



ARKANSAS DEPARTMENT OF EDUCATION

2019 Application Open-Enrollment Public Charter School

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

Applications will not be accepted after this time.



Name of Proposed Charter School:

Winslow Community School

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2019 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Winslow Community School

Grade Level(s) for the School: K-12 Student Enrollment Cap: 260

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grades to be Offered at the Charter	K-6	K-7	K-12	K-12	K-12
Enrollment Cap at the Charter	260	260	260	260	260

Name of Sponsoring Entity: Winslow Community Center Association

Other Charter Schools Sponsored by this Entity

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

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

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

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

Name of Primary Point of Contact: Pamela Center

Address: P.O. Box 283 City: Winslow

State: Arkansas ZIP: 72959 Daytime Phone Number: (479) 871-7132

Email: pamelacenter7@gmail.com

Charter Site Address: 396 East Van Buren Drive

City: Winslow State: AR ZIP: 72959

Date of Proposed Opening: 8/1/2020

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

Title: _____ Address: _____

City: _____ State: _____ ZIP: _____

Daytime Phone Number: (____) _____

The proposed charter will be located in the Greenland School District.

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

793 (Total District Enrollment)

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

West Fork Mountainburg

Describe the geographical area to be served by the charter.

Applicant Response:

Winslow is located twenty miles south of the unprecedented growth areas of Northwest Arkansas, thirty-five miles north of the urban hustle of the Arkansas River Valley and six miles east of Interstate 49. It is nestled in the beautiful Boston Mountains and surrounded by family farms, small ranches and the Ozark National Forest.

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

Name: M.E. Farris Position: President State of Residence: AR

Name: Beverly Simpson Position: Vice-President State of Residence: AR

Name: Rick Reed Position: Treasurer State of Residence: AR

Name: Tanya Farris Position: Secretary State of Residence: AR

Name: Liam Johnson Position: Board Member State of Residence: AR

Name: Julie Dilworth Position: Board Member State of Residence: AR

ADE EVALUATION PRE-APPLICATION MATERIALS

Evaluation Criteria:

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

CIRC Determination: **Fully Responsive**

ADE EVALUATION PART A: GENERAL INFORMATION

Evaluation Criteria:

- General information fields are completed, as applicable;
- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by the charter school

CIRC Determination: **Fully Responsive**

Concerns and Additional Questions:

- **Please confirm the enrollment cap will remain at 260 each year as grades are added.**

Applicant Response:

The enrollment cap of WCS will remain at 260 students. Enrollment numbers will increase as grades are added in the following manner:

2020 - 2021	Grades K - 6	140 Students
2021 - 2022	Grades K - 8	180 Students
2022 - 2023	Grades K -10	220 Students
2023 - 2024	Grades K -12	260 Students
2024 - 2025	Grades K -12	260 Students

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Winslow Community School strives to provide a quality education to students K-12 with a strong focus on

promoting academic excellence and developing productive citizens through character building. The Winslow Community School will emphasize our rural roots and encourage students to embrace their heritage of self-sufficiency by combining the agricultural and technical skills of their ancestors with the technology of the future.

Explain how the mission statement was developed.

Applicant Response:

The WCCA Board, interested parents and community members met to establish the vision they wanted in the proposed school. The vision that was voiced is the return of a community school that is both academically strong and one that focuses on building productive citizens with the skills to succeed in a changing world. The stakeholders expressed the desire that the WCS become the community hub that Winslow Public Schools had previously been. Community revitalization is a part of the vision for WCS in that a viable school will bring patrons back into the district and the town of Winslow can begin the process of rebuilding and reestablishing itself as a thriving community. This theme of academic excellence, the development and teaching of technical skills to assist students in careers and community revitalization continued in subsequent meetings. Both community members and WCCA members were asked to write down their ideas and thoughts for an effective, working mission statement. The proposed Mission Statement is the product of the collective thoughts of interested stakeholders.

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

Applicant Response:

The Mission of WCS is to provide a quality educational experience for every student. We will live our Mission by providing the following key programmatic features:

- With input from teachers, students and parents, with knowledge of best practices from prevailing data and evidence-based educational sources and based on ADE Standards, WCS will provide clear, consistent standards for what each child should be learning at each level. The curriculum for WCS will align with Arkansas Curriculum Frameworks.

- WCS will emphasize core knowledge - math, reading, science, language arts, science, history, health and physical education and fine arts- so that the foundation may be laid for future learning.

- WCS in grades K-12 will focus on acquiring excellence in critical thinking and problem solving skills through arts integrated learning.

- WCS will have career and workforce programs in agriculture, plant sciences, animal sciences forestry and food service. It is the intention of WCS to develop partnerships with local farmers, foresters and artisans within the community to provide mentors and internships. We will seek partnerships with institutions of higher learning who have career paths in agriculture majors. Partnerships will be established such groups as 4-H, Future Farmers of America, Arkansas Farm Bureau, Arkansas Cooperative State Research, Education and Washington County Extension Service and the Arkansas Agricultural Experiment Station.

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

Applicant Response:

Recognizing that parental involvement, community involvement and effective communication with teachers are paramount for the success of students, a Parent-Teacher Organization will be formed at the beginning of the school year. It will be the goal of this organization to encourage parents and teachers to become active partners in the decision-making processes for the District. The voices of both teachers and parent groups must be heard when it comes to making decisions for the school community. Parents and teachers will be given the opportunities to offer their thoughts and suggestions about the programs and activities that will directly affect their students. Parents and students will be encouraged to attend School Board meeting and to serve on District Committees such as the Student Handbook Committee, the Health and Wellness Committee, the Parental Involvement Committee, and the School Improvement Plan Committee. WCS will seek student representatives along with parent representatives to share in the decision-making process. In addition to the PTO, WCS will develop an outreach strategy to inform families, businesses and the community about the school and opportunities for active involvement and engagement with the school community.

ADE EVALUATION PART B: EXECUTIVE SUMMARY

Evaluation Criteria:

- A succinct mission statement that indicates what the school intends to do, for whom, and to what degree;
- An explanation of how the mission statement was developed;
- The key programmatic features of the proposed charter school;
- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter
- A clear alignment to the Arkansas Department of Education strategic goals

CIRC Determination:

Fully Responsive

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

The Winslow Community Center Association held a public hearing to discuss the Winslow Community School. The meeting was held in the WCCA cafeteria on April 18, 2019. Almost one-fourth of the total population was in attendance. The mood was festive and the desire to have the local school back in the community was obvious in the lively conversation that ensued. We learned of families who had six generations of their family members graduate from Winslow Public Schools. We heard stories of the successes of Winslow High School graduates and of their commitment toward helping to make the dream of WCS a reality. There were many questions asked of the WCCA Board, in particular about the charter school movement in Arkansas and how a charter school differs from a traditional public school. In attendance were staff members from Representative Steve Womack's office and Senator Tom Cotton's office. There were a number of public school teachers in the audience and the point of their questions was simply "How do I apply to teach here." Parents of school age children expressed excitement as did many former "Squirrels," the past and proposed mascot of Winslow. The WCCA announced funding for a pre-school that will be located on adjacent property and the response to a pre-school in Winslow was enthusiastic. It was encouraging to witness a diverse community come together with the sole purpose of reestablishing the community school that was lost to them. The meeting provided much-needed feedback for the direction of the WCS. There was no opposition to the school voiced during the meeting.

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

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. *The last publication date of the notice was no less than seven days prior to the public meeting.***
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

ADE EVALUATION PART C-1: PUBLIC HEARING RESULTS

Evaluation Criteria

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

CIRC Determination:

Fully Responsive

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
 - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.
 - D. Describe the plan for providing school board members with continuous professional development.

Applicant Response:

Winslow Community Center Association, a non-profit corporation established to Arkansas and Federal non-profit law, is the sponsoring entity for the Winslow Community School District. Five members of the WCCA were appointed to serve as the school's Founding School Board of Directors. The Founding Board will begin serving in this capacity upon the approval of the charter. Following the first year of Winslow Community School, three member of the WCCA will continue to serve on the School Board of Directors and will serve staggered terms of 3,2 and 1 years as chosen by drawing of names. The remaining two members of the five-member board will be chosen from among parents of the students enrolled in WCS in an election held in accordance with Arkansas election laws for School Boards. School Board members will be elected with a majority of the vote of the eligible voters.

The Founding Board shall elect a president, vice-president, secretary and shall designate one of its members as the primary board of directors disbursing officer for the school district. The Board will operate in accordance with State and Federal laws and will primarily concern itself with the broad questions of policy as it exercises its legislative and judicial duties. The administrative functions of the WCS District shall be delegated to the

Superintendent who shall be responsible for the effective administration and supervision of the District. Some of the duties for the Board will include:

1. Developing and adopting policies to effect the vision, mission and direction of the district.
2. Understanding and adhering to the proper role of the Board of Directors through study and by obtaining the necessary professional development.
3. Employing a Superintendent and giving him/her the support needed to be able to effectively implement the Board's policies
4. Conducting formal and informal evaluations of the Superintendent annually or no less often than prior to any contract extension
5. Employing, upon the recommendation of the Superintendent and by written contract, the staff necessary for the proper conduct of schools
6. Approving the selection of curriculum and seeing that all courses for study and educational content prescribed by the State Board or by law for all grades are offered and taught
7. Reviewing, adopting and publishing the District's budget for each year
8. Being responsible for providing sufficient facilities, grounds or property and ensuring that they are managed and maintained for the benefit of the District
9. Monitor District finances and receiving, reviewing and approving each annual financial audit
10. Understanding and overseeing District finances to ensure alignment with the District's academic and facility needs and goals
11. Setting an annual salary schedule in accordance with state law
12. Approving a Student Handbook each year in accordance with ADE requirements that will include Student Policies and Procedures regarding attendance and a step-program for discipline. In order to maintain a safe environment that is conducive to learning, the Board will establish policies necessary to regulate student behavior and to promote an orderly environment that is respectful of the rights of others and ensures the uniform enforcement of school discipline.
13. Striving to assure that all students are challenged and are given an equitable educational opportunity
14. Involving the members of the community in the District's decision making to the fullest extent possible.

Board members will be required to obtain a minimum of six hours of training by December 31 of each calendar year. The training will be focused on topics relevant to school laws, school operations, and the powers, duties and responsibilities of the board of directors. The District will be responsible for maintaining a record of the hours of training received by each Board member. Training may be obtained through an institution of higher learning, the Arkansas Department of Education or other providers as approved by the ADE. The hours of board training shall be a part of the District's comprehensive goals and plans and shall be a part of the annual school performance report.

The Superintendent shall be selected and employed by the School Board of Directors. The Superintendent is responsible for the implementation of the policies as set by the Board. The Superintendent and staff are responsible for administering Board policies and will be held responsible for the effective administration and supervision of the district. Other duties of the Superintendent will include:

1. Communicating with and advising the Board on the status of the educational programs, personnel and operations and making recommendations for improvement
2. Preparing and presenting an annual budget to the Board for consideration
3. Administering the District's budget and regularly reporting to the Board on the financial condition of the District
4. Recommending candidates to the Board for employment/termination within the District
5. Assisting in the preparation of the Board's agenda for meetings
6. Attending and participating in all Board meetings
5. Serving as Curriculum and Instructional leader for the District

The Superintendent and the School Board will demonstrate their willingness to be held accountable by parents by:

1. Creating opportunities to listen to parents and respond to their feedback. These

opportunities may include surveys, public forums and groups assembled to address specific topics. Studies show that communication and parental involvement are more effective when school leaders listen to feedback from parents and respond to their questions and concerns.

2. Giving parents meaningful opportunities to participate in activities to improve academic achievement, attendance and behavior.
3. Ensuring that WSC is a welcoming school that encourages an atmosphere of caring and respect for its students, parents and staff.

