



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application for

Imboden Area Charter School

****FINAL APPLICATION SUBMITTED 12/7/20****



Department of Elementary and Secondary Education

Charter School Office

Four Capitol Mall

Little Rock, AR 72201

501.683.5313

Charter Information

Name of Charter:	Imboden Area Charter School
LEA Number:	3840700
Authorization Date:	March 11, 2002
Expiration Date:	June 30, 2021
Enrollment Cap:	150
Grades Served:	K-8
Superintendent/Director:	Matthew Wells
Charter Mailing Address:	605 W. Third St Imboden, AR 72434
Charter Physical Address:	605 W. Third St Imboden, AR 72434
Sponsoring Entity:	Imboden Area Charter School, Inc.
Charter Management Organization:	None
Contact for Application:	Matthew Wells
Contact Email:	mwells@iacs.k12.ar.us
Contact Phone:	870-869-3015

School Campuses

School Name	LEA Number	City	Grades Served
Imboden Area Charter School	3840701	Imboden	K-8

Number of Years Requested for Renewal (1-20): 10

Section 1: Charter Data

Current Accreditation Status: Accredited

Level of Support: Coordinated

District Enrollment (3 Quarter ADM)

2015-16	2016-17	2017-18	2018-19	2019-20
43.91	57.04	63.40	61.85	57.62

Graduation Rates

	2016-17	2017-18	2018-19	2019-20
4 Year	N/A	N/A	N/A	N/A
5 Year	N/A	N/A	N/A	N/A

Overall ESSA School Index and Letter Grades

School	Grades	2016-17	2017-18	2018-19
Imboden Area Charter School	K-8	66.57 – C State Avg = 72.59	62.27 – D State Avg = 69.97	59.28 – D State Avg = 70.16

Section 2: Charter Mission Statement

Previous mission statement:

It is the mission of Imboden Area Charter School Inc. to promote restructuring of the existing educational system by demonstrating "all students can learn and achieve at high levels," when teachers utilize a rigorous and challenging academic program, along with the flexibility to accommodate different rates of learning and different styles of learning in a democratic environment.

If the mission statement for the charter will change, please provide the new mission:

What type of educational model does the school follow?

- Alternative Learning Environment
- Traditional
- Virtual Only
- College Prep
- Credit Recovery
- Other Focus Area: Individualized Learning

Section 3: Current Goals

Goal 1	Metric	Evaluation
<p>IACS will meet the established growth Annual Measureable Objectives (AMOs) in literacy for the All Students Group and Targeted Achievement Gap Group using the state assessment tools.</p>	<p>State assessments</p>	<p>Imboden Area Charter School would like to provide the following information in conjunction with the attached data table. A few factors must be considered when analyzing the scores such as an average of 27.8% of the population received Special Education services over the course of the last renewal period. Also, IACS has had an average population of 80% economically- disadvantaged students. Both of these factors are obstacles to proficiency. Another issue to consider is the extremely small population of test takers per grade level. With very few students per grade level, one outlying score skews the data significantly. Imboden Area Charter School has been honored twice during the current renewal period with Beating the Odds High Growth School Awards from the Office for Educational Policy at UofA. With many students enrolling at IACS already well below grade level, student growth from year to year is a better indicator of success than proficiency rates.</p> <p>ACT Aspire- 2015-16 The general population of the Imboden Area Charter School averaged a 421 scale score on the ACT Aspire assessment in English Language Arts. 11% of the population produced no score. 32% of students were considered Ready. 57% of the population scored in the Below Readiness category.</p> <p>ACT Aspire- 2016-17 The general population of the Imboden Area Charter School averaged a 406 scale score on the ACT Aspire assessment in English Language Arts. 3% of students recorded no score. 31% were considered Ready, and 66% were Below Ready.</p> <p>ACT Aspire- 2017-18 The general population of the Imboden Area Charter School averaged a 420 scale score on the ACT Aspire assessment in English Language Arts. 30% of students were considered Ready, 65% were Below Ready, and 5% reported no score.</p> <p>ACT Aspire- 2018- 19 The general population of the Imboden Area Charter School averaged a 409 scale score on the ACT Aspire</p>

