruction is clearly tied to Arkansas standards and the usage of approved high quality instructional material . A short narrative showing how projects connect to key standards helps families and the authorizer trust that outdoor learning is rigorous, not just engaging. Equally important is showing how teachers respond when students need extra help or acceleration. • Provide a brief “typical week” for students in different grade levels that names the standards addressed and the project tasks students complete.

- Explain how teachers know when to re-teach or extend learning, and what that looks like in practice (small groups, targeted tasks).
- Make clear how Science of Reading-aligned routines fit day to day for students who are still developing foundational literacy.

Response:

At Arkansas Outdoor Academy, every unit and lesson is explicitly cross-walked to Arkansas Academic Standards, with dual indoor and outdoor versions to maintain instructional continuity.

A **typical 6th-grade week** centers on an ecosystems project.

- **Indoors:** students analyze water-quality data, applying Math Standard 6.SP.B.5 (summarizing and describing data distributions).
- **Outdoors:** they collect samples from a nearby creek, testing pH and turbidity to meet Science Standard 6-ESS2-3 (cycling of water through Earth’s systems).

A **7th-grade example** uses Math Standard 7.RP.A.2 on proportional relationships through a bicycle-mechanics project—calculating gear ratios indoors, testing results on bicycles outdoors.

An **8th-grade project** addresses Life Science Standard 8-LS2-5 (maintaining biodiversity) via a habitat-restoration initiative where students measure soil composition, plant native species, and present findings to community partners.

Teachers use ongoing checks and six to eight week benchmarks to identify reteach or extension needs. Struggling students receive small-group re-teaching (Tier II intervention); advanced students lead peer projects, such as creating scaled trail maps to apply mathematical ratios.

Science of Reading routines appear daily through phonics, fluency, vocabulary, and comprehension practices. Outdoor literacy includes structured reflection journals, guided sentence frames, and oral presentations, ensuring foundational literacy is practiced across contexts.

All lessons include adaptive methods: digital probes for fine-motor limitations, accessible roles for students using wheelchairs, and bilingual supports for English Learners. Every outdoor plan has a parallel indoor backup, so weather never interrupts standards coverage.

Leaders conduct regular walkthroughs using “look-fors” tied to standards alignment, engagement, safety, and equity of participation. Lesson plans and student portfolios (indoor + outdoor) are reviewed weekly in PLCs and monthly by the Leader of Schools. Families see academic rigor first-hand during quarterly exhibitions, where students present projects and name the standards mastered.

Through dual lesson planning, rigorous crosswalks, and data-driven differentiation, AOA ensures that outdoor learning equals classroom learning in depth and rigor.

Below is an example of a normal week for a 6th grade student:

A Week in the Life of a 6th Grader at Arkansas Outdoor Academy

Arkansas Outdoor Academy’s week is built to give students a full academic experience while connecting learning to the land around them. The school follows a 4.5-day schedule with full academic days Monday through Thursday and an early-release Friday for seminars, reflection, and teacher collaboration. This approach maintains full instructional time, supports working families, and gives teachers protected planning time while keeping students engaged every day.

Monday through Thursday: Core Instruction and Outdoor Integration

Schedule:

Each instructional day begins at **8:00 a.m.** and ends at **3:25 p.m.** Students rotate through four instructional blocks that integrate **classroom learning** with **outdoor application**.

Every subject aligns directly with **Arkansas Department of Education’s EACT academic standards**.

Science and Social Studies

Science

Students begin their mornings with science instruction that alternates between classroom-based learning and outdoor fieldwork.

Outdoor science sessions take place in the school’s **Outdoor Learning Labs**, where students investigate the water cycle, plant growth, soil health, human-environment interactions, and

energy transfer through observation and hands-on experimentation.

These experiences align with the following **Arkansas Science Standards**, written in full:

- **6-ESS2-4:** *Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.*
- **6-ESS3-3:** *Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.*
- **6-PS3-3:** *Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.*

Students collect data, graph temperature and moisture changes, observe plant growth and soil characteristics, analyze patterns over time, and draw conclusions using **Arkansas's Science and Engineering Practices**, including:

- Planning and carrying out investigations
- Constructing explanations
- Analyzing and interpreting data
- Developing and using models

Indoor science lessons build directly on outdoor investigations by focusing on modeling, research, writing, and explanation grounded in HQIM-aligned lessons.

Social Studies

Social Studies follows a similar rhythm, alternating between classroom-based instruction and off-campus observation at places such as **Allsopp Park**, **Knoop Park**, the **Presidential Wetlands**, and the **River Trail Wetlands**.

Students learn how humans and environments influence one another and explore examples of civic responsibility, public spaces, conservation, cultural diffusion, and decision-making.

These lessons align with **Arkansas Social Studies Standards**, written in full:

Geography Standards:

- **G.6.1.1:** *Explain how physical features and climate influence human activities and settlement patterns.*
- **G.6.1.2:** *Analyze how humans adapt to, depend on, or modify the physical environment.*

- **G.6.1.3:** *Explain how geographic tools and representations assist in interpreting Earth's surface.*

Civics Standards:

- **C.6.3.1:** *Explain the roles and responsibilities of individuals in a democratic society.*
- **C.6.3.2:** *Explain how rules and laws influence behavior and decision-making.*
- **C.6.3.3:** *Explain ways citizens can participate in civic life.*

History Standards:

- **H.6.2.1:** *Explain how geography has impacted events in world history.*

Students use real environments to understand how ecosystems, landforms, civic assets, and historical patterns shape communities.

Math and English Language Arts

Math

Afternoons include math through both classroom lessons and outdoor application on the Riverfront campus.

Math labs are designed for real-world, hands-on problem solving. Students calculate ratios, measure plant growth, design garden beds, and use geometry to estimate area and volume of real outdoor spaces.