ADE EVALUATION PART C-2: GOVERNING STRUCTURE

Evaluation Criteria:

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

CIRC Determination:

Fully Responsive

Concerns and Additional Questions:

- **Please clarify understanding that the professional development hours for new board members is 9 hours and 6 hours thereafter.**

Applicant Response:

Please clarify understanding that the professional development hours for new board member is 9 hours and 6 hours thereafter.

All School Board members who are new to the WCS Board will be required to obtain “no less than nine (9) hours of training and instruction by December 31 of the calendar year following the year in which the member is elected” and after the initial nine hours of training “a member of a local school district board of directors who has served on the board of directors for twelve (12) or more consecutive months shall obtain no less than six (6) hours of training and instruction by December 31 of each calendar school year” (A.C.A. 6-13-629 of 2012).

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

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

Applicant Response:

WCS will be a community school. The impetus for the school is not to create competition for students among the traditional school in the area. Mountainburg, West Fork and Greenland have the following grades on their State Report Cards for the 2017-2018 school year:

School	Report Card Grade	Free/Reduced Lunch %	ELL	SPED
Greenland Elementary	C	67%	2%	13%
Greenland Middle School	C	71%	3%	17%
Greenland High School	C	59%	2%	15%
West Fork Elementary	C	58%	1%	12%
West Fork Middle School	C	55%	2%	17%
West Fork High School	C	44%	1%	15%
Mountainburg Elementary	C	79%	0%	23%
Mountainburg Middle School	C	73%	0%	16%
Mountainburg High School	C	68%	0%	68%

The school districts in the area are performing at acceptable levels, and we believe that WCS will be able to meet and exceed the State Report Card Grade for the other districts.

Recognizing the need for childcare in an area that is disadvantaged according to free/reduced lunch statistics, WCCA has received grant money to begin offering childcare to Winslow parents beginning in August of 2019. We believe that this facility will be a recruitment tool for students for WCS.

Many of the students who are attending West Fork, Mountainburg and Greenland schools are required to get on their school buses in the early morning hours in order to get to school. During the public meeting, parents related that many students are riding the bus at least three hours per day. The parents who live closer to Winslow than the other districts are extremely supportive of WCS. In fact the old Winslow High School - now the Winslow Community Center - is a pick-up point for the buses from other districts.

While there will be room for academic growth for students who attend Winslow, this charter school is not only about quality academics, but is also about community revitalization and providing a place for the community to come together for the common good of the families who live in Winslow. The goal is for WCS to once again become the hub of the community giving cause to celebrate the uniqueness of Winslow.

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

Applicant Response:

Winslow, Arkansas had its first post office open in December of 1876. It was a railroad town which, upon completion of the Winslow Tunnel, allowed the St. Louis-San Francisco Railway to run through the Boston Mountains in south Washington county. The town was named for Edward F. Winslow, president of the Frisco Railroad which ran through the town. Winslow became something of a resort town at the end of the 19th century and became a vacation destination for the wealthy from Fort Smith.

Winslow operated a successful small school for many years and served the nearby areas of Washington county. A review of archived school board record tells us that the school was a thriving, integral part of the community - in actuality, the very heart of the community. Enrollment in the Winslow Public Schools traditionally was around twenty students in each grade level. Winslow's first public school (according to the ENCYCLOPEDIA OF ARKANSAS) was a wooden structure that was built in 1894. That structure served the community until it burned in 1918. The original building was replaced by a brick building which was used until it burned in 1929. The current rock building that became so familiar to travelers making the trek up the "Pig Trail" was built in 1930.

In July of 2004, Winslow became a part of the Greenland School due the state law passed by the Arkansas Legislature that mandated districts with less than 350 students to consolidate - at the time Winslow had 273, but was financially solvent. The high school closed at the end of the 2005 school year and the elementary school was maintained in Winslow until 2007 when the Greenland School Board vote to close it. Winslow's children were scattered between West Fork, Greenland and Mountainburg.

In 2015, the Winslow Community Center Association was formed to restore the original Rock Building for use by the community. The Elementary Building, the Gym and the Cafeteria were deeded to the city of Winslow. Upon entering the Elementary Building, school materials, books and furniture have been tossed and demolished where they were left after Greenland took what they wanted from the school. The buildings were vandalized, copper wiring was stolen, toilets were smashed, windows were smashed and wiring ripped from ceilings.

In an innovative and creative fashion, the WCCA has rallied the community to renovate and restore the Rock Building, the Cafeteria and the Gym on a limited budget. Community volunteers have donated their labor and materials for restoration with the dream and hope of having their own school again. Having a community come together and work toward community revitalization and rebuilding a school system is innovative in a world of competition between school districts. It is not the intention of WCS to take away from surrounding public schools, it is innovative that WCS seeks cooperation and collaboration from those schools.

With regard to curriculum, the Arts Integration piece is an innovation for South Washington County Schools. We will use the Kennedy Center's comprehensive definition to define our program:

"Arts Integration is an approach to teaching in which students demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meeting evolving objectives in both."

Our teachers will be trained to use the techniques of art integration beginning with the AWE Institute at the Walton Art Center in Fayetteville. The Arts With Education (AWE) Institute is a week-long summer program that prepares teachers to make using art forms across the curriculum engaging, effective and collaborative. AWE's partnership with the Kennedy Center's CETA (Changing Education Through the Arts (CETA) brings Kennedy Center teaching artists and professionals to work with our local teachers.

The emphasis on the Practical Arts and Agricultural endeavors will also be an innovation. While the ultimate goal is college and career readiness, we also want to focus on practical life skills which will enable our students to become self-sufficient in many areas. Because Winslow is primarily a farming and ranching community, the

agricultural component is integral both for career opportunities and personally growth and it is important to the revitalization of Winslow and the perpetuation of the industry. Faced with an aging farming population, it is hoped that an introduction to agriculture business and techniques will inspire students to enter the world of sustainable agriculture and agriculture business and have opportunities to live and work within their own community. It is hope that the proximity to the University of Arkansas College of Agriculture will provide much need partnerships to assist with curriculum, personnel and support.

ADE EVALUATION PART C-3: EDUCATIONAL NEED

Evaluation Criteria:

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

CIRC Determination:

Fully Responsive

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

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Grades K-8: Reading, Mathematics, Language: The goal is to measure individual student growth over time in academic areas and to use the data to inform curriculum and instruction	NWEA: MAPS (Measurement of Academic Progress)	MAPS tests will be used to track individual growth goals and to personalize instruction for every student.	The MAP tests will be administered and results toward goals will be reviewed three times each each school year - beginning, middle and end of the year.
Grades K-2: Reading: The goal is to regularly monitor the development of early literacy and early reading skills in order to assess the effectiveness of our reading program.	DIBELS: Dynamic Indicators of Early Literacy Skills: This assessment will be used to measure individual student growth in reading.	DIBELS will be used to track individual growth goals and to personal instruction for every student.	Individual goals will be assess using DIBELS and the data used to individualize instruction. Growth will be measured three times each year.

<p>Grades 3-8: The ACT Aspire will be administered in grades 3-10 in English, Reading, Mathematics, Science and Writing. The goal is to measure student growth in a longitudinal assessment system and to measure individual student progress toward college and career goals.</p>	<p>ACT Aspire</p>	<p>Individual growth will be measured in tested areas and scores will be compared to state norms. The goal for ACT Aspire is for students to score at or above the state performance standards.</p>	<p>Progress toward goals will be measured when scores are released by the state following summative testing.</p>
<p>Grades K-8: Students will be assessed in the areas of reading and mathematics. The scores will be used to assist teachers with the differentiation of instruction.</p>	<p>iReady: iReady is a growth monitoring assessment tool.</p>	<p>iReady allows the teacher to monitor the progress of students to determine if they are on track to meet annual growth targets and grade-level standards.</p>	<p>iReady is an online program screening tool that is used to measure individual student growth and to identify students who need additional support. Although iReady has ongoing lessons throughout the school year, the students are tested three times per year.</p>
<p>Grade 10 and 11: The PSAT will be given in order to help students become familiar with the layout and content of the SAT which is a test that is often required for college admission. The PSAT is also the test that qualifies students to compete for the National Merit Scholarship program.</p>	<p>Preliminary Scholastic Aptitude Test</p>	<p>PSAT scores are used to assess college readiness and can be used to prepare for the SAT.</p>	<p>The PSAT is a two-hour test that is given once a year.</p>
<p>Grade 11: ACT: The American College Test will be administered to all juniors. The purpose of the ACT is to measure a student's readiness for college. It is widely used for college admission.</p>	<p>ACT</p>	<p>ACT scores are used to assess college readiness and to provide information for improvement for those students who take the test multiple times.</p>	<p>The ACT will be administered once a year, usually in the spring.</p>

<p>Grades K-6: Kuder Galaxy: The goal of Kuder Galaxy is to make learning about different career and the world of work fun by "igniting the playful spirit of young learners." The goals are to: create self-awareness, encourage completion of high school, broaden career awareness and improve student performance.</p>	<p>Kuder Galaxy</p>	<p>The Kuder Galaxy measures individual traits and incorporates activities to build a student's college and career readiness.</p>	<p>The Kuder Galaxy is an ongoing program that continues throughout the school year.</p>
<p>Grades 7-12: Kuder Navigator: The goal of the Kuder Navigator is to help students discover personal interests, skills confidence and work value through assessments, a lifelong portfolio and post-secondary exploration.</p>	<p>Kuder Navigator</p>	<p>The Kuder Navigator assess individual skill, interests, talents and work values.</p>	<p>The Kuder Navigator is an ongoing program that continues throughout the school year.</p>

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

Applicant Response:

The primary goal for Winslow Community School is to prepare students for academic success throughout their educational career by providing a rigorous curriculum, a broad spectrum of exposure to career options and character education that will focus on teaching students to become productive and responsible citizens. WCS will provide programs for all students regardless of race, ethnic origin, national background, gender, sexual orientation or socioeconomic background. Exposure to multicultural opportunities, technology instruction, and project-based learning will enhance both college and career readiness.

The focus of WCS will be on core knowledge in reading, mathematics, science, and social studies. Mastery must be obtained in the core subject areas before students are able to move to the next level. Frequent assessments, as outlined in this application, will give us the data that we need to ensure that we are meeting individual student goals and that those goals are aligned with the identified educational need for the school. The core expectations and outcomes for each student will meet and exceed the standards established by the state.

The grade configuration of the school will be:

- Grades K-2: Self-contained classrooms
- Grades 3-6: Departmentalization in Math, ELA/Reading, Science and Social Studies
- Grades 7-12: Departmentalization based on a Block Schedule in Core Subject Areas

WCS will adhere to state standards and will offer all courses prescribed in those standards. Career and technical focuses in the high school curriculum will be in the agricultural sciences and the fine arts. We will ensure that our students have the technological skills that will allow them to compete in the global economy. WCS will have high standards and expectations for all students, high levels of collaboration between stakeholder, parents and students, and will involve the community in the life of the school.

We will adopt curriculum in all subject areas that will help teachers meet the personal growth goals for every

student as measured by the assessments given, teacher observation, and informal assessments. After extensive consideration, the following curriculum has been chosen for adoption as approved by the School Board:

Mathematics: Grades K - 6: MY MATH - McGraw-Hill

The MY MATH program provides a variety of data-collection that will assist teachers to track the progress of every student. The program will provide alerts for those students who may need extra intervention. MY MATH readily aligns to state standards and Arkansas Curriculum Frameworks.

English/Language: Grades K-6: WONDERS - McGraw-Hill

The Wonders program is a pre-K - 6 program used research-based print and digital resources to build strong literary foundations for accessing complex texts, writing to sources and building social emotional learning skills. The textbooks provide for scaffolded support and differentiated instruction that includes ELL instructional pieces.

Science: Grades K-6: INSPIRE SCIENCE - McGraw Hill

INSPIRE SCIENCE is an evidence and project-based learning system that is designed to "spark students' curiosity, empower them to ask questions and to think critically." The print and online assessments will help us monitor goals for student growth. INSPIRE SCIENCE Collaboration Kits provide both hands-on and digital lab experiments for students.