38			416, Below	417, Below
39			412, Below	410, Below
40			409, Below	411, Below
41			421, Ready	427, Ready
42			423, Ready	425, Ready
43			424, Ready	429, Ready
44			419, Below	423, Below
45			432, Ready	432, Ready
46			421, Ready	421, Below
47	427, Ready	422, Below	422, Below	
48	416, Below	415, Below	423, Below	
49	417, Below	423, Below	423, Below	
50	434, Ready	441, Ready	441, Ready	
51	No Score	409, Below	412, Below	
52		418, Below	422, Below	422, Below
53		422, Below	419, Below	425, Below
54				
55		406, Below	407, Below	414, Below
56		416, Below	418, Below	424, Ready
57		421, Below	423, Below	422, Below
58		419, Below	419, Below	422, Below
59		414, Below	420, Below	422, Below
60		423, Ready	426, Ready	433, Ready
61	No Score	413, Below	No Score	410, Below
62	408, Below	411, Below	412, Below	413, Below
63	409, Below	410, Below	418, Below	419, Below
64	413, Below	413, Below	420, Below	419, Below
65	417, Below	420, Below	427, Ready	426, Ready
66	420, Ready	423, Ready	430, Ready	431, Ready
67	No Score	418, Below	420, Below	416, Below
68	415, Below	422, Ready	No Score	424, Below

Goal 2	Metric	Evaluation
<p>IACS will meet the established growth Annual Measureable Objectives (AMOs) in mathematics for the All Students Group and Targeted Achievement Gap Group using the state assessment tools.</p>	<p>State assessments</p>	<p>Imboden Area Charter School would like to provide the following information in conjunction with the attached data table. A few factors must be considered when analyzing the scores such as an average of 27.8% of the population received Special Education services over the course of the last renewal period. Also, IACS has had an average population of 80% economically- disadvantaged students. Both of these factors are obstacles to proficiency. Another issue to consider is the extremely small population of test takers per grade level. With very few students per grade level, one outlying score skews the data significantly. Imboden Area Charter School has been honored twice during the current renewal period with Beating the Odds High Growth School Awards from the Office for Educational Policy at UofA. With many students enrolling at IACS already well below grade level, student growth from year to year is a better indicator of success than proficiency rates.</p> <p>ACT Aspire- 2015-16 The general population of the Imboden Area Charter School averaged a scale score for Mathematics was 417. 11% of students were Exceeding, 21% were Ready, 43% were Close, and 25% were, In Need of Support.</p> <p>ACT Aspire- 2016-17 The general population of the Imboden Area Charter School averaged a scale score for Mathematics of 416. 9% of students were Exceeding. 28% were consider Ready. 44% were considered Close, and 19% were In Need of Support.</p> <p>2017-18 The general population of the Imboden Area Charter School had an average scale score in Mathematics of 416. 14% of students were Exceeding. 16% were considered Ready, 44% were considered Close, and 26% were In Need of Support.</p> <p>2018- 19 The general population of the Imboden Area Charter School averaged a scale score in Mathematics was 414. 6% of students were Exceeding. 14% were Ready. 34% were considered Close, and 46% were In Need of Support.</p>

Student	Standardized Testing Data				
	2015-16 ACT Aspire	2016-17 ACT Aspire	2017-18 ACT Aspire	2018-19 ACT Aspire	2019-20 No Testing
1	426, Exceeding				
2	413, Close				
3	422, Ready				
4	418, In Need				
5	417, Close				
6	419, Close				
7	424, Close				
8	421, Close				
9	406, In Need				
10	424, Exceeding				
11		406, In Need			
12			418, Exceeding		
13			428, Exceeding		
14			406, In Need		
15			414, Close		
16			411, Close		
17			411, In Need		
18				413, Close	
19				412, Close	
20				410, In Need	
21				406, In Need	
22				410, Close	
23				413, Close	
24				407, In Need	
25				412, In Need	
26	422, Ready	430, Exceeding			
27	424, Ready	425, Ready			
28	417, Close	419, Close			
29	414, In Need	414, In Need			
30	416, Close	418, In Need			
31		419, Ready	415, Close		
32		414, Close	414, Close		
33		420, Ready	412, In Need		
34		420, Ready	422, Ready		
35		418, Close	416, In Need		
36			412, Close	408, In Need	
37			409, In Need	413, Close	
38			417, Close	412, In Need	
39			416, Close	415, In Need	
40			410, Close	410, Close	