These activities align with **Arkansas Mathematics Standards**, written in full:

Ratios and Proportional Relationships:

- **6-RP.A.3:** *Use ratio and rate reasoning to solve real-world and mathematical problems using equivalent ratios, tables, tape diagrams, double number lines, and equations.*

Geometry Standards:

- **6-G.A.1:** *Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing or decomposing them.*

- **6-G.A.2:** *Find the volume of a right rectangular prism with fractional edge lengths by packing or using formulas.*
- **6-G.A.3:** *Draw polygons in the coordinate plane given coordinates for the vertices.*

Statistics and Probability:

- **6-SP.B.4:** *Display numerical data using plots on a number line, including dot plots, histograms, and box plots.*
- **6-SP.B.5:** *Summarize numerical data sets in relation to their context.*

The Number System:

- **6-NS.C.6:** *Understand signs of numbers in real-world contexts and represent them on a number line.*
- **6-NS.C.7:** *Understand ordering and absolute value of rational numbers.*
- **6-NS.C.8:** *Plot points in all four quadrants of the coordinate plane.*

Standards for Mathematical Practice:

- **MP.4:** *Model with mathematics.*

Students organize and display data using graphs, coordinate planes, and statistical models tied directly to their outdoor observations.

English Language Arts

AOA structures ELA around the **Science of Reading**, with all teachers trained accordingly. Students receive daily, explicit instruction in:

- Phonemic awareness
- Decoding and fluency
- Vocabulary development
- Text comprehension
- Speaking and listening

In the classroom, students read informational and literary texts aligned to Arkansas ELA standards:

Informational Reading:

- **6-RI.1:** *Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **6-RI.2:** *Determine a central idea and how it is conveyed through supporting details.*
- **6-RI.3 through 6-RI.8:** *Analyze individuals, events, ideas, arguments, and claims using evidence and reasoning.*

Literary Reading:

- **6-RL.1:** *Cite textual evidence to support analysis of what the text says explicitly.*
- **6-RL.2 through 6-RL.9:** *Analyze theme, plot, characters, point of view, and compare texts across genres and formats.*

Writing:

- **6-W.4.P:** *Produce clear and coherent writing appropriate to task, purpose, and audience.*
- **6-W.13.R:** *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

Speaking and Listening:

- **SL.6.5:** *Include multimedia components or visual displays in presentations to clarify information.*

Outdoor ELA Application

Students bring these same literacy skills outdoors through:

- Field journals
- Reflective essays
- Oral storytelling

- Observation-based descriptive writing
- Evidence-based claims tied to field data

These experiences transform literacy into a **real-world, purpose-driven practice**, grounded in Arkansas standards and the Science of Reading.

Friday: Seminars, Enrichment, and Collaboration

Schedule: Friday is a half-day, ending at 12:00 p.m. Each week alternates between Seminar A, which focuses on math and science, and Seminar B, which focuses on English Language Arts and social studies.

Support and Enrichment:

- Students who need extra help receive small-group instruction or tutoring. Those who are on track participate in enrichment experiences such as leadership projects, creative design, or community service. Weekly Science of Reading seminars reinforce fluency, comprehension, and reading confidence through group discussion and guided practice. Atlas test preparation will also take place during seminar times in each class.
- After students are dismissed, teachers use Friday afternoons for planning, professional development, and collaboration. This regular, protected time keeps instruction aligned and supports teacher morale and retention.

Outdoor Learning Labs

- The Outdoor Learning Labs on AOA's Riverfront property serve as a year-round classroom. Students plant and maintain gardens, track weather, measure soil and water data, and conduct small-scale experiments that connect science and math. These activities meet standards 6-LS1-1, 6-ESS3-4, and 6-PS3-5.
- Recreation and fieldwork activities such as mapping trails or pacing distances support geometry and ratio reasoning standards 6-G.A.1 and 6-RP.A.1 through 6-RP.A.3.
- Students write reflections, record observations, and interpret results in alignment with writing and research standards 6-W.10.P, 6-W.13.R, and RST.6-8.1. Every activity is purposeful, measurable, and connected to academic outcomes.

Safety, Access, and Equity

- All outdoor instruction is reviewed daily by the Outdoor Safety Coordinator to confirm conditions, readiness, and accessibility.
- The Gear Lending Closet provides students with clothing, footwear, and field tools at no cost.
- All areas of the campus and partner parks are accessible to students with mobility or sensory needs.

- The partner park MOU reserves an instructional area, with a backup location designated if the original is unavailable.
- Lunch and transportation operate every weekday, ensuring full support for families and a predictable schedule for students.
- During the warmer summer and early fall months, off-site park instruction will be limited to the morning hours, with outdoor learning taking place in the afternoons at the AOA School Outdoor Lab. This schedule provides shade, hydration, and rest during the hottest parts of the day while maintaining consistent access to outdoor instruction.
- During the cooler late fall, winter, and early spring months, outdoor labs at the AOA campus will occur in the morning, and park-based instruction will shift to the afternoon when temperatures are more comfortable. This ensures that outdoor learning remains safe, active, and engaging throughout the year, regardless of season.

A Student's Week

- Met Arkansas EACT standards across science, math, ELA, and social studies
- Conducted outdoor investigations and experiments on campus
- Practiced Science of Reading skills daily
- Participated in Friday seminars for enrichment or recovery
- Developed leadership, teamwork, and self-management through outdoor and academic collaboration

Summary

Arkansas Outdoor Academy's 4.5-day schedule balances structure with creativity. It maintains full academic rigor while providing time for outdoor learning, intervention, and professional collaboration. Each lesson, whether analyzing data in the garden, writing in a field journal, or mapping local wetlands, aligns directly with ADE standards and prepares students to meet and exceed state expectations.