Social Studies: Grades K-6: IMPACT SOCIAL STUDIES - McGraw-Hill

IMPACT is a student-centered series that is not only geared to teaching students about historical events, but is also an excellent resource for teaching students to learn and apply good citizen practices.

Because we will not have students in Grades 7-12 until the 2021-2022 school year, we will leave curriculum decisions until we have employed content area staff who are well-versed in their subjects.

Phonics will be taught in Grades K-6 depending upon the needs of the individual students. Because phonics instruction is essential to learning to read, our teachers will be trained in Phonics first as money becomes available.

In addition to academic assessment measures toward our goals, we will use other criteria to determine our progress. Our goals will be measured using a system that is set up by The Wallace Foundation that "works nationally to improve the learning and enrichment for disadvantaged children. Based on their work, we have adapted the following measures for defining the success that we are making toward the goals of our charter:

School Environment and School Culture

We will closely monitor student attendance rates to ensure that our students are taking advantage of every learning opportunity that is available to them at WCS. Discipline issues will be tracked in order to look for patterns and to provide data to use for help our students with their social-emotional issues. We seek to provide a positive school climate that ensures both the physical and the social well-being of our students, encourages respect and builds positive relationships between all stakeholders. Progress toward this goal will be measured by an increased ADM - average daily membership - for our students and a decline in the number of office discipline referrals.

Increasing communication between school, parents, teachers, students and the community is paramount to the success of WCS. We will communicate with the parents regularly by using social media - Facebook and Class DoJo - sending home a weekly newsletter, emailing our parents as needed and doing home visits. We will provide opportunities for our parents to be active participants in our school community by having family night events, encouraging volunteerism and supporting an active Parent Teacher Organization.

We will actively measure teacher and school leadership engagement and effectiveness by seeking input through a yearly survey, by holding "town hall" meetings to provide an opportunity to visit with parents and community members and by being active members of the Winslow community. Teacher/satisfaction will be measured by monitoring teacher attendance and retention rates. The school leadership will provide opportunities for teachers to be involved in the decision making processes of the school. Teachers will be assessed using the TESS Framework for Teaching and WCS will provide effective professional development opportunities in line with each teacher's Personal Growth Plan. The school leadership will collaborate with teachers regarding value-added and growth measures for students based on interim assessments of student progress.

WCS is committed to providing effective leadership, effective instruction and frequent assessments to monitor student progress.

ADE EVALUATION PART C-4: ACADEMIC ACHIEVEMENT GOALS

Evaluation Criteria:

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

CIRC Determination:

Fully Responsive

Concerns and Additional Questions:

- **Please acknowledge understanding that the Arkansas Department of Education no longer has Arkansas Curriculum Frameworks, but promotes Arkansas Academic Standards.**
- **Please provide specific data targets to ascertain goal acquisition. Provide measurable goals.**

Applicant Response:

Please acknowledge understanding that the Arkansas Department of Education no longer has Arkansas Curriculum Frameworks, but promotes Arkansas Academic Standards.

It is acknowledged that the ADE no longer has Arkansas Academic Frameworks, but promotes Arkansas Academic Standards. The application has deleted all references to the Arkansas Academic Frameworks and has replaced them with Arkansas Academic Standards. The corrections appear in bold print:

Frequent assessments, as outlined in this application, will give us the data that we need to ensure that we are meeting individual student goals and that those goals are aligned with the identified educational need for the school. The core expectations and outcomes for each student will meet and exceed the standards established by the state.

All curricular materials will be chosen based on the goals, objectives and content in all subject areas and grade levels as set forth in the **Arkansas Academic Standards** as established by the ADE. Supplementing the Core Curriculum will be an enriched curriculum in the practice arts, agriculture, animal husbandry and career/college readiness. WCS will employ instructional and curricular strategies that are based on

scientific, researched based, evidence driven best practices. Our educational programs will meet these standards by:

- monitoring new and updated information put forth by the ADE
- requiring curriculum maps based on the **Arkansas Academic Standards** for each content area and grade level
- choosing textbooks and curriculum materials that are aligned to the **Arkansas Academic Standards**
- providing professional development for teachers and staff based on the **Arkansas Academic Standards**
- ensuring that the curriculum materials meet the learning needs of all students
- making sure that measures of assessment are aligned with **the Arkansas Academic Standards**
- ensuring that parents, caregivers, students and community members understand and have access to information regarding what students should know and be able to accomplish at each grade level
- monitoring the curriculum and instruction to ensure that the needs of all students are being met
- putting protocols and practices in place to ensure that the school's curriculum and the assessments used to measure adherence to **Arkansas Academic Standards**

The curriculum materials and instructional methods utilized at WCS will be a combination of traditional teaching methods integrated with project-based, arts integrated and technology infused programming. There will be an ongoing review and analysis of both curriculum and instruction based on data from standardized assessments, informal assessment, teacher observations, MAP testing, **Arkansas Academic Standards** changes, behavioral indicators and student work. Education will be student-centered and best practices will be researched and employed to help students learn how to access information, integrate new knowledge into prior learning and experiences, use critical thinking skills and learn how to collaborate with peers and teachers. Curriculum and instruction will be enhanced by using state-adopted textbooks and educational materials, teacher-created lessons, educational software applications and project-based learning. The curriculum and instructional practices will ensure that all students of differing skill levels, those with special needs and English language learners will be reached through differentiated instruction.

School leaders will regularly analyze, interpret the data gleaned from classroom assessments, interim assessments such as DIBELS, iReady, Interim ACT Aspire and year-end assessments to monitor student and school-wide achievement goals. As this data is summarized, school leaders will take proper actions to intervene when data sources indicate potential problems. Schoolwide and classroom interventions will be implemented to help students meet individual achievement goals and to ensure that programs and practices are meeting school and ADE standards.

Please provide specific data targets to ascertain goal acquisition. Provide measureable goals.

The goals for NWEA, Dibels, ACT Aspire and iReady have been changed to reflect a percentage of growth for each student. The Kuder has been changed to 100% participation for all students.

Please view Attachment #1 for the changes which reflect our amended goals.

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

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

ELEMENTARY DAILY SCHEDULE

GRADE(S): K-6

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:40-8:00	Silent Sustained Reading				
8:00 - 8:45	Math	Math	Math	Math	Math
8:50-9:35	Math Lab				
9:40 - 10:20	Art	PE/Health	Music	PE/Health	Computer Lab
10:25 - 10:55	Lunch	Lunch	Lunch	Lunch	Lunch
11:00 -11:40	Recess	Recess	Recess	Recess	Recess
11:45 -1:00	ELA	ELA	ELA	ELA	ELA
1:05 - 1:35	Phonics	Phonics	Phonics	Phonics	ELA Centers
1:40 -2:25	Science	Science	Science	Science	Science
2:30 - 3:00	Social Studies				

MIDDLE SCHOOL COURSES

GRADE(S): 7-8 YEAR OFFERED: 2020-2021

REQUIRED COURSES

- English Language Arts
- 7th Grade Math or PAP Math
- 8th Grade Math or PAP Math

- Algebra I as indicated by assessment
- 7th Grade Science or PAP Science
- 8th Grade Science or PAP Science
- Physical Education
- Fine Arts - Music - Choral or Instrumental
- Social Studies
- Arkansas History
- Career Development
- Computer Science Coding Block
- Keyboarding
- Health and Safety
- Art

ELECTIVE COURSES

- Agricultural Science

HIGH SCHOOL COURSES

Language Arts (*6 Units Required*)

Course Name	Grades Offered	Year of Introduction	Credit Unit
English 9 or Pre-AP English 9	9	2021	1
English 10 or Pre-AP English 10	10	2021	1
English 11	11	2021	1
Advanced Placement English 11	11	2021	1
English 12	12	2021	1
Advanced Placement English 12	12	2021	1
Total Language Arts Units			6

Science (*5 Units Required*)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Physical Science	9	2021	1
Biology	10	2021	1

Course Name	Grades Offered	Year of Introduction	Credit Unit
Chemistry	10-12	2021	1
Physics	10-12	2021	1
Advanced Placement Biology or Chemistry	11-12	2021	1
Total Science Units			5

Fine Arts (3.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Art 1	9-12	2021	1
Choral Music	9-12	2021	1
Theatre	9-12	2021	1
Survey of Fine Arts	9-12	2021	0.5
Total Fine Arts Units			3.5

Social Studies (4 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
World History	9	2021	1
U.S. History	10	2021	1
Civics/Government	9-12	2021	1
Advanced Placement Course in World, US or Government	11-12	2021	1
Total Social Studies Units			4

Career & Technical Education (9 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Personal Finance	9-12	2021	0.5
Principals of Agricultural Science: Agronomy	9-12	2021	1
Agricultural Business	9-12	2021	1
Agricultural Research and Development	9-12	2021	1
Greenhouse Management	9-12	2021	0.5
Carpentry	9-12	2021	1
Visual Art II	10-12	2021	1
Theatre I	9-12	2021	1
Theatre II	10-12	2021	1

Course Name	Grades Offered	Year of Introduction	Credit Unit
Stagecraft	10-12	2021	-
Total Career & Technical Education Units			8

Mathematics (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Algebra I or Pre-AP Algebra I	9	2021	1
Geometry or Pre-AP Geometry	9-12	2021	1
Algebra II or Pre-AP Algebra II	9-12	2021	1
Pre-Calculus/Trigonometry	10-12	2021	1
Algebra III	11-12	2021	1
AP Calculus AB or AP Statistics	11-12	2021	1
Total Mathematics Units			6

Other Courses (4.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Economics	9-12	2021	0.5
Spanish I	9-12	2021	1
PE	9-12	2021	0.5
Oral Communications	9-12	2021	0.5
Health	9-12	2021	0.5
Spanish II	9-12	2021	1
Computer Science	9-12	2021	1
			-
Total Other Units			5

High School Course Requirement Checklist	Units Listed
Language Arts (6 Units Required)	6
Science (5 Units Required)	5
Fine Arts (3.5 Units Required)	3.5
Social Studies (4 Units Required)	4
Career & Technical Education (9 Units Required)	8
Mathematics (6 Units Required)	6
Other (4.5 Units Required)	5
Total (38 Required)	37.5

More Units Required

ADE EVALUATION PART C-5: SCHEDULE OF COURSES OFFERED

Evaluation Criteria:

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

CIRC Determination: **Partially Responsive**

Concerns and Additional Questions:

- Please confirm understanding that 9 credits of Career and Technical Education are required.
- Please confirm that Visual Art II, Theatre I or II, and Stagecraft are not recognized CTE programs of study or courses.
- Please provide courses in order for programs of study for Career and Technical Education. Identify 3 programs of study and their corresponding courses.
- Please acknowledge understanding that 5th and 6th graders are required to have CTE each year and provide a plan for how they will receive such.
- Please acknowledge understanding that transitional English and transitional Math are required to be offered in HS.
- Please acknowledge understanding that in high school, you need to also offer an instrumental music course (band, orchestra, or jazz band).
- Please acknowledge understanding that in order to offer Survey of Fine Arts, you will need a course approval from ADE.
- Acknowledge understanding that Personal Finance, such as in Economics with Personal Finance (under social studies), must be offered and is a graduation requirement.
- Please acknowledge understanding that a full credit of PE must be offered.

- Please acknowledge understanding that Oral Communications belongs in your required ELA course offerings, not Other courses.
- Please confirm understanding that in grades K-6 Arkansas History is to be taught in grades K-6, and can be embedded in Social Studies.
- Explain if Computer Science will be embedded in the Computer lab time slot for K-6.

- Please explain if in grades 7 - 8, Fine Arts includes Visual Arts.

- Please provide a plan for the following other graduation requirements:
 - Digital learning class
 - CPR training
 - Dating Violence Awareness unit
 - Civics exam

Applicant Response:

Please confirm understanding that 9 credits of Career and Technical Education are required.