41			416, Ready	416, Ready
42			414, Close	415, Close
43			418, Ready	421, Ready
44			415, Close	411, In Need
45			421, Exceeding	424, Exceeding
46			412, Close	412, Close
47	418, Close	427, Ready	427, Ready	
48	417, Close	414, In Need	414, In Need	
49	422, Ready	420, Close	419, Close	
50	440, Exceeding	436, Exceeding	446, Exceeding	
51	417, Close	416, Close	413, In Need	
52		414, Close	413, In Need	412, In Need
53		419, Close	410, In Need	416, In Need
54				
55		401, In Need	407, In Need	405, In Need
56		415, Ready	416, Ready	416, Close
57		416, Close	416, Close	416, Close
58		414, Close	415, Close	414, In Need
59		411, Close	416, Close	420, Ready
60		418, Exceeding	416, Ready	422, Ready
61	409, In Need	412, Close	415, Close	410, In Need
62	409, In Need	415, Close	411, In Need	417, In Need
63	411, Close	416, Ready	422, Exceeding	416, Close
64	407, In Need	407, In Need	415, Close	412, Close
65	413, Ready	417, Ready	419, Ready	422, Ready
66	416, Ready	418, Ready	425, Exceeding	427, Exceeding
67	410, In Need	413, Close	416, Close	407, In Need
68	415, Close	413, Close	418, Close	414, In Need

Goal 3	Metric	Evaluation
Each student will show growth of greater than one year on the STAR reading test developed by Renaissance Learning.	STAR	IACS would like to draw attention to some specific items displayed in the provided data table for STAR Reading Assessments. First, on average over the past five years the general population of students have experienced 1.39 years of growth on average on the STAR Reading Assessment. Students attending IACS for one year showed over a year and a half of reading growth. This can be attributed to the unique learning program and individualized attention students receive. Students attending IACS for multiple years also show impressive growth rates. Students attending for two years averaged 1.15 years of growth, students attending for three years averaged 1.38 years of growth, students attending for four years averaged 1.22 years of growth, and those attending for the full five years of the most recent renewal averaged 1.68 years of growth. These results include an average of over 27.8% of students receiving special education services, and an average of 80% economically-disadvantaged students showing the strength of the learning program for all students attending IACS.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

Student	SPED	F&R	STAR Reading Growth	2015-16	2016-17	2017-18	2018-19	2019-20	AVG Growth
1		x	0.2						0.2
2			0.2						0.2
3		x	3.3						3.3
4	x	x	2						2
5		x	Maxed						0
6	x	x	0.7						0.7
7		x	2						2
8		x	4.5						4.5
9		x	0.7						0.7
10		x			0.2				0.2
11		x			2.5				2.5
12		x			2				2
13	x	x	2						2
14			6						6
15						1.1			1.1
16	x	x				0.1			0.1
17		x				1.5			1.5

18						1.5				1.5
19						1.6				1.6
20						1.4				1.4
21			x			1.7				1.7
22			x			1.6				1.6
23			x			0.2				0.2
24							0			0
25							0			0
26			x				5.4			5.4
27	x		x				3.2			3.2
28			x				0.7			0.7
29			x				0.5			0.5
30			x				0.6			0.6
31			x					1.6		1.6
32								2		2
33			x					0.5		0.5
34								2.3		2.3
35								1.5		1.5
36								2.8		2.8
37								0.2		0.2
38			x					0		0
39	x		x	0.1	1					0.55
40			x	0.2	0.6					0.4
41			x	0.3	0					0.15
42				0.2	0.2					0.2
43			x	1	1.5					1.25
44			x	1.5	0.2					0.85
45			x	0.7	Maxed					0.7
46			x	2.5	Maxed					2.5
47	x		x	2.1	1					1.55
48	x		x	0	0.5					0.25
49					0	1				0.5
50					1.5	1.8				1.65
51			x		0.7	0.8				0.75
52			x		1.3	1.5				1.4
53	x		x		0.8	0				0.4
54			x		1.8	1.4				1.6
55					0.9	1.5				1.2
56			x		0.4	1.1				0.75
57			x		1.8	1.6				1.7
58			x		0.7	1.2				0.95
59					1.2	0.8				1
60	x				2	1.4				1.7
61	x		x		0	1.1				0.55
62	x		x		1.6	1.3				1.45