This model creates a steady rhythm of learning, belonging, and growth that serves students, families, and teachers alike. It ensures that every child learns with purpose, supported by a community that values curiosity, safety, and academic excellence.

Example: 6th Grade Instructional Week Overview at A Glance

Day	Time Block	Subject	Location	Instructional Approach
Monday	8:00 – 9:40 (Block 1)	Science	Outdoor Park (Allsopp /	Field-based investigation of ecosystems,

			Or Presidential Wetlands)	data collection, and observation aligned with 6-ESS2-4 and 6-ESS3-3. Students record data in journals for later analysis.
	9:50 – 11:30 (Block 2)	Social Studies	Outdoor Park (same site as Science)	Place-based geography and civic learning focused on human-enviro nment interaction (G.6.1.1–G.6.1. 3). Students map, sketch, and discuss historical context.

	12:05 – 1:45 (Block 3)	Math	Outdoor Learning Labs (AOA campus)	Measurement, ratio, and geometry applications through real-world tasks such as garden layout and slope estimation (6.RP.A.3, 6.G.A.1–3).
	1:55 – 3:25 (Block 4)	English Language Arts	Outdoor Learning Labs	Science of Reading instruction applied to field journaling and informational text writing. Focus on fluency and comprehension through observation-based narratives.

Tuesday	8:00– 9:40 (Block 1)	Science	Indoor Classroom	Data analysis and modeling using field data. Students develop explanations and charts (6-PS3-3, 6-ESS3-3).
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	9:50–11:30 (Block 2)	Specials	Indoor	Rotating enrichment such as art, music, and health to support Social-emotional and creative learning.
	12:05– 1:45 (Block 3)	Math	Indoor Classroom	Ratio, proportion, and statistics lessons tied to real data sets from outdoor labs. Students graph and compare data distributions (6.SP.B.4–5).
	1:55– 3:25 (Block 4)	ELA	Indoor Classroom	Structured Literacy and Science of Reading instruction on decoding, vocabulary, and text structure (6.RI.1–8, 6.RL.1–9).
Wednesday	8:00– 9:40 (Block 1)	Science	Outdoor Park (Knoop/ RiverTrail Wetlands)	Environmental observation and water cycle experiments (6-ESS2-4). Students collect and compare site data.

	9:50 – 11:30 (Block 2)	Social Studies	Outdoor Park (same site as Science)	Local geography and civic action study. Students conduct interviews or sketches of land features (C.6.3.1–3).
	12:05 – 1:45 (Block 3)	Math	Outdoor Learning Labs	Applied math through gardening and measurement activities. Students calculate growth rates and design small models (6.RP.A.1–3) .
	1:55 – 3:25 (Block 4)	ELA	Outdoor Learning Labs	Writing and oral communication connected to environmental topics. Students apply comprehension and vocabulary from SOR instruction to nonfiction texts.
Thursday	8:00 – 9:40 (Block 1)	Science	Indoor Classroom	Reflection and synthesis of outdoor learning. Students prepare Presentations, models, or reports (6-PS3-5).

	9:50–11:30 (Block 2)	Social Studies	Indoor Classroom	Historical analysis of Arkansas and its natural resources (H.6.2.1). Students use primary and secondary sources for short research writing.
	12:05– 1:45 (Block 3)	Math	Indoor Classroom	Practice problems, data interpretation, and extension of outdoor measurements (6.NS.C.6–8).
	1:55– 3:25 (Block 4)	ELA	Indoor Classroom	Reading, analysis, and structured writing aligned with Science of Reading. Focus on comprehension and writing organization (6.W.4.P, 6.W.13.R).
Friday–A Schedule	8:00– 9:40	Math Seminar	Indoor	Small-group tutoring, enrichment, and problem-solving projects reinforcing key skills from the week (6.RP.A.3, 6.G.A.1).

	9:50 – 11:30	Science Seminar	Indoor	Review, inquiry, and lab extension activities using student-generated data (6-ESS3-4, 6-ETS1-1).
	11:35 – 12:00	Lunch	Indoor	Supervised lunch and preparation for early release.
Friday – B Schedule	8:00 – 9:40	ELA Seminar	Indoor	Literacy workshops focusing on Science of Reading fluency and comprehension practice. Students read aloud, annotate, and discuss.
	9:50 – 11:30	Social Studies / Specials Seminar	Indoor	Service learning and civic engagement projects. Students connect classroom topics to current events and community leadership.
	11:35 – 12:00	Lunch	Indoor	Supervised lunch and preparation for early release.

Friday Afternoons (All)	12:20 – 3:45	Teacher Collaboration	Campus	Data review, Science of Reading training, lesson planning, and professional development. No student Attendance
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Example Day in the Life - Outdoor Day:

Jordan arrives at 7:50 AM on a warm September Monday. Today is a full outdoor learning day, and he heads to the Outdoor Staging Area where he immediately realizes he forgot his hat. He checks out a school issued hat from the Gear Closet and rejoins his class as teachers begin the morning readiness routine.

Before leaving campus, teachers conduct a thorough outdoor readiness check: students show full water bottles, hats and footwear are inspected, journals and pencils are checked, buddy pairs are confirmed, the day's weather is reviewed, boundary zones at the wetlands are explained, wildlife awareness is reinforced, radio and emergency signals are demonstrated, and students are shown where meeting points will be. Only when all checks are complete does the class board the bus.

Block 1

Science • Presidential Wetlands • Outdoor

The class begins the day at the Presidential Wetlands. Jordan steps onto the boardwalk and rotates through investigation stations designed for authentic ecological exploration. He compares shaded and sunny water temperatures, collects soil saturation data, sketches plant zones, identifies wildlife habitats, and looks for evidence of human impact.