In accordance with the ADE Rules Providing Standards for Accreditation Of Arkansas Public Schools and School Districts - July 2018 - under Standard 1-A Curriculum and Instruction, 1-A.1.3.9, it is stated that in Grades 9-12, 9 units of sequenced career and technical education courses representing three (3) occupational areas are to be offered annually.

Please confirm that Visual Arts II, Theatre I or II and Stagecraft are not recognized CTE programs of study or

courses.

It is confirmed that Visual Arts II, Theatre I or II and Stagecraft are not recognized CTE programs of study or courses.

Please provide courses in order for programs of study for Career and Technical Education. Identify three programs of study and their corresponding courses.

Career Cluster: Agriculture, Food and Natural Resources

Pathway and Program of Study: Agribusiness Systems

Course Code	Core Course	Credit	Grades:	9	10	11	12
491150	Survey of Agricultural Systems	1		X	X	X	X
491030	Agriculture Business Management	1			X	X	X
491180	Animal Science	1			X	X	X

Pathway and Program of Study: Natural Resources/Environmental Systems

491150	Survey of Agricultural Systems	1		X	X	X	X
491310	Natural Resources Management	1			X	X	X
491240	Floriculture	.5			X	X	X
491260	Forestry	.5			X	X	X

Business Management and Administration Cluster

Pathway and Program of Study: Accounting

492129	Computerized Business Applications	1		X	X	X	X
492100	Computerized Accounting I	1		X	X	X	X
492110	Computerized Accounting II	1			X	X	X

Family and Consumer Sciences Education

Pathway: Teaching and Training

Program of Study: Education and Teaching

493080	Family and Consumer Science	1		X	X	X	X
493110	Food Nutrition and Safety	1		X	X	X	X
493150	Human Relations	.5		X	X	X	X
474500	Sociology	.5			X	X	X

Please acknowledge an understanding that 5th and 6th graders are required to have CTE each year and provide a plan for how they will receive such.

It is acknowledged that 5th and 6th graders will be required to have a CTE course each year. Under Standard 1: Academics, in Standard 1-A.1.2, it is acknowledged that in Grades 5-8, "all students shall receive annual instruction in 1-A.1.2.8 in Career and Technical Information. In accordance with Arkansas Computer Science Standards and Courses, in grades 5 and 6 Computer Science will be taught both years as a required class.

Please acknowledge that transitional English and transitional Math are required to be offered in HS.

In accordance with Arkansas Code Annotated 6-15-2012 which states in part that a high school will provide one or more transitional courses designed to help students meet college and career readiness standards we will offer the following Transitional courses in Literacy and Math:

WCS will add Transitional Literacy - a two-semester English language arts course - to be taught in the 11th and 12th grade - for students who have scored below the literacy college readiness requirements based on the ADE cut score on approved college readiness assessments. The course - course number 496040 - may be counted as an English language arts career focus elective under Smart Core.

WCS will add a Transition Math Ready course - course code 439110 - to address essential college and career standards from Algebra I, Algebra II and Geometry. Students in the 11th grade or 12th grade may enroll in this class after having successfully completed Algebra II or may take it concurrently with Algebra II.

Please acknowledge understanding that in high school, WCS needs to offer an instrumental music class.

WCS will offer Orchestra I-IV which are two-semester courses:

OI: 451100
OII: 451110
OIII: 451120
OIV: 451130

Please acknowledge understanding that in order to offer Survey of Fine Arts, you will need a course approval from the ADE.

WCS has removed Survey of Fine Arts from our Master Schedule.

Acknowledge understanding that Personal Finance, such as in Economics with Personal Finance (under social studies) must be offered and is a graduation requirement.

In accordance with the requirements of Act 480 and Act 466 and Arkansas Standards for Accreditation, Financial Literacy - Course Code 491990 - as a .5 Career Focus credit - will be offered in grades 9, 10, 11 and 12 as a graduation requirement.

Please acknowledge understanding that a full credit of PE will offered.

A full unit of PE will be offered at WCS.

Please acknowledge understanding that Oral Communication belongs in your required ELA course offerings, not other courses.

It is acknowledged that Oral Communications belongs in ELA course offerings and that Oral Communication Standards are a part of the English Language Arts Standards.

Please confirm understanding that in grades K-6, Arkansas History is to be taught in grades K-6, and can be embedded.

It is understood that a unit of Arkansas history shall be taught at each elementary school grade level in accordance with Act 787 of 1997. It is further understood that the Social Studies Curriculum Framework for

Grades K-4 and Grades 5-6, contain embedded topics within the Student Learning Expectations that focus on topics K-6 which relate to Arkansas and may be used to fulfill the requirements of the Arkansas history units in grades K-6.

Explain if Computer Science will be embedded in the Computer lab time slot for K-6.

Computer Science will be embedded in the Computer lab time slot for K-6. The Arkansas Computer Science Standards for Grades K-8 will be used to provide course strands, content clusters and content standards.

Please explain if in grades 7-8, Fine Arts will include visual arts.

A visual arts class will be included with the Fine Arts requirement in grades 7-8.

Please provide a plan for the following other graduation requirements:

- Digital Learning class: In accordance with The Digital Learning Act of 2013, WCS will provide at least one digital learning course to our students as either a primary or supplementary method of instruction. WCS will offer a digital learning course through an approved ADE digital learning provider. We will seek input from Team Digital before we chose blended or online learning.

- CPR Training: In accordance with Arkansas Annotated Code 6-16-143 of 2014, public school students in grades 9-12 will be trained in psychomotor skills bases in cardiopulmonary resuscitation before the student graduates from high school. The students will take a hands-on CPR class that follows standards set by the American Red Cross.

- Dating Violence Awareness Unit: A Dating Violence Awareness unit will be offered in grades 7-12 within the Health curriculum in the month of October for a class taught in the fall and in the month of February for a spring class. This will be in keeping with Arkansas Annotated Code 6-16-1004. The Act outlines the requirements for the unit to be taught and WCS will access the list of source materials available through the ADE for use in teaching the units.

-Civics Exam: In order for a student to receive a high school diploma under Act 478 of 2017, the student must pass the Arkansas Civics Exam with a score of 60% or better. Students in grades 9-12 who are currently enrolled or have taken Civics are eligible to take the examination in the online assessment platform (Moodle) provided by the ADE. Accommodations for testing listed in a student's IEP, 504 plan or LPAC will be utilized during the exam. Once a student has successfully completed the Civics Exam through the Moodle platform, the ADE will update the student's transcript through Triand. In the event that a student does not score 60% or better on the exam, the exam may be taken as many times as it is necessary for the student to pass.

Remaining Concerns:

- **Please confirm the AP courses are entitled AP English Literature and Composition and AP English Language and Composition.**

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

Applicant Response:

The Arkansas Curriculum Frameworks will provide the core curriculum standards for WCS. The Frameworks will be integrated and will require mastery and skill development in the core subject areas - math, science, ELA and social studies as well as writing. In addition, the Frameworks will provide curriculum standards in computer science, fine arts, foreign language, personal finance, English language proficiency and physical education and health.

With regard to instruction methods and programs, the following will be key components:

Art Integration: Our teachers will be trained in the use of arts integration techniques to help students engage in a creative process which connects academic content understanding through the use of an art form. The initial arts integration training will be through the Walton Arts Center "Arts With Education" (AWE) Institute. The training prepares teachers to "utilize the arts to make teaching across the curriculum more engaging and effective." The training is held in conjunction with the Kennedy Center.

Science of Reading: In accordance with Arkansas Act 1063 of 2017 - the Right to Read Act - all kindergarten through sixth grade teachers and all special education teachers in kindergarten through grade twelve will be trained in the knowledge and practice of scientific reading instruction. The teachers will receive instruction through R.I.S.E - Reading Initiative for Student Excellence. Training will be through or educational cooperative or from R.I.S.E. trainers.

Phonics First and DIBELS: In order to meet state guidelines and requirements for meeting the needs of children with dyslexia in public schools - Act 1294 of 2013, teachers will screen all students DIBELS and Phonics First. Phonics First is a reading system that is rooted in the Orton-Gillingham principles of instruction. It is a program designed to a multisensory, systematic, phonics based, direct instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and ELL readers. As funding is available, the elementary teachers will be trained and as grade levels are added each year, additional teachers will be trained. Phonics First will be utilized in grades K-12.

ADE EVALUATION PART C-6: EDUCATIONAL PROGRAM

Evaluation Criteria:

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

CIRC Determination: Fully Responsive

Concerns and Additional Questions:

- **Please confirm understanding that the Arkansas Curriculum Frameworks are no longer utilized. The ADE supports the Arkansas State Standards.**

Applicant Response:

Please confirm understanding that the Arkansas Curriculum Frameworks are no longer utilized. The ADE supports the Arkansas State Standards.

As indicated in a response above, all references to the Arkansas Curriculum Frameworks have been changed in our application to Arkansas State Standards.

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

Applicant Response:

All curricular materials will be chosen based on the goals, objectives and content in all subject areas and grade levels as set forth in the Arkansas Curriculum Frameworks as established by the ADE. Supplementing the Core Curriculum will be an enriched curriculum in the practice arts, agriculture, animal husbandry and career/college readiness. WCS will employ instructional and curricular strategies that are based on scientific, researched based, evidence driven best practices. Our educational programs will meet these standards by:

- monitoring new and updated information put for by the ADE
- requiring curriculum maps based on the Arkansas Curriculum Frameworks for each content area and grade level
- choosing textbooks and curriculum materials that are aligned to the Frameworks and ADE Standards
- providing professional development for teachers and staff based on the Frameworks and ADE Standards
- ensuring that the curriculum materials meet the learning needs of all students
- making sure that measures of assessment are aligned with the Frameworks and ADE Standards
- ensuring that parents, caregivers, students and community members understand and have access to information regarding what students should know and be able to accomplish at each grade level
- monitoring the curriculum and instruction to ensure that the needs of all students are being met
- putting protocols and practices in place to ensure that the school's curriculum and the assessments used

to measure its adherence to ADE standards

The curriculum materials and instructional methods utilized at WCS will be a combination of traditional teaching methods integrated with project-based, arts integrated and technology infused programming. There will be an ongoing review and analysis of both curriculum and instruction based on data from standardized assessments, informal assessment, teacher observations, MAP testing, ADE Standards changes, behavioral indicators and student work. Education will be student-centered and best practices will be researched and employed to help students learn how to access information, integrate new knowledge into prior learning and experiences, use critical thinking skills and learn how to collaborate with peers and teachers. Curriculum and instruction will be enhanced by using state-adopted textbooks and educational materials, teacher-created lessons, educational software applications and project-based learning. The curriculum and instructional practices will ensure that all students of differing skill levels, those with special needs and English language learners will be reached through differentiated instruction.

School leaders will regularly analyze, interpret the data gleaned from classroom assessments, interim assessments such as DIBELS, iReady, interim ACT Aspire and year-end assessments to monitor student and school-wide achievement goals. As this data is summarized, school leaders will take proper actions to intervene when data sources indicate potential problems. Schoolwide and classroom interventions will be implemented to help students meet individual achievement goals and to ensure that programs and practices are meeting school and ADE standards.