63						0.2	0.1			0.15
64						0.4	0.6			0.5
65						4.4	4.7			4.55
66			x			0.3	1.4			0.85
67			x			0.5	0			0.25
68						3.6	1.3			2.45
69						0.6	1.6			1.1
70						2.1	0.6			1.35
71		x				0	0.9			0.45
72						3.3	0.5			1.9
73						3.7	0.7			2.2
74			x			3.4	0.9			2.15
75						0.7	1			0.85
76			x			1.4	0.5			0.95
77			x	0.2	1.1	3.4				1.57
78		x	x	1	0.6	0				0.53
79			x	0.7	2.5	4.9				2.7
80				0.5	Maxed	Maxed				0.17
81		x	x	0.7	0	0.3				0.33
82					0.7	1.8	0			0.5
83		x	x		2	0.8	0.7			1.17
84					1.5	1.3	1.8			1.53
85		x	x		1	1	0.6			0.87
86			x			1.2	3.2	1.1		1.83
87			x			0.9	1.5	0.7		1.03
88			x			1.1	2.7	0.9		1.57
89			x			2.1	2.6	1		1.9
90			x			2	0.8	1		1.27
91			x			2.6	0.3	1.3		1.4
92			x			0.3	1.4	1.1		0.93
93			x			5.4	5.8	1.4		4.2
94		x	x			1.9	1.4	0.8		1.37
95		x		0.2	1.3	1.9	1.7			
96		x		2	0	1.9	1.8			1.43
97			x			1.2	2.4	1.3	0.7	1.4
98						1.2	2.1	2.9	1.3	1.88
99			x			1.9	1.2	0.8	0.7	1.15
100			x			4.2	1.5	0.7	1.1	1.88
101		x	x			0.5	0	0.9	0.2	0.4
102			x			1.8	0.5	1.5	1.7	1.38
103						1.2	1.5	2.3	0.9	1.48
104			x	2.2	2	7.6	Maxed	Maxed		2.36
105			x	0.5	0.2	4.6	0.7	0.7		1.34

106			x	1.6	2.7	1.8	2.6	0		1.74
107		x		1	1.1	2	0.8	0.8		1.14
108		x	x	2.2	2.2	1	0.9	1.2		1.5
109			x	3	2.4	4.3	4	2.1		3.16
110			x	4.2	1	1.7	3.5	0.9		2.26
111			x	2.7	0.6	1	3.5	Maxed		1.56
112			x	1.9	1.1	0.8	0	0.6		0.88
113		x	x	0.7	1.6	1.5	0.3	0		0.82

Goal 4	Metric	Evaluation
Each student will show growth of greater than one year on the STAR mathematics test developed by Renaissance Learning.	STAR	Analyzing the provided data table for STAR Mathematics Assessments, again IACS students consistently show impressive growth. Students attending for a single year show 1.67 years of growth. Two- year students show right at one year of growth. Three- year students averaged 1.15 years of growth. Four- year students averaged 1.34 years of growth. Students attending IACS for the full five years of the current renewal period averaged 1.37 years of growth. All of these statistics point to an average improvement of 1.3 years in mathematics per year for all IACS students. Again, these results include an average special education population of 27.8%, and an average of 80% economically- disadvantaged students.

*Insert graph or data table below reflecting the progress toward the goal over the last five years.

Student	STAR Math Growth	2015-16	2016-17	2017-18	2018-19	2019-20			AVG Growth
1		1.6						1.6	
2		0.9						0.9	
3		1						1	
4		3.2						3.2	
5		1.4						1.4	
6		1.4						1.4	
7		5.1						5.1	
8		Maxed						0	
9		4.4						4.4	
10			0.2					0.2	
11			2.5					2.5	
12			2					2	
13			0.8					0.8	
14			0.7					0.7	
15				0				0	
16				0				0	
17				1.5				1.5	
18				0.8				0.8	
19				1.5				1.5	
20				0.8				0.8	
21				1.8				1.8	