He applies:

- Standard 6-ESS2-4 Apply scientific principles to design a method for monitoring and minimizing human impact on the environment
- Standard 6-ESS3-3 Apply scientific principles to design a method for reducing environmental impact

Jordan records everything in his journal, noting how plant density increases where water flow slows.

Block 2

Social Studies • Presidential Wetlands • Outdoor

Students shift into place based geography and civic learning at the same site. Jordan maps the wetland's boardwalk curvature, sketches water channels, and uses cardinal directions and simple coordinate mapping to locate features.

He applies:

- Standard G.6.1.1 Explain how physical features and climate influence human activities and settlement patterns
- Standard G.6.1.2 Analyze how humans adapt to, depend on, or modify the environment
- Standard G.6.1.3 Explain how geographic tools assist in interpreting Earth

The teacher leads a brief discussion about why Little Rock invested in preserving these wetlands and how this decision supports community recreation, flood mitigation, and biodiversity.

Lunch

Students return to AOA, wash hands, refill water, and eat lunch indoors.

Block 3

Math • Outdoor Learning Labs (AOA Campus) • Outdoor

After lunch, students return to campus and transition into a creative, hands-on Outdoor Mathematics Lab spread across the AOA courtyard and native garden spaces.

Jordan's group rotates through three stations:

Station One: Garden Architect Lab

Students design scaled garden layouts using chalk grids, measurement tapes, and natural materials. They calculate area for different planting configurations and apply real-world constraints such as sunlight exposure and slope.

- Standard 6-RP.A.3 Use ratio and rate reasoning to solve real world problems
- Standard 6-G.A.1 Find areas of polygons

Station Two: Slope and Water Flow Lab

Students use clinometers and marked dowels to compare campus slope angles to the wetlands. They then model where water would naturally pool during rain events using sand trays and gravity-fed water bottles.

- Standard 6-G.A.2 Find the volume of rectangular prisms using modeling tools
- Standard 6-G.A.3 Draw polygons on coordinate grids to represent terrain

Station Three: Coordinate Compass Course

Students navigate a coordinate grid physically mapped on the ground. Groups place flags at ordered pairs, then generate shapes and calculate distances between points.

- Standard 6-NS.C.8 Plot points in all quadrants
- Standard MP.4 Model with mathematics

Jordan discovers that the flatter north courtyard drains differently than the steeper south lawn.

Block 4

English Language Arts • Outdoor Learning Labs • Outdoor

The final block of the day is a creative Outdoor English Language Arts Lab where literacy meets field observation.

Jordan rotates through imaginative, standards aligned activities:

Station One: Soundscape Stories

Students sit quietly, listen to the soundscape, and write descriptive paragraphs using sensory details, applying:

- Standard 6-W.3.S Write narratives using descriptive details and well structured event sequences

Station Two: Text-to-Field Comparison Lab

Students reread their morning informational text and compare the author's claims to what they observed at the wetlands. They cite evidence from both sources, applying:

- Standard 6-RI.1 Cite textual evidence
- Standard 6-RI.2 Determine central ideas and explain development

Station Three: Environmental Vocabulary Walk

Students explore a short outdoor loop with vocabulary cards. At each station, they match terms like saturation, erosion, canopy, and runoff to real examples. They write short explanatory sentences for each, applying:

- Standard 6-W.4.P Produce clear and coherent writing appropriate to task and purpose
- Standard SL.6.5 Include visuals to clarify meaning

Jordan writes about how thick leaf litter muffles sound while also helping soil stay moist.

At 3:25 PM, students return gear. Jordan hands his borrowed hat back to the Gear Closet and gathers with his classmates for a quick reflection. They talk about how science, geography, math, and literacy all connected through real landscapes. Jordan heads home feeling energized, saying the outdoors helped every subject come alive.

Weather Trigger Scenario:

Heat Trigger Issued

Based on AOA operating procedures, the heat index reaches the threshold requiring all afternoon instruction to pivot indoors.

Blocks 3 and 4 move to Indoor Field Labs to deliver the same hands-on, experiential learning planned for the outdoor labs.

Block 3

Math • Indoor Field Lab • Hands-On Learning With Real Samples**

Jordan enters the indoor Learning Studio, where the outdoor activities have been recreated using real field samples and high-quality modeling tools.

The teacher explains that the same mathematical standards will be addressed, only in climate-controlled conditions.

Materials used in the indoor math investigation:

- Soil and sand samples collected from Murray Park riverbank stored in sealed containers
- Pebble and mulch samples gathered from the AOA garden beds
- Topographic model trays
- Clinometers and meter sticks
- Coordinate floor mats
- Scaled aerial photos of the AOA campus

Indoor Math Laboratory Activities

1. Slope Model Station

Students use clinometers to calculate the slope of model trays. They simulate water flow using controlled pours and compare their findings to slope measurements recorded at the wetlands.

- Standard 6-G.A.2 Find volumes of rectangular prisms using real world modeling
- Standard 6-G.A.3 Draw polygons and represent terrain on coordinate grids

2. Garden Layout Studio

Students design scaled garden beds using the soil and sand samples to test how different shapes hold or drain water.

- Standard 6-RP.A.3 Use ratio and rate reasoning to solve real world problems
- Standard 6-G.A.1 Find areas of polygons

3. Coordinate Mapping Center

Students use coordinate mats to place markers representing wetland features, modeling spatial relationships.

- Standard 6-NS.C.8 Plot points in all quadrants of the coordinate plane
- Standard MP.4 Model with mathematics

Jordan realizes the campus's raised garden beds drain faster than the compact soil sample taken from Murray Park.

Block 4

English Language Arts • Indoor Field Lab • Observation-Based Literacy**

Students transition to the indoor ELA Field Lab where the outdoor literacy stations have been recreated using samples, maps, photos, and artifacts gathered earlier in the year.