ADE EVALUATION PART C-7: CURRICULUM ALIGNMENT

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials, used in the educational program, align with the Arkansas Department of Education's Academic Standards

CIRC Determination:

Fully Responsive

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

A) Guidance program;

Applicant Response:

WCS will build a student support system that will incorporate the newly passed Act 190: The School Counseling Improvement Act of 2019. In accordance with its provisions, the WCS shall employ an Arkansas-certified schools counselor who is familiar with and will utilize both State and Nationally-recognized frameworks for a comprehensive K-12 guidance program. We will follow the provisions of Act 190 as we develop a school guidance program and will institute the following framework in which we will:

- Guide and provide assistance and interventions for our students in the areas of academics, college and career planning, social and emotional learning and at-risk behaviors
- Establish a comprehensive referral system so that students may be referred for outside assistance when issues are beyond the scope of a school counselor
- Provide a supportive culture and climate so that students feel that they are safe and valued in the counseling setting
- Assist in providing training for teachers and staff in the areas of bullying, conflict-resolution, suicide prevention, parental involvement and family engagement, career awareness and positive discipline skills.
- Provide lesson plans in Character Education for teachers to use with students. The curriculum, Character Education For Children, is a program that was developed by The American School of Protocol. Lessons are

- designed to teach students how to conduct themselves with confidence and how to communicate effectively.
- Assist students in choosing classes and maintaining a four-year plan for grades 9-12
 - Guide students in planning and setting goals for their own educational, career, and social and emotional progress
 - Serve as an informed committee members for SPED and 504 meetings

In keeping with the provisions of Act 190 of 2019, the school counselor will spend at least ninety percent of his/her working time providing direct and indirect services to students. The school counselor will be responsible for development a comprehensive Student Services Plan for the district.

B) Health services;

Applicant Response:

WCS will adhere to the mission and vision of the ADE Office of Health Services which is:

Mission: To improve children's health and academic success by advancing school health services through leadership and collaboration.

Vision: To ensure that all Arkansas children are safe, happy and ready to learn.

WCS will employ a School Nurse whose primary responsibilities will include:

- Provide direct medical care - whether minor, acute or emergency, to students and staff
- Contact parents and/or caregivers in cases of accident or illness
- Develop and implement Individual Health Plans
- Assist in the development of classroom accommodation plans
- Call 911 to obtain emergency medical care in the event of accidents or illness when a parent and/or caregiver cannot be reached or in the event of a serious accident or illness that is outside the scope of a school nurse
- Implement a plan to ensure that student medications are administered properly
- Conduct mandated health screenings
- Maintain state-mandated immunization rules and regulations
- Provide training to unlicensed personnel
- Supervise and Monitor medical care for medically-challenged students
- Recognize and assist in the prevention of contagious illness and injury through surveillance and implementation of appropriate precautionary measures
- Act as a liaison between families, students, school personnel and the medical community
- Provide training for teachers and staff as needed
- Serve as a member of the School Crises Team
- Serve as a member of the district Health and Wellness Team

C) Media center;

Applicant Response:

WCS will budget and commit resources to purchase and maintain an appropriate collection of books and materials for student and staff use. Initially, a part-time media specialist will be employed. The goals for the WCS Media Center Specialist will include:

- Providing a wide range of appropriate educational resources that enable students to become information literate in order to enhance the goals for student achievement while supporting the school curriculum
- Encouraging students to become lifelong learners in order to function effectively in society
- Enhancing staff effectiveness by providing leadership, resources and professional development
- Strengthening the partnership and support for learning among students, families, staff and the community
- Providing learning opportunities for new technologies
- Providing instruction in the use of the library media center
- Establishing a budget to purchase materials and supplies

The School Media Specialist will adhere to the policies for Library Media and Information Technology as set forth in Arkansas Act 1786 of 2003 known as The Public School Library Media Services and Technology Act which specifically requires the creation of a selection policy and outlines individual rights based on the First Amendment to the Constitution of the United States. Policies will be written to address the Responsibility and Selection and Challenges to Materials and the Criteria For the Selection of Library Materials.

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

Applicant Response:

WCS will ensure that all students with disabilities will receive a Free Appropriate Education (FAPE) as outlined in the Individual with Disabilities Education Act (IDEA). Special Education services will be provided to students with a variety of special needs. These services may include, but are not limited to: Speech/Language Therapy, Occupational Therapy, Physical Therapy and therapies for hearing and visually impaired students. Our goal is for our students to receive services in the least restrictive environment as determined by their Individual Education Plan. The majority of students with disabilities will receive instruction in the general education classwork with support from the special education department. WCA will establish a collaborative partnership with general and special education teachers, related services providers, counselors, therapists and parents/caregivers to ensure that the students with identified special needs have equitable access to quality education.

According to the ADE, all students are expected to participate in state assessments. Special education students will be tested with the ACT Aspire in grades 3-10 with the accommodations as set forth in their IEPs.

Accommodations may include: extended time for testing, text-to-speech, small group, large print, or assistive technology. Students with significant disabilities for whom the ACT Aspire is not appropriate will be tested using the Dynamic Learning Maps (DLM). In grades 3-10, students will be assessed in ELA, math and science using the DLM. Students in grade 11 will be assessed in ELA and math. While the content standards are the same for all students, the difference for students with significant cognitive disabilities is the manner in which they are tested.

At WCS, each child will be assessed upon entering school to determine academic strengths and weaknesses. If concerns about academic placement and functioning arise, the staff will conduct parent/caregiver interview, review records from previous schools along with any relevant evaluations from previous schools and outside agencies. Any identified need for special services will be addressed as well as considering referrals for special services in accordance with state standards for special education. WCS will comply with federal and laws to ensure that all students with identified disabilities will be provided with a free appropriate education (FAPE). Through a learning environment with a low pupil to teacher ratio, individualized and group instruction, an appreciation for the varying learning styles of students, inclusion services wherever possible and a commitment to meeting the needs of all students, WCS will offer an inclusive and holistic approach to special education services.

E) Dyslexia Services;

Applicant Response:

In order to meet state guidelines and requirements for meeting the needs of children with dyslexia in public schools - Act 1294 of 2013, teachers will screen all students DIBELS and Phonics First. Phonics First is a reading system that is rooted in the Orton-Gillingham principles of instruction. It is a program designed to a multisensory, systematic, phonics based, direct instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and ELL readers. As funding is available, the elementary teachers will be trained and as grade levels are added each year, additional teachers will be trained. Phonics First will be utilized in grades K-12.

In 2016, the Arkansas Department of Education released education rules governing ways to meet the needs of children with dyslexia. The law requires districts to screen all K-2 students and any student in grade 3 or above to ascertain their need for dyslexia services.

The Arkansas Department of Education's Reading Initiative for Student Excellence (R.I.S.E.) was launched in 2017. The focus of this campaign is to provide training for teachers in the Science of Reading and to encourage parents, community members, students and teachers to recognize the importance of reading in homes, schools and communities in order to inspire our students to become lifelong readers and learners.

WCS is committed to making reading and spelling programs a top priority and to comply with the requirements of the state dyslexia law and the R.I.S.E. initiative. The implementation of Phonics First will provide the means by which we will meet the needs of a wide range of students, including beginning, at-risk and struggling elementary readers and those students K-12 identified as dyslexic and/or learning disabled.

F) Transportation;

Applicant Response:

In the initial years, WCS will not be providing transportation. However, those students who are eligible for special transportation in accordance with federal law will be served by contracting to the parents.

It is the intention of the WCS that as enrollment increases and funding is available that bus transportation will be made available to students.

G) Alternative education, including Alternative Learning Environments;

Applicant Response:

Winslow Community School will not use Alternative Education Program.

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

Applicant Response:

English Language Learners (ELL) are identified by the ADE as those students who are not proficient in the English Language based upon the English Language Development Assessment (ELDA). ELDA is a federally-mandated English proficiency test that is administered in the spring semester of each year. The ELDA assessment measures listening comprehension, oral language development, and reading and writing proficiency.

WCS will provide ELL instruction for students who do not speak English or do not understand English well enough to succeed in the regular classroom without additional support. WCS will employ an ELL teacher who will aid students in the acquisition of basic communication skills and academic language proficiency in order to ensure success in school and to become proficient in the English language. The ELL teacher will assist regular teachers with methodology and techniques to work effectively with ELL students. The ELL teacher will regularly attend local and state professional development to stay current on scientifically based research and evidence-based techniques to assist students in language acquisition.

Although, based on the surrounding public school statistics for ELL, are well-below the state average, WCS will develop partnerships with local agencies who support non-English speaking communities in Northwest Arkansas. It is the belief of the Founding Board that once the school is established, business opportunities will increase and jobs for minority populations may open up in the area.

I) Gifted and Talented Program.

Applicant Response:

Winslow Community School will implement a Gifted and Talented program that will strive to meet the unique intellectual, social and emotional needs of gifted students through collaboration with students, parents, educators and members of the community. According to the ADE, "gifted and talented students are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services." A Gifted and Talented committee will be formed to accept for the gifted program. An identification and selection process will be developed to choose students for the program. The GT program at Winslow will:

- Extend the depth and complexity of the learning experience by promoting higher order thinking skill, critical and creative problem solving skills and research skills
- Provide opportunities for students to pursue individual interests and to develop talents around those interests
- Provide for the cognitive needs of gifted students through challenging instruction that differs in content, process, product and pace from the traditional classroom
- Provide opportunities for students to utilize a variety of technologies as appropriate
- Provide for the social emotional needs of gifted students through peer discussions and activities designed to develop self-awareness, a healthy self concept and a deeper understanding of strengths, weaknesses and potential
- Provide professional development for teachers to assist them in differentiating of curriculum and instruction to meet the needs of gifted students at their ability levels
- Effectively communicate with parents concerning inclusion in gifted programs
- Provide Pre-AP and Advanced Placement course selections beginning in grade 7 and continuing through grade 12

ADE EVALUATION PART C-8: STUDENT SERVICES

Evaluation Criteria:

- A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested:**
- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating students with disabilities that reflect the full range of programs and services required to provide such students with a high quality education;
- A dyslexia service program that will assess all students and serve those identified as needing dyslexia services;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

CIRC Determination:

Fully Responsive

Concerns and Additional Questions:

- Please clarify where the salary for the part time media specialist is in the budget.
- Please verify that a least restrictive environment, full continuum of services will be provided for special education students.
- Please describe how ALE services will be provided to students in need.
- Please detail how ELL students will be identified by the charter.
- Please clarify how gifted services will be provided. Please explain how gifted services will be provided with the absence of funding in the budget.
- Please provide a plan for each teacher to receive professional awareness on the characteristics of dyslexia and evidence-based interventions and accommodations for dyslexia.
- Please acknowledge understanding that school districts must have individuals to serve as dyslexia interventionists.
- Please confirm that the school will adhere to the reporting requirements of Act 1039 of 2017 regarding Dyslexia reporting.

Applicant Response:

Please verify where the salary for the part-time media special is in the budget:

The budget has been revised to include a part-time media specialist position with benefits. The new salary schedule is attached as an addendum.

Please verify that a least restrictive environment, full continuum of services will be provided for special education services.

WCS will offer a special education service that is fully aligned with the Least Restrictive Environment (LRE) requirements under the Individual with Disability Education Improvement Act (IDEA: Section 300.114-300.117 and 300.117 and 300.320). A continuum of services will be provided through our special education department - inclusion, resource -as outlined in IDEA. Instructional support and related services as determined by the team will be provided to ensure that students receive the services outlined in their IEPs to ensure their academic and social goals are met. A self-contained program will be available for students who have disabilities that may require better be served within a more restrictive environment. Except in those instances where it is not in the best interest of the student, we will give students the opportunity to achieve success in the least restrictive environment which will start with inclusion and move to a more restrictive educational environment only when it is deemed necessary with input and data from the IEP Team Members.

When a student has been referred for special education services, the special education department will review all relevant and current data on the student which may include, but not be limited to: medical history which includes a vision and hearing screening, parent and teacher input, outcomes of prior Response to Intervention initiatives, a review of attendance, formal and informal school-based assessments and student observations as deemed appropriate. When the review of data and documentation is complete, a team will be convened which consists of the parent, general and special education teacher, related service provider(s), the Special Education Coordinator, the school nurse, school counselor and the building administrator. This team will determine the necessity for evaluating the areas of concern to be assessed (reading, writing, mathematics, behavior, speech and language). After permission to test is secured from the parent, the Team will reconvene to review the findings and to determine if a student meets the criteria as outlined in the Arkansas Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities Ages 3-12. The final decision concerning the placement of the student is the responsibility of the team. The student's Individualized Education Plan (IEP). The IEP will include, but not be limited to, "a statement of the

child's present levels of academic achievement and functional performance; child's strengths and need (which include data used to determine strengths and needs); consideration of the academic, developmental and functional needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel or modifications; outline of the effect of the child's disability on his/her involvement in the general education curriculum; and achievement goals for each area of learning, performance goals for related services and at the Annual Review will give a description of any significant lack of progress." (ADE SPED). The IEP is a working document which is written with input from team members. Once completed, the general education teacher(s) will receive a copy of the IEP which must be stored in a secured area. All teachers that work with students who have disabilities must use the IEP to incorporate accommodations, modification and instructional strategies as outlined in the document to meet the needs of the students. There will be ongoing collaboration between the general and special education teachers to ensure that the students goals and objectives are being met.