22				1.5				1.5
23				2.9				2.9
24					0.4			0.4
25					2.9			2.9
26					3.8			3.8
27					4			4
28					0.6			0.6
29					1.3			1.3
30					1.1			1.1
31						1.6		1.6
32						2		2
33						0.5		0.5
34						2.3		2.3
35						1.5		1.5
36						2.8		2.8
37						0.2		0.2
38						0		0
39		1.5	1					2.25
40		1.5	0.6					1.05
41		0.8	0					0.4
42		Maxed	0.2					0.1
43		1.2	1.5					1.35
44		3.4	0.2					1.8
45		Maxed	Maxed					0
46		1.9	Maxed					0.95
47		1.7	1					1.35
48		2.5	0.5					1.5
49			0	0.9				0.45
50			1.5	1.1				1.3
51			0.7	0.8				0.75
52			1.3	1.1				1.2
53			0.8	0				0.4
54			1.8	1.6				1.7
55			0.9	0.6				0.75
56			0.4	2				1.2
57			1.8	2.1				1.95
58			0.7	2				0.45
59				3.3	1.3			2.3
60				0.5	0.3			0.4
61				1.1	0.9			1
62				1	2			1.5
63					0	0.2		0.1
64					0.8	0.3		0.55
65					0.7	0.8		0.75
66					0	0.2		0.1

67					0.3	1			0.65
68					0.6	1.6			1.1
69					1.1	1			1.05
70					1.2	1.9			1.55
71					0	0.3			0.15
72					1.5	0.4			0.95
73					3.3	0.8			2.05
74					0.4	1.7			1.05
75					2.3	0.3			1.3
76					0.5	2.6			1.55
77		1.3	1.1	1.4					1.27
78		0.5	0.6	0.4					0.5
79		1	2.5	1.7					1.73
80		Maxed	Maxed	Maxed					0
81		0.4	0	0.3					0.23
82		0.4	0.7	1.3					0.8
83			0.8	2.8	0.3				1.3
84			1.5	0.5	0.8				0.93
85			1	1	1.3				1.1
86				0.8	1.4	1.5			1.23
87				1.9	0.9	1.2			1.33
88				2.4	1.3	1.2			1.63
89				1	3.5	0.7			1.73
90				1.9	1.2	1			1.37
91				2.1	1.8	2.3			2.07
92				0	1.2	1.2			0.8
93				3.4	1.7	2.6			2.57
94				1.1	0.6	0			0.57
95		1	1.3	3	1				1.58
96		1.6	0	0.3	0.5				0.6
97			1.2	0.9	0.6	0.4			0.78
98			1.2	1.9	1.8	2.1			1.75
99			1.9	3.1	0.2	0			1.3
100			4.2	2.8	2.6	0			2.4
101			0.5	0	0.4	0.6			0.38
102			1.8	0.7	3	2.4			1.98
103			1.2	2	1.6	0.3			1.28
104		1.4	2	0.8	Maxed	Maxed			0.84
105		2.5	0.2	1.5	1	0.8			1.2
106		1.6	2.7	2.2	3.1	0.8			2.08
107		1.4	1.1	1.3	0.7	2.9			1.48

108		1.2	2.2	0.9	0.5	0			0.96
109		1.6	2.4	2.1	0.9	Maxed			1.4
110		4.8	1	1.2	2.8	2.7			2.5
111		3.8	0.6	1.1	0.3	Maxed			1.16
112		0.8	1.1	1.6	0.4	0.7			0.92
113		0.3	1.6	1.9	1.5	0.6			1.18

Section 4: New Goals

Select performance goals for the period of time requested for renewal that are related to the specific mission of the charter.

SMART Goals
IACS will annually increase the percentage of students scoring Ready, or Exceeding on all areas of state summative testing.
IACS students will show continual annual growth on all areas of state summative testing.
Each student will show growth of greater than one year on the STAR reading test developed by Renaissance Learning.
Each student will show growth of greater than one year on the STAR mathematics test developed by Renaissance Learning.

Section 5: Waivers

Waiver #1	Statute/Standard/Rule	Rescind or Continue Waiver
Principal Licensure	Standards 4-C.1 and 4-C.2 A.C.A. § 6-17-302	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>IACS original charter requested waivers from both superintendent and principal positions in favor of a single administrator titled "Director." All persons holding that title have held a minimum certification as a building level administrator. The Director position has been effective for 18 years in meeting the needs of the school in both capacities of superintendent and principal. Hiring additional administrative staff would not be a prudent use of taxpayer dollars and would use funds that would be better spent on the students.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
<p>IACS employs one administrator under the title of Director. This administrator does hold an Arkansas Building Level Principal certification.</p>		