Materials used in the indoor ELA investigation:

- photos of the Presidential Wetlands taken that morning
- laminated field sketches from previous classes
- sealed soil and leaf litter samples from the wetlands
- student journals
- the morning informational text
- vocabulary cards tied to real-world environmental examples

Indoor Literacy Stations

1. Informational Text Comparison Station

Students compare the morning informational text to actual photos from their fieldwork. They cite evidence to explain consistencies or differences.

- Standard 6-RI.1 Cite textual evidence to support analysis
- Standard 6-RI.2 Determine a central idea and explain how it is developed

2. Observation Writing Station

Students write descriptive paragraphs using sensory details from samples and photos, modeling the narrative planned for outdoors.

- Standard 6-W.3.S Write narratives using descriptive details and well structured event sequences

3. Environmental Vocabulary Lab

Students match vocabulary terms (erosion, canopy, saturation, runoff) to physical samples and photos.

- Standard 6-W.4.P Produce clear and coherent writing
- Standard SL.6.5 Include visual displays to clarify meaning

Jordan writes that the darker, denser soil sample from Murray Park held moisture longer, exactly as the text predicted.

Dismissal

Students return gear, including Jordan's loaned hat, to the Gear Closet. They gather for a reflection circle on how indoor labs preserved the hands-on experience despite the heat trigger. Jordan leaves saying the day still felt like learning outdoors, only cooler.

Additional Notes

- Outdoor Park Rotation: Alternates weekly among Allsopp Park, Knoop Park, the Presidential Wetlands, River Trail, and other park systems in Little Rock near AOA will be part of the standard weekly instructional areas.
- Expeditions to local natural areas such as Rattlesnake Ridge, Blue Mountain, and Pinnacle Mountain State Park for specific study focus through class trips.
- Communication channels will be used to advise in advance to plan their students' needs for the day (clothing, gear, snacks, etc....)
- Outdoor Learning Labs: Located on AOA's Riverfront property, used for gardening, environmental observation, and recreation-based experiments.

Safety Protocol: Daily readiness checks conducted by the Outdoor Safety Coordinator before any off-site activity.

- Equity Supports: The Gear Lending Closet ensures every student has access to appropriate clothing, footwear, and supplies for outdoor work.
- Integration: All outdoor and indoor lessons are aligned with ADE EACT standards, including 6-ESS, 6-RP, 6-G, 6-W, and 6-RI strands.

Assessment & Data

ADE Question:

Regular checkpoints create a rhythm for improvement. Every 6–8 weeks, teachers should review a few key measures and determine what needs to change. Leaders and the board should monitor a small dashboard of key indicators to identify issues early and celebrate progress.

- List your main checkpoints (for example, NWEA windows or curriculum-embedded tasks) and what instructional decisions follow.
- Name the 4–6 indicators leaders will review monthly (attendance, growth by subgroup, SPED/ELL timelines) and how they prompt action.
- Keep it simple: focus on a few measures that matter and use them consistently.

Response:

Arkansas Outdoor Academy maintains a structured system for assessing student learning that is both predictable and responsive, ensuring that teachers, leaders, families, and the Board have timely, actionable information. Assessment is not treated as an event but as a continuous cycle of teaching, checking, adjusting, and communicating results.

Students are assessed using valid, state-aligned tools at every grade span. Students participate in Renaissance Star Assessments or ACT Aspire Interims for reading and math, which provide both growth

and proficiency data aligned to Arkansas standards. All grades engage in curriculum-embedded performance tasks that connect directly to standards, while English Learners' progress is measured annually through services provided by SEAS. Students receiving special education services are monitored against IEP goals every nine weeks, with data integrated into the same system used for general education progress.

Outdoor learning is scored with equal rigor to classroom learning. Teachers use standards-based rubrics to evaluate outdoor projects, and those scores are entered into the same gradebook as indoor work. For example, in 6th grade, a water-quality sampling project is scored against AR Science Standard 6-ESS2-3 and Math Standard 6.SP.B.5. In 7th grade, trail-mapping projects connect to Math Standard 7.RP.A.2, with both accuracy and clarity scored. These rubrics ensure that outdoor projects are measurable, rigorous, and standards-driven.

AOA follows a six- to eight-week data cycle. After each checkpoint, teachers analyze results in PLCs. Students who are off track receive targeted re-teaching within one week. If progress remains insufficient after two cycles, the student moves to Tier III interventions under MTSS. Fridays provide additional time for tutoring, SPED/ELL services, and interventions based on these assessments. Families are notified early and conferences are scheduled to review supports and progress.

Leadership uses a focused data dashboard with five to six indicators:

1. Attendance and chronic absenteeism rates
2. Growth by subgroup (SPED, ELL, economically disadvantaged, racial/ethnic)
3. Timeliness of SPED/ELL evaluations and service delivery
4. Intervention response rates
5. Safety and behavioral incidents

The Board reviews this dashboard quarterly. The Leader of Schools' report includes subgroup growth trends and corrective actions for any lagging metrics. The Board uses this data as part of the LoS's annual evaluation.

Families receive standards-based progress reports and attend quarterly exhibitions where students present projects, standards mastered, and rubric scores. This transparency assures families that outdoor learning is held to the same academic rigor as classroom learning.

By combining state-aligned assessments, rubric-based outdoor scoring, predictable intervention cycles, disaggregated dashboards, and board accountability, AOA makes assessment the foundation of equity and improvement.

Governance

ADE Question:

A strong, independent board protects students and public funds. What matters most is clarity: who is serving on the opening-year board, what strengths they bring, and how they will monitor results and evaluate the leader. Keep oversight practical and routine.

- List anticipated board members with key strengths (finance, law, K–12 academics, HR, facilities) and confirm independence.

- Share a simple oversight rhythm: what the board reviews each month/quarter and the evaluation timeline for the school leader.
- Use a short dashboard so the board can spot issues and support course-correction quickly.