WCS will comply with all federal and state laws related to Special Education Services and will seek counsel for the ADE Special Education Unit when necessary.

Please describe how ALE will be provided for students in need.

WCS is committed to educating all students to value learning, treat others with dignity and respect and to accommodate students with with multiple levels of ability and multiple learning styles. WCS is committed to providing a unique learning experience which will increase the achievement of at-risk students by providing small group instruction, one-on-one tutoring and mastery learning. Our teachers and staff will provide guidance for students to progress from at-risk learners to become successful lifelong learners and responsible citizens. Using a team approach, we will make the necessary accommodations for students who need support beyond that of the general education curriculum program and will be responsive to the social-emotional learning needs of our students. We will seek to meet individual needs as they arise and will provide support for our students. In order to fully research our response to an ALE, we have reviewed the practices described in EXEMPLARY PRACTICES IN ALTERNATIVE EDUCATION: INDICATORS OF QUALITY PROGRAMMING and other documents pertinent to our research. Based on what we have learned, WCS believes that we can provide an effective alternative learning environment within the context of our school setting and therefore will request a waiver.

Please describe how ELL students will be identified by the charter.

All students in our school will complete a Home Language Usage Survey at the time of enrollment. The form will be used to identify students whose home/and or native language is a language other than English. The Home Language Usage Verification Form - along with the Home Language Usage Survey - will be used to determine to what extent a language other than English will impact a student's English language development. The students who are coded as "Language Minority Students" in eSchool must then be screened for English language proficiency and then placed as either an English Learner or a Former English Learner. According to ADE English Language Entrance and Exit Procedures, "If a student or his/her family demonstrates usage of a language other than English, even though their responses were all English, the student IS a Language Minority Student"(page 2). In the event that the Home Language Usage Survey does not correctly reflect the a student's Language Minority Status, the Home Language Survey Usage Verification form will be used either to refer a student to English Language Proficiency screening or document why a student with a response other than English is not a Language Minority Student. When a student's observed behaviors indicate that the student is a Language Minority Student, the behaviors must be documented in the Home Language Survey Usage Verification Form and coded correctly in eSchool.

Please clarify how gifted services will be provided.

WCS is committed to providing appropriate learning opportunities for gifted services. We will use the ADE definition of gifted and talented students: "Gifted and Talented children and youth are those of high potential or ability whose learning characteristics and educational need require qualitatively differentiated educational experiences and/or services" and use the Rules for Gifted and Talented Program Approval Standards of

2009. Students will be chosen for GT based on ADE established standards. As our GT program evolves, we will provide the following: whole group instruction, independent study, intervention and flexible groups. We will meet the needs of our gifted students with an Independent Study Plan (ISP) which will promote student choice, research, writing and presentation skills, technology skills, attention to social emotional learning needs, logical and creative thinking skills. A part-time teacher will be employed to provide services for our identified GT students.

Please explain how gifted services will be provided with the absence of funding in the budget.

The budget has been amended to include gifted services in the addendum.

Please provide a plan for each teacher to receive professional awareness on the characteristics of dyslexia and evidenced-based interventions and accommodations for dyslexia.

WCS will follow the Arkansas Department of Education Rules Governing How to Meet the Needs of Children with Dyslexia of October 1, 2016. Initial training for teachers on the characteristics of dyslexia will come through Arkansas IDEAS: School Based Identification of Students with Characteristics of Dyslexia. It is a two credit hour course focused on the implementation of Act 1294 regarding characteristics of dyslexia and will cover: a review of the current definition of dyslexia, the core principles of dyslexia identification, case studies and step by step procedures for analyzing evaluation. In addition, teachers will be asked to complete an additional IDEAS ADE-approved course entitled: Dyslexia: A Three Part Professional Development. These two courses will meet the requirements of the law to provide professional awareness on the characteristics of dyslexia and evidence-based interventions and accommodations.

Teachers will also receive training in dyslexia screening using DIBELS in accordance with Act 1294. If the DIBELS screening shows that a student needs intervention, RTI- Response to Intervention - will be used to address the needs of the student. If RTI is not appropriately addressed the student's needs and more assessment is indicated, the student will be evaluated by a trained professional using norm-referenced assessments. Teachers will also receive training in the multi-tiered support system for RTI based on the RTI Arkansas: Response to Intervention Handbook.

WCS will adopt the Brainspring Phonics First in Grades K - 6 in the initial years of the school and will provide training for the program through the Northwest Arkansas Educational Service Cooperative. This gives us a platform for evidence-based interventions and accommodations.

In addition, teachers will receive professional development in the Science of Reading in keeping with the requirements of Act 1063 of 2017: Right to Read Act. Teachers will take 18 hours online on Arkansas IDEAS and will attend R.I.S.E. (Reading Initiative for Student Excellence) training through the Northwest Arkansas Educational Service Cooperative or through the Arkansas Public School Resource Center.

Please acknowledge that school districts must have individuals to serve as dyslexia interventionists.

It is acknowledged that in ADE Rules Governing How to Meet the Needs of Children with Dyslexia that a school district must employ at least one individual to serve as a dyslexia interventionist which is defined as an employee trained in a dyslexia program such as a dyslexia therapist; dyslexia specialist; reading interventionist; certified teacher or a tutor or paraprofessional working under the supervision of certified teacher.

Please confirm that the school will adhere to the reporting requirements of Act 1039 of 2017 regarding Dyslexia reporting.

According to Arkansas Annotated Code 6-41-603, the superintendent of a school district shall annually report the results of the school district dyslexia screening using APSCN eSchoolPlus by putting a check mark in the field "Receives Dyslexia Intervention." The data is collected during Cycle 7. Act 1039 of 2017 further states that before July 15 of each year, a school district shall report the following information on the district website

or in writing to the parents of each student:

1. the dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
2. the number of students during the previous school year who received dyslexia intervention; and
3. the total number of students identified with dyslexia during the previous school year.

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

Applicant Response:

The Superintendent and the School Board will present an Annual Report to the Public and the ADE in accordance with the Arkansas Standards for Accreditation, Section B: 7.02.3 which calls for the school to "explain policies, programs and goals to the community in a public meeting that provides opportunities for parents and members of the community to ask questions and make suggestions concerning the school program."

The Annual Report to the Public will address progress toward meeting academic performance objectives during the previous school year. This Report will:

- Present the school's performance grade for the previous year as calculated by the ADE Rules Governing the Public School Rating System on Annual School Performance Reports and the School Recognition Program
- Present the data from the School Report Card which provides information about performance, growth, attendance discipline, finances, teacher quality and demographics
- Allow parents and communities members to engage in discussions concerning the school's strengths and the opportunities for growth and improvement
- Evaluate current school facilities
- Engage stakeholders in the development of a school improvement plan
- Allow parents, staff, students and community members to celebrate school accomplishments

In addition to outlining previous year progress, the Annual Report to the Public for WCS will set forth a strategic plan for school improvement and will set forth goals for the coming school year. This strategic plan will be developed with input from teachers, students, parents and community members.

ADE EVALUATION PART C-9: ANNUAL PROGRESS REPORT

Evaluation Criteria:

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

CIRC Determination:

Fully Responsive

Concerns and Additional Questions:

- **Please outline a plan for dissemination of the annual progress report.**
- **Please provide a time line for data compilation and completion of the annual report.**

Applicant Response:

The Superintendent and the School Board will present an Annual Report to the Public and the ADE in accordance with the Arkansas Standards for Accreditation, Section B: 7.02.3 which calls for the school to "explain policies, programs and goals to the community in a public meeting that provides opportunities for parents and members of the community to ask questions and make suggestions concerning the school program." The annual report to the public will be compiled and presented no later than October 15 of each school year in conjunction with a meeting of the School Board.

10. Describe the enrollment criteria and recruitment processes that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school. Please note any specific steps that will be taken to recruit students from educationally disadvantaged subpopulations (i.e. students who qualify for free or reduced lunch prices, students with disabilities, and English language learners).

Applicant Response:

WCS will be open to students who reside in surrounding areas who are eligible for admission based on state laws governing admission to public school. WCS will not discriminate on the basis of race, religion, color, national origin, sexual orientation, gender identity or disability in providing educational services, activities and programs in accordance with Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973 as amended.

Current demographics for Winslow and surrounding school districts indicate that the free and reduced populations range from fifty to sixty percent of current students enrolled. It is likely, given these statistics, that the students who are served through free and reduced lunch will be included in the applications for admission. Likewise, current demographics for ELL populations indicate that this population is under-served in the districts surrounding Winslow. Efforts will be made through community partnerships with RootED and the Arkansas Coalition for Marshallese to recruit ELL learners. Because the lottery is random and anonymous, students with disabilities will not be identified until they are chosen by the lottery. However, students with disabilities are encouraged to apply as WCS is committed to educating all students.

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

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

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

Applicant Response:

First preference for seats will be offered to the children of the WCS Founding Board members, School Board members and full-time staff. These applicants will be offered enrollment prior to the lottery if seats are available. In the event that a full-time staff member with school-age children is employed after the lottery is conducted, his/her child(ren) will move to the top of the waiting list.

The siblings - defined as a biologically or legally adopted brother or sister residing in the same household as a current student - of returning students will be given second preference for enrollment if seats are available. If seats are not available, the siblings will be added to the waiting list following those students of first preference.

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

Applicant Response:

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

- Yes
- No

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

Applicant Response:

WCS will require students to submit application forms in order to be considered for admission. The application forms may be found on the District website or may be completed in the WCS office. The application period will begin in October and will continue until the end of February with actual dates to be posted on the school website.

If the number of applicants exceed the number of seats as set forth for each grade level, a public, random, admissions lottery will be held to fill the remaining seats. Each application will be assigned a unique lottery number and the numbers for seats will be chosen electronically. The lottery will be open to the public with applicants encouraged to attend. Applicants not in attendance at the public lottery will be notified by email or telephone following the lottery. Applicants will have forty-eight hours to respond to secure the seat. If there is no response within the forty-eight hour time period, the applicant will forfeit his/her seat.

When all seats are filled by the lottery, a waiting list will be established. The remaining numbers will be drawn and applicants that have been assigned these numbers will be placed on a waiting list in the order in which they were drawn. In the event that a vacancy occurs, the applicant at the top of the waiting list will be offered a seat. If application to WCS is made after the lottery has been held, the applicant will be placed at the bottom of the waiting list for the respective grade.

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

Applicant Response:

At WCS, if a seat becomes open during the school year due to a student's withdrawing, the applicant at the top of the waiting list will be contacted to accept the seat. If the student at the top of the list refuses the seat, the next person on the list will be contacted until the spot is filled.

ADE EVALUATION PART C-10: ENROLLMENT CRITERIA AND PROCEDURES

Evaluation Criteria:

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

CIRC Determination:

Fully Responsive

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

Applicant Response:

Barbara B. Padgett serves the WCCA as a consultant for the Winslow Community School. In 2007, Ms. Padgett was the founding Superintendent of the Northwest Arkansas Academy of Fine Arts which merged with the Benton County School of the Arts in 2009. The name was later changed to the Arkansas Arts Academy where Ms. Padgett served as High School Principal until the 2017-2018 school year. In 2018, Ms. Padgett became the Superintendent of Ozark Montessori Academy and with the help of her administrative staff, the ADE Charter School Office and APSRC was able to work with LISA Academy to transfer the charter of OMA to LISA. OMA will become LISA in July of 2019 and Ms. Padgett will continue to work with the LISA Springdale campus as an assistant principal.