Waiver #2	Statute/Standard/Rule	Rescind or Continue Waiver
Gifted and Talented	Standard 2-G.1 A.C.A. § 6-20-2208(c)(6) A.C.A. § 6-42-101 et seq. DESE Rules Governing Gifted and Talented Program Approval Standards	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
<p>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</p>		
<p>IACS individualized learning program meets the needs of gifted and talented students. The program allows enrichment or accelerated learning for any students who easily master their grade level objectives. This ensures that gifted and talented students are academically challenged and engaged. Addressing the needs of gifted and talented students without a pull-out program also benefits non-identified or non-gifted students who are in the classroom.</p> <p>Certified classroom teachers employed by IACS are trained to recognize high-ability students who need more depth and complexity in instruction and identify their interests, strengths, and needs.</p> <p>Applicant wishes to amend its request for a waiver of Ark. Code Ann. §6-42-101 et seq. to §6-42-109 only.</p>		
<p>If the waiver is continued, will the service be provided in an alternate way?</p>		
<p>The service will continue to be provided through the use of a fully individualized curriculum.</p>		

Waiver #3	Statute/Standard/Rule	Rescind or Continue Waiver
Library Media Licensure and Ratio	Standards 2-D.1, 4-F.1 and 4-F.2 A.C.A § 6-25-103 A.C.A § 6-25-104	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
<p>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</p>		
<p>IACS is aware that students achieve more in schools who have a quality media program, but that program should not be limited to a “place” in the school. Through highly trained and skilled certified classroom teachers, students are provided instruction in the access of information and technology that is integrated within the design and delivery of all classroom curriculum. Students have access to high-quality databases that are available within the classroom environment and can be used anytime throughout the day.</p> <p>The library at IACS has approximately 4,000 fiction and non-fiction books in a broad range of reading levels that can be accessed by students at any time. Students also use Amazon Kindles for additional reading selections, and each student has his/her own computer.</p> <p>All students at IACS are enrolled in a Tools for Learning class, taught by a certified teacher, that specifically reinforces their ability to access digital media.</p> <p>Applicant wishes to rescind its request for a waiver of Standard 2-D.1.</p>		
<p>If the waiver is continued, will the service be provided in an alternate way?</p>		
<p>The services of a Library Media Specialist are provided by the regular certified classroom teachers.</p>		

Waiver #4	Statute/Standard/Rule	Rescind or Continue Waiver
Superintendent Licensure	Standards 4-B.1 and 4-B.2 A.C.A. § 6-13-109 A.C.A. § 6-17-427 DESE Rules Governing Superintendent Mentoring	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>IACS original charter requested waivers from both superintendent and principal positions in favor of a single administrator titled "Director." All persons holding that title have held a minimum certification as a building level administrator. The Director position has been effective for 18 years in meeting the needs of the school in both capacities of superintendent and principal. Hiring additional administrative staff would not be a prudent use of taxpayer dollars and would use funds that would be better spent on the students.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
<p>IACS will employ one full time administrator in the role of Director.</p>		

Waiver #5	Statute/Standard/Rule	Rescind or Continue Waiver
Teacher Licensure	Standard 4-D.1 A.C.A. § 6-17-401 A.C.A. § 6-17-919	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>Applicant wishes to request additional waivers of Ark. Code Ann. §§6-15-1004; 6-17-309, and 6-17-902, and Section 7 of the DESE Rules Governing Teacher Licensure.</p>		
If the waiver is continued, will the service be provided in an alternate way?		

Waiver #6	Statute/Standard/Rule	Rescind or Continue Waiver
School Counselor Licensure	Standard 4-E.1	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
<p>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</p>		
<p>IACS does employ a certified school counselor. The school counselor is also a certified Special Education teacher and serves in both capacities at IACS. Due to a student enrollment of approximately 60 students, the 1:450 ratio would equate to around 13% of the teacher's week being spent serving in the role of counselor. The IACS school counselor spends one full day per week doing nothing but counseling duties. This would equate to 20% of her week being spent in that capacity therefore falling well above the required ratio. By having this teacher serve in both capacities, she is able to take the role of counselor at any time those services are needed. This waiver has promoted innovation by allowing IACS to employ one person for multiple roles, thus creating a full time position within the school. The waiver has also allowed IACS to consistently employ skilled, high-quality employees to fill the role of school counselor.</p> <p>Applicant wishes to amend its waiver request by adding a waiver of Ark. Code Ann. §6-18-2003 (a)(2)(A), in order find the best individuals possible to lead our counseling program and prepare and deliver the services within our comprehensive school counseling plan even if that individual is unlicensed.</p>		
<p>If the waiver is continued, will the service be provided in an alternate way?</p>		
<p>IACS does employ a school counselor for one day per week, meeting the requirements of the 1:450 ratio.</p>		