Response:

Arkansas Outdoor Academy is governed by an independent Board of Directors responsible for safeguarding students, public funds, and mission integrity.

The opening-year Board includes:

- **Evin Walker JD** – legal compliance, charter law, and contracts.
- **Michael Simmons** – 6th-12th outdoor programming oversight
- **Sharon Bennett** – facilities, outdoor safety oversight, key community partnerships, regulatory compliance oversight

We are still searching for additional board members who can serve/help in the following capacities:
– financial oversight, budgets, audits, and human resources

Each member is fully independent, with no financial interest, and signs an annual conflict-of-interest disclosure.

The Board meets **monthly** to review enrollment, attendance, safety, finances, and operations. **Quarterly** meetings include academic data disaggregated by subgroup, SPED/ELL evaluation timeliness, professional development completion, and outdoor safety compliance. If any area falls behind, such as delayed SPED evaluations, the Leader of Schools must submit a **corrective action plan** with benchmarks, and the Board monitors progress.

A **concise dashboard** supports reviews:

- Attendance rates
- Subgroup growth
- SPED/ELL service timeliness
- Coaching cycle completion
- Safety and outdoor compliance metrics

The Leader of School is evaluated annually based on student outcomes, subgroup equity, financial stewardship, safety, compliance, and family satisfaction. Outdoor learning quality—dual lesson plans, adherence to field safety, and equitable access—is included in the evaluation rubric.

Family voice is institutionalized through a Parent Liaison (non-voting board member) elected annually and through annual family listening sessions.

Through diverse expertise, independence, a predictable oversight rhythm, dashboard monitoring, and family inclusion, the AOA Board provides transparent, accountable governance focused on student success and fiscal responsibility.

Talent

ADE Question:

Great models are delivered by great teams. Teachers need coaching and time to plan together, especially

when teaching outdoors. Clarity about expectations—what good looks like for outdoor instruction and safety, helps everyone pull in the same direction.

- Explain how teachers will be supported (coaching cycles, PLC time) and where they can get help with outdoor pedagogy.
- Define a few “look-fors” for effective and safe outdoor instruction that leaders use during visits.
- Describe how new teachers are onboarded and supported through their first cycles of teaching.

Response:

Arkansas Outdoor Academy builds great teaching through intentional recruitment, training, and sustained coaching.

Recruitment and Hiring – Candidates must demonstrate both standards-based pedagogy and safe outdoor facilitation. They complete a classroom lesson and an outdoor field exercise during interviews.

Onboarding – All new staff complete a structured induction program covering outdoor safety, Science of Reading, SPED/ELL accommodations, Mandate de-escalation, and CPR/First Aid, which includes:

- Wilderness First Aid/CPR/AED
- Outdoor Educator Certification (AEEA)
- Outdoor Safety
- Elopement Prevention
- Mandt or equivalent de-escalation
- Science of Reading
- SPED/ELL accommodations

Each new teacher is paired with a mentor for the first year and co-plans dual indoor/outdoor lessons.

Defined Field Roles – The SOP assigns:

- **Trip Leader** (lesson and schedule oversight)
- **Safety Officer** (first aid, radios, student health forms)
- **Guides** (circulate to support engagement)
- **Sweep** (ensures no student left behind)

Roles rotate to distribute workload and prevent burnout.

Coaching and PLCs – Weekly PLCs allow data review and co-planning. Leaders conduct regular coaching cycles, observing both classroom and field lessons.

Outdoor “Look-Fors” – Administrators observe for:

1. Standards alignment and rigor equal to indoor lessons
2. Correct supervision ratios and staff circulation
3. Proper use of adaptive equipment
4. Delivery of SPED/ELL accommodations
5. High engagement and safety compliance

Burnout Prevention – A 4.5 day instructional week reserves Fridays for planning and interventions. An A/B week schedule will allow a rotation of teachers on Fridays so that some can receive a day off.

Wellness stipends and flexible supervisory rotations sustain morale.

Evaluation and Growth – Observations occur multiple times per semester; feedback informs individual coaching goals. Family trust is reinforced through exhibitions and transparent communication about teacher training and certifications.

Through structured hiring, certification, clear outdoor roles, coaching, “look-fors,” and wellness supports, AOA ensures that every teacher is prepared, confident, and sustained in delivering safe, rigorous outdoor learning.

Operations

ADE Question:

Daily basics—transportation, meals, health, and safety—must work predictably for families. Outdoor learning adds logistics to consider (moving to field sites, carrying equipment, and medical access). Four-day weeks can work well when Monday supports are clear and accessible.

- Clarify how students travel to school and field sites, how meals and health services are provided, and how families will get timely updates.
- Explain what happens on Mondays: tutoring, interventions, and how students access meals and transportation if needed.
- Keep communications simple and multilingual so all families know what to expect.

Response:

Arkansas Outdoor Academy’s operations plan ensures that transportation, meals, and safety run predictably every day. We have made the decision to move to a 4.5 day week model.

Transportation – All drivers are background-checked and trained annually. For field travel, staff operate under SOP roles (Trip Leader, Safety Officer, Guides, Sweep). Roll calls are taken at every transition. Backup contracts ensure a replacement bus within 30 minutes in case of breakdown.

Meals – AOA participates in the **National School Lunch Program**, providing breakfast and lunch daily. Insulated meal kits support outdoor lessons. Menus are multilingual, and allergy plans are logged with the nurse.

Health & Medical – Every outdoor group includes a **Safety Officer** trained in CPR, First Aid, and medication administration. Medical kits include epi-pens, inhalers, diabetic supplies, and trauma packs. The chain of command: Safety Officer, Trip Leader, Principal, School Nurse/EMS.