ADE EVALUATION PART C-11: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

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

CIRC Determination:

Fully Responsive

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

Applicant Response:

WCCA committees have worked with an accountant who is familiar with and who have been involved in school finance and has put together the following plan:

WINSLOW COMMUNITY SCHOOL

BUSINESS and FINANCIAL MANAGEMENT POLICIES

Fiscal Year 2020

7.1—FISCAL YEAR

The District's fiscal year shall begin July 1 and end on the following June 30.

7.2—ANNUAL OPERATING BUDGET

The Superintendent shall be responsible for the preparation of the annual operating budget for the district. The Superintendent shall present the budget to the Board for its review, modification, and approval.

The budget shall be prepared in the electronic format as prescribed by the State Board of Education and filed with the Arkansas Department of Education no later than September 30 of each year.

The approved budget shall provide for expenditures that are within anticipated revenues and reserves. The Director of Finance shall present monthly reconciliation reports and a statement on the general financial condition of the district monthly to the Board.

Any changes made to the budget shall be in accordance with District policy and state law.

7.3—GRANTS AND SPECIAL FUNDING

The Superintendent or his/her designee may apply for grants or special funding for the district. Any grants or special funding that require matching district resources shall receive Board approval prior to the filing of the grant's or special resource's application.

All spending related to the grants received will be in accordance with the grant specifications and approved by the Superintendent.

Any grants or special funding based on reimbursements will be requested with complete and accurate paperwork in a timely manner, preferable monthly.

All grant reporting will be done accurately and in a timely manner.

7.4—ACTIVITY ACCOUNT

The District shall maintain an account of activity funds. The funds for the account are those revenues derived from the sale of tickets to athletic events or other school sponsored activities; the sale of food other than that sold in the cafeteria; the sale of soft drinks, school supplies, and books; and fees charged by clubs and organizations. Activity funds are considered "school funds" and as such may only be spent for school related purposes. The Superintendent shall be the custodian of all activity funds and shall be responsible and accountable for the funds. The Superintendent may appoint a co-custodian for each school in the District who shall also be responsible for the activity funds he/she maintains.

7.5—REVIEW OF TRANSACTIONS

All bank accounts will be properly reconciled by the Director of Finance on a monthly basis. Bank statements and the bank reconciliation report will be turned in to the ADE Charter Office by the 10th of each month. The Superintendent will review and approve all bank statements and bank reconciliations on a monthly basis.

All journal entries will have proper documentation and will be approved by the Superintendent on a monthly basis.

7.6—REVENUE RECEIPTS

All revenue will be receipted through three-part receipt books in the possession of the Registrar and Finance Director. Each receipt will include the date, complete payer name, reason for payment, payment amount and payment composition.

Payments of cash and check will be immediately receipted and placed in the money lock box for deposit by the bookkeeper. State EFT payments will be receipted in the EFT receipt book by the Finance Director.

Deposits will be made to the bank weekly and entered into APSCN weekly. Deposits will be made in whole. Cash will never be taken from any deposit for use toward any expenditure.

7.7—CASH IN CLASSROOMS

No cash or checks are to be left in any classroom overnight. Staff, other than the district bookkeeper, who collect funds in the course of their employment should deposit the funds daily with the bookkeeper. Bookkeepers should deposit daily, unless otherwise directed by the Superintendent or Director of Finance.

7.8—CLASSROOM BUDGETS

All monies allocated to classroom supplies and materials must be spent by March 1st of the current school year. Any funds not spent by March 1st will default to the school's general supply fund for the remainder of the school year. All purchases must be approved in advance by the Superintendent and the Director of Finance and must directly benefit students.

7.9—EXPENDITURE DOCUMENTATION/PAYMENT

All expenditures will have proper supporting documentation, including itemized invoices, and will be approved by the Superintendent. Invoices will be stapled to checks and credit card statements to ensure documentation is orderly and complete. All payments will be made in a timely manner to avoid late fees.

7.10—CLASSIFICATION OF EXPENDITURES

Expenses will be properly classified according to the APSCN FinancePlus Procedural Outline.

7.11—PURCHASES OF COMMODITIES

Purchases shall be made in accordance with State laws and procurement procedures governing school purchases that are deemed to be in the best interest of the district and are the result of fair and open competition between qualified bidders and suppliers.

RECORD RETENTION AND DESTRUCTION

It is necessary to maintain district records in a manner that provides for efficient document storage and retrieval and is conducive to eliminating unnecessary record retention. Due to the variety of records that may need to be retained and accessed, the superintendent shall ensure that all staff receive appropriate training to understand this policy. Staff shall also understand the possible ramifications to the district and/or themselves for failure to properly maintain records and follow the requirements contained in this policy.

The superintendent shall be responsible for establishing a schedule for the routine destruction of district records that accommodates the needs of the district. The schedule shall specify the length of retention for any records not specifically delineated by this policy and be distributed to staff on a need-to-know basis

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

Applicant Response:

ANNUAL OPERATING BUDGET

The Superintendent shall be responsible for the preparation of the annual operating budget for the district. The Superintendent shall present the budget to the Board for its review, modification, and approval.

The budget shall be prepared in the electronic format as prescribed by the State Board of Education and filed with the Arkansas Department of Education no later than September 30 of each year.

The approved budget shall provide for expenditures that are within anticipated revenues and reserves. The Director of Finance shall present monthly reconciliation reports and a statement on the general financial condition of the district monthly to the Board.

Any changes made to the budget shall be in accordance with District policy and state law.

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

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

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

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

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

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

Applicant Response:

An analysis of the proposed budget for one-hundred forty students tells us that WCS can end with a positive

balance. The budget was calculated using the budget template provided in the application by an accountant who currently serves in that capacity within a charter school. The Founding Board has a former school board member from a surrounding district who served on the financial committee. The board member, members of the community with a background in finance, a current superintendent and the school accountant worked on the budget to ensure its accuracy. The proposed budget is based on one-hundred forty students, however, the actual budget will consider a population of one-hundred twenty students. In keeping with best practice, school personnel will be employed as the number of students dictate. We will hire individuals who can serve dual roles in teaching and administration. With the lottery being held in the spring semester of 2020, it will give us a basic estimate for enrollment. If the enrollment is not sufficient to open the school, even with financial adjustments, families will be notified at the end of July of 2020 that the school will not open.

ADE EVALUATION PART C-12: BUSINESS AND BUDGETING PLAN

Evaluation Criteria:

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

CIRC Determination:

Fully Responsive

Concerns and Additional Questions:

- **Please verify that aides will not be utilized.**
- **Please justify the lack of financial allocations for substitutes.**
- **Please provide an explanation for the Other School Lunch Private Pay allocation in the budget.**
- **Please describe bid process for catering services.**
- **Please justify the amount budgeted for utilities.**

Applicant Response:

Please verify that aides will not be utilized.

WCS will not employ aides.

Please justify the lack of financial allocations for substitutes:

In our original budget, under Substitute Personnel, we budgeted \$8,000 for substitutes through Extended School Services - formerly substitute - we not not employ permanent Substitutes in either classified or certified areas.

Please provide an explanation for the Other School Lunch Private Pay allocation in the budget.

Because we have chosen not to hire a catering service and will prepare our food in a school kitchen, our budget has been amended and the Other School Lunch Private Pay allocation in the budget has been deleted.

Please describe bid process for catering services.

WCS will not be using the services of a catering service.

Please justify the amount budgeted for utilities.

The amount figured for utilities was based on a facility with approximately fifty thousand square feet and was calculated after canvassing other charter schools of comparable sizes to determine their maintenance and operating costs. The utilities budget may be amended after WCS has an actual cost for building utilities.

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

Applicant Response:

ADMINISTRATORS

Administrator Position: Superintendent

Reports to: School Board

Salary Range: \$45,000 to \$47,000

Minimum Qualifications Required

Education Required:

Master Degree in Teaching, Educational Leadership

Experience Required:

Three years as a classroom teacher and administrative experience

Certification Required:

Arkansas Teaching License; Arkansas Building Administrative License preferred

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

- The Superintendent will serve as the curriculum and instructional leader of the school.
- The Superintendent will prepare and present the annual budget for school board approval and will ensure that financial policies are carried out in a proper manner.
- The Superintendent will report to the Board concerning the status of the educational program, personnel and operations and make recommendations for improving instruction, activities, services and facilities.
- The Superintendent will be responsible for the planning and implementation of an effective personnel evaluation system that is aligned with the goals of the District.
- The Superintendent will make recommendations to the Board concerning employment, disciplin and termination of personnel.

TEACHERS

Teacher Position: There will be 8 full-time teachers in the first year of WCS

Reports to: Superintendent

Salary Range: \$36,000 - \$47,500

Professional Development: Professional Development hours will exceed ADE requirements

Minimum Qualifications Required

Education Required:

A minimum of a Bachelor's Degree in Education or a Bachelor's Degree in a specified content area.

Experience Required:

Experience is preferred, but not required

Certification Required:

For core subject areas, an Arkansas Teaching Certificate is required; for specials areas, a Bachelor's degree in the content area will be required

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

- Teachers will provide classroom instruction as prescribed by the administration. In addition to content area instruction, the teacher will assume "other duties as assigned by the Superintendent such as field trips, programs and parent meetings. The goal for teachers is to provide a well-rounded and quality education of all students.
- Teachers must prepare effective lesson plans each week that support learning opportunities for all children and are appropriate to the child's ability.
- Teachers must be familiar with and utilize assessment data to monitor student progress and to adjust curriculum and instruction based on assessment data.
- Teachers must communicate on a regular basis with parents/caregivers to inform them of both academic progress and/or behavior concerns.
Teachers must communicate each with parents/caregivers in order to inform them of academic progress and behavior and to share celebrations and/or concerns in these areas.

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

- Teachers will keep accurate attendance records and report attendance concerns to the administration.

SUPPORT STAFF

Support Staff Position: Nurse

Reports to: Superintendent

Salary Range: \$24,500 -\$25,500

Minimum Qualifications Required

Education Required:

Bachelor's Degree in Nursing; LPN with Supervision

Experience Required:

Experience as a pediatric nurse is preferred

Certification Required:

First Aid, Training in working with Diabetic students, training in emergency situations, AED training

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

- The nurse will provide medical care, minor or emergency, to students and staff as outlined in ADE standards.
- The nurse will implement a plan to ensure that student medications are administered properly and that proper documentation is maintained.
- The nurse will complete the health screenings that are required by ADE standards.
- The nurse will manage and assess immunization records as required by ADE standards and will ensure the data is properly entered into eSchool.
- The nurse will serve as a member of the Wellness Committee and will work to see that there is the school has a comprehensive health plan

Support Staff Position: Chief Financial Officer

Reports to: Superintendent

Salary Range: \$30,000

Minimum Qualifications Required

Education Required:

Bachelor's Degree in Accounting or Business

Experience Required:

Experience using the eFinance portion of APSCN, knowledge of eSchool, eTrition and Child Nutrition

Certification Required:

Tier I Tand Tier II Training, eSchool experience and experience in Cycle Reporting

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

- The CFO will do Accounts payable: check writing, posting account records and preparation for year end reporting including 1099
- The CFO will do payroll using Direct Draft, prepare payroll tax deposits, prepare electronic transfers for Arkansas Teacher Retirement
The CFO will prepare payroll through Direct Deposits, will prepare payroll tax deposits, will make electronic deposits to Arkansas Teacher Retirement, will prepare the required state and federal tax reports and will prepare W-2 forms.
- The CFO will maintain all financial records, reconcile bank statements, and submit monthly reports to the ADE and the School Board.
- The CFO, in conjunction with the Superintendent, will prepare the annual budget, project future revenue and will assist in the preparation of cash flow projections.
The CFO will prepare submission files for budget and data to APSCN and will maintain the financial records in accordance with APSCN codes. The CFO will be the point person for providing financial records and data to the Legislative Auditor each year.
- The CFO will manage and administer all Federal program funds and grants. Accurate records will be kept to monitor the levels of grant spending.