Waiver #7	Statute/Standard/Rule	Rescind or Continue Waiver
Personnel Policies	A.C.A. § 6-17-203 A.C.A. § 6-17-1501 et seq. A.C.A. § 6-17-1701 et seq. A.C.A. § 6-17-2301 et seq. A.C.A. § 6-17-2303	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>In its original charter, IACS requested a waiver from committees for certified and classified personnel policy because there were only 5 certified employees and 2 classified employees. We have not increased the number of employees since the original waivers, and all employees are involved in personnel policy suggestions, discussions, and approvals.</p> <p>The original charter requested a waiver from the Teacher Fair Dismissal Act and Public School Employee Fair Hearing Act. The individualized learning program and philosophy of the school require employees to possess a specific set of skills and support the school philosophy. This waiver allows the school to retain high-quality teachers with the right qualifications, thereby improving student achievement. With only four classrooms, an ineffective teacher can reduce overall student achievement in a significant way.</p> <p>Applicant wishes to request additional waivers of §§ 6-17-205 and 209. In support of its waiver requests for Ark. Code Ann. §§6-17-2301, 2302, 2304 and 2306, the Applicant states each of the statutes refers to “classified” employees which is not a term it uses in its employment and compensation system. The continuation of these waiver requests would allow the school to continue to prepare, amend, distribute to its staff and post to its website personnel policies in the manner that it has done for many years, in a manner that comports with its organizational model.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
The service will not be provided.		

Waiver #8	Statute/Standard/Rule	Rescind or Continue Waiver
Alternative Learning Environment	Standard 2-I.1 A.C.A. § 6-18-508	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
<p>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</p>		
<p>IACS has an individualized learning program that differentiates instruction for all types of student learners. Students work at their own levels, moving through curricular objectives at a pace that is commensurate with their abilities. This type of system motivates students to learn. A feeling of success breeds an environment where students are motivated to continually succeed, thus creating intrinsic motivation. A classroom of intrinsically motivated students becomes a collaborative learning environment where few discipline issues occur, and student needs are met. With this learning environment, there is no need for an for alternative learning setting. All student needs are met within the regular classroom environment. IACS' physical facilities are adequately constructed to manage the inclusion of disabled students, and flexibility is available with current staff to provide a student in need with an aid if necessary.</p> <p>Applicant wishes to amend its waiver request by adding waivers of Ark. Code Ann. §§6-18-503(a)(1)(C)(i),6-15-1005(b)(5), 6-48-102 and 6-48-103. Applicant also wishes to request a waiver of Section 4. of the DESE Rules Governing Student Special Needs Funding, and rescind its waiver of Ark. Code Ann. §6-17-508.</p>		
<p>If the waiver is continued, will the service be provided in an alternate way?</p>		
<p>The service will continue to be provided through the individualized learning program.</p>		

Waiver #9	Statute/Standard/Rule	Rescind or Continue Waiver
Visual Art and Music Instruction	A.C.A. § 6-16-130(a)(3) DESE Rules Governing Visual Art and Music Instruction: Section 3.02	<input checked="" type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>The Imboden Area Charter School employs teachers for visual art and music who are certified through ARHouse. Therefore, IACS wishes to rescind this waiver.</p>		
If the waiver is continued, will the service be provided in an alternate way?		

Waiver #10	Statute/Standard/Rule	Rescind or Continue Waiver
Board of Directors	A.C.A. § 6-14-101 et seq.	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
<p>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</p>		
<p>In its original charter, IACS requested a waiver concerning school board elections. This waiver has allowed IACS the freedom to elect school board officials on an as needed basis. IACS has continually had a skilled and active board of directors who are well versed in the school's unique educational philosophy. Board members are elected to their positions during the school's annual corporation meeting in the spring of each year. In the event there are no applicants for an open board position, the current board will appoint a member to fill the role.</p> <p>Applicant wishes to add waivers of Ark. Code Ann. §§6-13-608, 611, 612(c), 613, 615, 616, 619 (a)(1), 619(c), 619(d), 621, 630, 631, 634 and 635.</p>		
<p>If the waiver is continued, will the service be provided in an alternate way?</p>		
<p>No elections will continue to be held on an as needed basis.</p>		

Waiver #11	Statute/Standard/Rule	Rescind or Continue Waiver
Instructional Materials	DESE Rules Governing Instructional Materials	<input checked="" type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>The Imboden Area Charter School wishes to rescind this waiver.</p>		
If the waiver is continued, will the service be provided in an alternate way?		