Emergency Drills – Fire drills monthly, tornado drills twice per semester, lockdowns twice per year(one indoor/one outdoor). Outdoor roles are integrated for seamless response.

Equipment & Hydration – Safety Officers verify radios, first aid, adaptive gear, and water before departure. Logs are submitted weekly. Hydration breaks every 20 minutes when heat index >90°F.

Family Communication – Multilingual orientations, newsletters, and text/app alerts keep families informed. Weather pivots trigger same-day notifications confirming student safety and instructional continuity. Dismissal uses a **numbered car-tag system** with radio coordination.

Oversight – The Principal audits safety, transportation, and hydration logs weekly; the Superintendent and Board review compliance quarterly.

Fridays are reserved for interventions, SPED/ELL services, tutoring, and planning. Students needing meals or transportation on Fridays receive both under modified schedules. We will pivot to a 4.5 day week where Fridays become intervention/Atlas preparation. An alternating A/B week will allow students to receive instruction in Math/Science (A-week), and ELA/Social Studies (B-week) indoors. This is a time to reinforce learning so that students do not fall behind and are adequately prepared for testing.

Through structured transportation, health readiness, hydration, and communication systems, AOA operates safely and transparently from day one.

Facilities

ADE Question:

The site should fit the learning model: safe outdoor spaces, nearby field access, weather backup, and accessible indoor areas. Families should be able to picture a typical day on campus and how the environment supports both safety and learning.

- Describe the type of site you intend to open and why it suits daily outdoor learning.
- Note how accessibility needs are met (routes, restrooms, indoor spaces) and how weather backups work in practice.
- Highlight any partnerships that expand access to safe, high-quality outdoor spaces.

Response:

Arkansas Outdoor Academy will open at **1500 Riverfront Drive, Little Rock**, selected for its safety, accessibility, and direct outdoor access. The building was last renovated in 2021 and requires only targeted classroom and ADA updates (HVAC servicing, partition walls, restroom upgrades, ramps, and signage) to meet school standards.

The site includes traditional classrooms, a multipurpose room serving as a large-group and weather-backup space, and direct access to the **Arkansas River Trail**. Families reach it easily via I-30/I-630.

Accessibility: ADA restrooms, ramps, push-assist wheelchairs, trail sleds, and modified climbing harnesses ensure inclusion.

Weather Backups: Each outdoor lesson identifies an indoor pivot space; for instance, a water-sampling lab moves into the multipurpose room for data analysis using preserved samples.

Partnership Network:

- **Arkansas River Trail (adjacent):** water-quality testing, math/data integration
- **Riverfront Park (5 min):** civic ecology and public presentations

- **Allsopp Park (10 min):** ecology and leadership rotations
- **Knoop Park (10 min):** biodiversity sampling and service-learning
- **Boyle Park (15 min):** stream studies and wildlife observation
- **Pinnacle Mountain State Park (20 min):** geology and stewardship
- **Rattlesnake Ridge (25 min):** biodiversity and conservation ethics
- **Crystal Bluff at Big Rock Quarry (10 min):** climbing and geology leadership with ARCC

Finance

ADE Question:

Strong schools protect core services even when enrollment or costs shift. A simple explanation of what you would protect first for students—and what you can adjust—builds confidence in your ability to manage responsibly.

- State the essentials you will protect for students (e.g., special services, core teaching staff, safety).
- Name areas that can flex if enrollment is slightly lower or costs run higher than expected.
- Keep assumptions realistic and easy to follow.

Response:

Arkansas Outdoor Academy has a complete, step-down mitigation plan that protects safety, maintains compliance, and preserves our educational model at every enrollment level. We built our financial model so that core student services remain protected first, and operational flexibilities activate only if enrollment shifts. Our plan keeps the school fully solvent to approximately eighty five students and viable to eighty students with one staffing adjustment.

Essential Services We Always Protect

Regardless of enrollment or cost changes, the following remain fully protected:

- Student and staff safety procedures and ratios
- Special education services and compliance timelines
- Core teaching staff needed to deliver Arkansas Academic Standards
- Outdoor learning, aligned to Arkansas content standards
- Required supports for students such as MTSS, intervention blocks, and ELA/math pacing integrity

These elements are never reduced. They form the foundation of our program quality and our statutory responsibilities.

What Can Flex If Enrollment Drops or Costs Increase

We have clearly defined tiers of adjustments that activate only after core services are protected. These flex areas do not affect safety, standards, or SPED:

- Timing of outdoor gear purchases
- Nonessential contracted services
- Transportation routing
- Elective equipment and postponed program enhancements

- One teaching FTE at the lowest viable enrollment threshold

These flex points let us absorb revenue shifts responsibly while maintaining full instructional quality.

How the Step-Down Model Works

Our budget is designed around four enrollment tiers:

Tier One: 120 Students

The school remains positive with no new cuts beyond the reduced staffing model. All core services fully delivered.

Tier Two: 90 Students

Still fully solvent. Small adjustments such as reducing supplies by ten thousand, trimming contracted services by fifteen thousand, and delaying elective equipment purchases by twenty thousand.

No impact to safety, SPED, or core academics.

Tier Three: 85 Students

- This is our formal mitigation threshold. We remain positive with three planned adjustments:
- One bus route instead of two
- Smaller outdoor gear budget, with purchases delayed but safety intact
- Reduced professional services by fifty thousand

Outdoor learning, standards coverage, and SPED all remain unchanged.

Tier Four: 80 Students

- Viable with one additional teaching FTE reduction and cohort realignment.
- All safety, SPED, and standards-based instruction remain intact.
- Below eighty students we would require external revenue or a board decision to delay opening. Cohorts allow us to maintain full standards coverage even with small staffing adjustments.
- Owning our building removes the volatility of rent escalators and allows us to close unused wings to reduce utilities.

Arkansas Outdoor Academy protects core services before anything else: safety, special education, and the teachers required to deliver Arkansas Academic Standards. We have a clear, step-down mitigation plan that keeps the school fully solvent to eighty five students and viable to eighty students with one staffing adjustment. Areas that flex are limited to nonessential services, elective equipment, transportation routing, and contracted services. Our outdoor model, our academic model, and all compliance obligations remain fully intact at every level. Our financial plan does not depend on enrollment perfection.

Readiness

ADE Question:

Opening a new school is complex, but a concise list of top risks and how you will manage them demonstrates that you understand the road ahead. Think about milestones and owners, who does what by when and how you will keep families informed.

• Name the two biggest risks between now and opening and how you will address them. • Share the key milestones and who owns each one (site, hiring, transportation, safety). **Response:** Arkansas Outdoor Academy understands that opening a new school requires careful planning, risk management, and clear milestones. The Academy has developed a readiness plan that addresses facilities, staffing, professional development, safety, family engagement, partnerships, governance, operations, and academics to ensure that the school opens on time, fully staffed, and fully compliant with all laws and ADE requirements.

Top Risks and Mitigation

• Facility Readiness

The purchase of **1500 Riverfront Drive** is scheduled for **December 2025**. The building is structurally sound and was last renovated in 2021, providing a strong foundation for school use. Renovations will be limited to targeted updates needed to adapt the space for classrooms and safety compliance, without gutting or rebuilding the facility.

• Renovations (Planned Scope of Work):

- HVAC updates: units serviced and selectively upgraded for classroom ventilation needs, without full system replacement.
- Office reconfiguration: some walls between small offices removed to create larger classrooms; existing large conference rooms and open spaces repurposed as classrooms with minimal modification.
- Partition walls: installed as needed to convert open areas into right-sized instructional spaces.
- ADA compliance upgrades: restroom modifications, ramps, door hardware, and circulation routes.
- Safety and compliance updates: fire alarm enhancements, signage, and egress verification to meet Arkansas Fire Prevention Code.
- Storm shelter will need to be added and must be built as an addition to the school building.

• Staff Recruitment and Retention

Recruiting and training teachers who are both standards-strong and committed to outdoor learning is a central readiness priority. Risks include competition for qualified candidates. Mitigation includes early recruitment through statewide networks, requiring outdoor demonstration lessons in the hiring process, and strong onboarding supports such as a four-day instructional week, embedded PLC time, and wellness and burnout-prevention systems.

• Partnership Alignment

A defining element of Arkansas Outdoor Academy is its reliance on outdoor learning environments. To ensure that these are in place from the first day of school, formal partnership agreements will be finalized during Year One readiness.

- **Little Rock Parks and Recreation** – access to Riverfront Park, Allsopp Park, Knoop Park, and Boyle Park.
- **Arkansas State Parks** – field learning at Pinnacle Mountain State Park.
- **The Nature Conservancy** – access to Rattlesnake Ridge and Blue Mountain.
- **Arkansas Game and Fish Commission (AGFC)** – wildlife education and outdoor skills training.

- MOUs will be reviewed by the Board and Leader of Schools in **Spring 2026**, ensuring safety and scheduling before the first academic year.

Milestones and Owners

Facilities

- Purchase of 1500 Riverfront: **Dec 2025** (Board & Leader of Schools)
- Renovation and compliance updates: **Jan–June 2026** (Leader of Schools with contractors)
- Final inspections (fire marshal, ADA): **June 2026** (Leader of Schools & Principal)
- Furniture and technology delivery: **June–July 2026** (Leader of Schools)
- Facility occupancy and readiness certification: **July 2026**
- Family tours and orientation: **July 2026**

• Staffing & Professional Development

- Principal hired: **Spring 2026** (Board)
- Teacher cohort hired: **Spring–Summer 2026** (Leader of Schools & Principal)
- Support staff hired: **Spring–Summer 2026 supported**
- New Teacher Orientation: **July 2026**
- Science of Reading PD completed by July 2026 (grades 6–9).
- Outdoor Pedagogy & Safety PD: **July 2026** (risk management, adaptive equipment, weather pivots).
- CPR/First Aid certification: **July 2026** (all staff).
- Wilderness First Aid/WFR training: **July 2026** (designated staff).
- PLC structures established: **Summer 2026** with monthly meetings and quarterly coaching.

• Student Recruitment & Family Engagement

- Enrollment application opens: **Winter 2026** (Superintendent & Enrollment Coordinator)
- Lottery: **Spring 2026** (Board oversight)
- Family Orientation Sessions: **July 2026** (safety walkthroughs, lesson demos)
- Student Summer Bridge/Orientation Camp: **July 2026**
- Parent Handbook distributed: **July 2026**

• Operations

- Transportation contracts finalized: **Spring 2026** (Leader of Schools)
- Food service contract finalized: **Spring 2026** (Leader of Schools)
- Technology systems live: **Summer 2026**
- Emergency Operations Plan finalized and tested: **Summer 2026**

• Academics

- Curriculum aligned to Arkansas standards finalized: **Spring 2026** (Principal & Lead Teachers)
- Dual indoor/outdoor lesson banks completed: **Summer 2026** (PLC Teams)
- Assessment calendar finalized: **Summer 2026** (Principal & Board)
- Science of Reading routines embedded: **Summer 2026**

• Governance

- Board governance training: **Spring 2026**
- Monthly dashboard reviews: begin **Spring 2026**
- Pre-opening readiness certification: **July 2026**

• Family Communication

Families will receive quarterly newsletters and community information sessions. In July

2026, orientation at 1500 Riverfront will include safety walkthroughs and live demonstrations showing how lessons pivot between indoor and outdoor spaces.

Together, these sites give students safe, accessible, standards-based field classrooms supported by weather contingencies and urban proximity.