Waiver #12	Statute/Standard/Rule	Rescind or Continue Waiver
Duty-Free Lunch Period	A.C.A. § 6-17-111	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>IACS original charter requested this waiver to promote a family atmosphere, where students and teachers eat together in the classroom and develop the relationship that is critical to student achievement and fewer discipline issues. This practice in socialization also promotes a sense of belonging for all students. Once recess begins, those same teachers are able to observe student behavior and interact with students in an unstructured environment. This process allows teachers to gain a greater understanding of their students and plan specific lessons to address any issues. Teachers at IACS understand that the development of this relationship actually benefits their efforts in the classroom.</p>		
If the waiver is continued, will the service be provided in an alternate way?		
No		

Waiver #13	Statute/Standard/Rule	Rescind or Continue Waiver
Daily Planning Period	A.C.A. § 6-17-114	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
<p>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</p>		
<p>All four teachers work together during the required teacher development days to formulate long-range plans for all curricular areas that are aligned with each grade level. The individualized learning program at IACS allows teachers to document student progress with minimal effort through individual student folders and checklists. Teachers use the 30 minutes before school, 30 minutes after school, and two 40-minute periods per week for any necessary planning and preparation.</p>		
<p>If the waiver is continued, will the service be provided in an alternate way?</p>		
<p>Currently, teachers are provided with 40 minutes of instructional planning time per day. However, it may again be necessary to have teachers cover duties in the future.</p>		

Waiver #14	Statute/Standard/Rule	Rescind or Continue Waiver
Non-Instructional Duties	A.C.A. § 6-17-117	<input type="checkbox"/> Rescind <input checked="" type="checkbox"/> Continue Waiver
<p>Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.</p>		
<p>IACS original charter requested this waiver to promote a family atmosphere, where students and teachers eat together in the classroom and develop the relationship that is critical to student achievement and fewer discipline issues. This practice in socialization also promotes a sense of belonging for all students. Once recess begins, those same teachers are able to observe student behavior and interact with students in an unstructured environment. This process allows teachers to gain a greater understanding of their students and plan specific lessons to address any issues. Teachers at IACS understand that the development of this relationship actually benefits their efforts in the classroom.</p> <p>All teachers receive a total of 40 minutes of non- instructional time per day, and an additional 60 minute period once biweekly. These periods of time are allocated to teachers to prevent burnout, and allow for planning and communications. Administration is in contact with all staff daily therefore keeping administration abreast of any difficulties teachers may be having. Administration then addresses these issues immediately to preserve teacher quality and ensure a positive working environment.</p>		
<p>If the waiver is continued, will the service be provided in an alternate way?</p>		
<p>No</p>		

Waiver #15	Statute/Standard/Rule	Rescind or Continue Waiver
Physical Education	DESE Rules Governing Nutrition and Physical Activity Standards: Section 7.11	<input checked="" type="checkbox"/> Rescind <input type="checkbox"/> Continue Waiver
Explain how the above waiver has enhanced student learning opportunities, promoted innovation or increased equitable access to effective teachers.		
<p>Imboden Area Charter School currently provides 40 minutes of recess to students daily. This waiver is no longer desired.</p>		
If the waiver is continued, will the service be provided in an alternate way?		

Provide information on new waivers that are being requested.

Waiver Topic	Statutes/Standards/Rules	Rationale
No new waivers are requested.		

Section 7: Amendment Requests

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, addition of campus)

	Topic	Rationale
1	No amendments are being requested.	
2		
3		
4		
5		

Section 8: Desegregation Analysis

*Required for Amendment Requests Only

Describe the impact, both current and potential, of the 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.

N/A

Section 9: Disclosures

Provide the names and contact information for each board member and administrator.

List Board Members and Administrators Name, Contact and Title	Provide any Relationship to Another Board Member or Administrator
Jean Ann Duggar 501-733-4467 Board President	No Relationships
George Morris 870-955-0146 Board Vice President	No Relationships
Scott Rorex 870-810-0018 Board Secretary	No Relationships
Shea Flanery 870-239-1540 Board Member	No Relationships
Matthew Wells 870-378-0016 Director	No Relationships
Belinda Hollis 870-710-1857 Asst. Director	No Relationships