Support Staff Position: Registrar/School Secretary

Reports to: Superintendent

Salary Range: \$21,000 - \$25,000

Minimum Qualifications Required

Education Required:

Bachelor's or Associate Degree preferred or a High Diploma for an Experienced Registrar

Experience Required:

Experience as a School Secretary/Registrar Preferred

Certification Required:

eSchool training, Cycle training

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

- The Registrar will serve as the APSCN reporting coordinator.
The Registrar will maintain enrollment records, permanent records folders, attendance and discipline records.
- The Registrar will answer the phone promptly, greet parents and visitors, and will assist in the checking in and out of students.
- The Registrar will ensure that records requests are sent through Triand in a timely manner and that records requested through Triand are sent to receiving districts in a timely manner.
- The Registrar will assist the Superintendent in providing support for teachers and staff.

ADE EVALUATION PART C-13: STAFFING PLAN

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions; and
- The staffing plan presented in this section matches the staff members noted in the budget

CIRC Determination: **Partially Responsive**

Concerns and Additional Questions:

- **Please provide explanation on the lack of job description for the special education teacher and school counselor.**
- **Please confirm if the superintendent will also function as the principal.**
- **Please provide job descriptions for special education teacher and school counselor.**

Applicant Response:

Please provide explanation of the lack of a job description for the special education teacher and school counselor and provide job descriptions for special education teacher and school counselor.

The lack of job descriptions for these positions was an over-site and the information is included below:

Teacher Position: Special Education Teacher

Reports to: Superintendent/Principal

Salary Range: \$36,000 - \$47,500

Professional Development: Professional Development Hours will exceed ADE Requirements

Minimum Qualifications Required

Education Required:

A minimum of a Bachelor's Degree in Education or a Bachelor's Degree in a specified content area

Experience Required:

Experience is preferred, but not required

Certification:

An Arkansas Teaching Certificate is required in Special Education

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

1. Work collaboratively with the Superintendent/Principal to ensure ongoing child find efforts including, but not limited to review of general education records
2. Request Special Education records for new students according to specific timelines
3. Work with parents and teachers to refer students who may need special education services with adherence to federal and state guidelines
4. Schedule and conduct Admission, Review and Dismissal meetings to ensure the appropriate placement and development of individual education plans for students with specific disabilities within specific timelines and in accordance with federal and state guides
5. Schedule full and individual evaluations
6. Coordinate related services including, but not limited to Occupational Therapy, Speech Therapy and Physical Therapy

Teacher Position: Guidance Counselor

Reports To: Superintendent/Principal

Salary Range: \$36,000 - \$45,000

Minimum Qualifications Required:

Education Required: Bachelor's Degree and a Master's Degree in Counseling

Experience Required: Previous experience in a school setting is preferred but not required

Certification Required: Arkansas Certification in Guidance and Counseling

Job Duties:

1. Guide and provide assistance and interventions for students in the areas of academics, collage and career planning, social and emotional learning and at-risk behaviors
2. Establish a referral system so that students may be referred for outside assistance when issues are beyond the scope of school counselor
3. Assist in providing training for teachers and staff in the areas of bullying, conflict resolution, suicide prevention, parental and family involvement and engagement
4. Provide guidance and assessments in the areas of career awareness and planning
5. Provide a supportive environment, culture and climate so that students feel they are safe and valued in the counseling setting

Please confirm if the superintendent will also function as the principal.

It is confirmed that the superintendent of WCS will also function as the principal.

Remaining Concerns:

- **Verify your understanding that a bachelor's degree is not required in Counseling.**

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

Applicant Response:

WCS will require an annual audit of all the financial and programmatic operations of the school to be completed each year by the Division of Legislative Audit. The audit will be conducted in accordance with the provisions of the Arkansas statutes regarding public school finances.

The Superintendent, with assistance from the CFO, will assume responsibility for overseeing bookkeeping and financial records and storing the records in a secure location. The Superintendent will assist the CFO in the preparation of the documents to be presented to Legislative audit.

The School Board of Directors will review the finding of the annual audit at the first regularly scheduled board

meeting following the receipt of the audit if the District receives the audit ten days prior to the regularly scheduled board meeting. If the audit report is received less than ten days prior to a regularly scheduled board meeting, the board may review the report at the next scheduled board meeting.

The Superintendent will present the audit findings to the board and will provide background and/or supporting information relating to the findings and recommendations of the audit. In the form of a motion(s), the Board will direct the Superintendent to take appropriate actions related to the findings and recommendations in the audit report. The written responses to the substantial audit findings will be in sufficient detail so as to enable the Board to monitor the progress made to determine that audit findings have been corrected and recommendations followed. The minutes of the Board shall document the review of the audit findings and recommendation.

In order to assure that the financial records of the District are in order, the Superintendent will assume the responsibility to the oversight of bookkeeping and record keeping. The Superintendent will ensure that accurate, current, and complete disclosures of the financial records for each program are maintained and that financial and accounting records are kept in the eFinance program with APSCN (Arkansas Public School Computer Network).

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

Evaluation Criteria:

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

CIRC Determination:

Fully Responsive

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

Yes

No

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

Yes

No

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

Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system, utilizing the APSCN system as the original and official data reporting system.

CIRC Determination:

Fully Responsive

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

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

Applicant Response:

The Winslow Community School will seek a facility in Winslow within the boundaries of the Greenland School District. Once a facility is identified, WCS will ensure that the building is in compliance with all state and federal regulations for accessibility requirements in compliance with the Americans with Disabilities Act and the Individuals with Disabilities Act (IDEA). WCS will also ensure that a chosen facility is in compliance with all state and federal regulations regarding public school facilities.

If the facility to be used has been identified, list the owner(s) of the proposed facility and describe their relationship, if any, with:

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

Applicant Response:

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

Yes

No

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

Applicant Response:

ADE EVALUATION PART C-16: FACILITIES

Evaluation Criteria:

- If the facility to be used has not been identified:
 - A general description of the area within the boundaries of the school district where the applicant intends to obtain a facility to be used for the open-enrollment public charter school
- If the facility to be used has been identified:
 - An identified facility appropriate to meet the needs of the school over the term of its charter;
 - A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
 - Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
 - A sound plan for continued operation, maintenance, and repair of the facility
 - For schools that will be using district-owned facilities, a response that meets the standard will present:
 - Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment
 - For schools that will NOT be using district-owned facilities, a response that meets the standard will present:
 - Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
 - A statement of the facilities' compliance with applicable codes; and
 - A detailed outline of any relationships between the property owner and:
 - ◆ Members of the local board of the public school district where the charter school will be located;
 - ◆ The employees of the public school district where the charter school will be located;
 - ◆ The sponsor of the charter school; and
 - ◆ Employees, directors and/or administrators of the charter school

CIRC Determination:

Fully Responsive

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

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

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

Applicant Response:

WCS will offer both breakfast and lunch and will participate in the National School Lunch Program. United States Department of Agriculture guidelines will be followed to meet the nutritional needs of our students. In the first year, WCS will contract with a caterer to provide meals for our students.

With regard to free and reduced meals, the school will provide applications to all students at the beginning of the school year. However, a student may apply for school meals any time during the school year. School meal applications will be processed by the District person responsible for Child Nutrition within ten days of their receipt. Children who receive Supplemental Nutrition Program (SNAP) benefits automatically qualify for free lunch meals. Information from the application for Free and Reduced price meals as it pertains to the National School Lunch Program and the Income Eligibility Form must be kept confidential. In order to ensure confidentiality and to maintain records, WCS will use a comprehensive school nutrition software program called eTriton.

ADE EVALUATION PART C-17: FOOD SERVICES

Evaluation Criteria:

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

CIRC Determination:

Partially Responsive

Concerns and Additional Questions:

- Please describe how the school will ensure
 - each time a meal is served a meal count is taken at the point of service by eligibility category without identifying a student's eligibility status (cannot be a tray count)
- Please describe how the school will ensure
 - menus planned meet the meal pattern requirements for the grades applicable, are acceptable to students, and meet all food safety standards
 - o menus meet the requirements and are certified to receive the performance based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements
- Please confirm understanding that school must employ / identify a child nutrition director.
- Please confirm understanding that to pay the child nutrition director from federal funds, the person must meet hiring standards, complete required trainings, and meet the professional standards developed by USDA and the state of Arkansas.
- Please confirm understanding that the caterer will be knowledgeable of the requirements for meal patterns. Describe the plan for training for the caterer.
- Please confirm understanding the school must have a contract with the catering company and is required to do bids to ensure that there is fair and open competition.
- Please confirm understanding that any school participating must complete the Policy Statement and Agreement before any meals can be claimed for reimbursement.
- Please verify if the school will meet the required Meal Pattern through menu development. Please confirm understanding that students must be involved but meal pattern must be met for reimbursement.

Applicant Response:

WCS will amend its application to include a Child Nutrition program that will follow the USDA Guide to Professional Standards for School Nutrition Programs and all other federal and state guidelines that apply. We will not be using a caterer to prepare our meals, but will employ a full-time Child Nutrition Director to manage our school lunch program and to oversee meal preparation on site. The amended plan will follow the answers to the above responses.

Please describe how the school will ensure that each time a meal is served a meal count is taken at the point of service by eligibility category without identifying a student's eligibility status (cannot be a tray count). Please describe how the school will ensure that menus are planned to meet the meal pattern requirements for the grades applicable, are acceptable to students, and meet all food safety standards.

WCS will use a point-of-sale system called eTrition from Harris School Solutions. It is a confidential system which encrypts students' sensitive data - eligibility status - and is 100% secure. The encryption of sensitive data will block access to the student information by unauthorized users. A staff member will key in each student as they come through the lunch line so that information about a student's lunch status remains confidential.

Please describe how the school will ensure that menus planned meet the meal pattern requirements for grades applicable, are acceptable to students and meet all food safety standards.

A Child Nutrition Director will be employed by WCS and will be trained in accordance with the Professional Standards for All School Nutrition Employees as established by the USDA. In addition, the Child Nutrition will receive the initial hours of training as established by the Child Nutrition Unit of the ADE and will continue that training annually in order to maintain Child Nutrition Director's Certification. It will be the responsibility of

the Child Nutrition Director to monitor food production standards with regard to both portion sizes as established per grade level requirements and will monitor food safety standards in accordance with local, state and federal guidelines. The menus will be planned by the trained Child Nutrition Director and will comply with local, federal and state guidelines. Meals will be planned according to federal and state guidelines and will provide nutritional and appetizing foods to students.

Please describe how the school will ensure that the meals meet the requirements and are certified to receive the performance based (extra six cents) within two months of the beginning of school the first year of operation and other federal requirements.

The Certified Child Nutrition Director will supervise the procedures that pertain to eligibility and accuracy of Free and Reduced Lunch applications and reporting. The USDA requirement for claim submissions as found in the publication: Guidance for Local and State Agencies on 60-Day Claim Submission and 90-Day Reporting Requirements for Child Nutrition Programs will be review and followed by the Child Nutrition Director.

Please confirm understanding that the school must employ/identify a child nutrition director.

It is confirmed that WCS will employ a full-time Child Nutrition Director and will send the CND to all training and certification courses as required by the ADE Child Nutrition Unit.

Please confirm understanding that to pay the child nutrition director from federal funds, the person must meet hiring standards, complete required trainings and meet the professional standards developed by USDA and the state of Arkansas.

The USDA Guide to Professional Standards for School Nutrition Programs has been reviewed and WCS understands the following requirements for federal and state compliance:

A minimum of a high school diploma or GED and a clear background check is required for training as a child nutrition director. In accordance with ADE Final Rules for CN Directors Certification and Continuing Education of March 2005, we will adhere to the following provisions:

WCS will employ the Child Nutrition Director to administer the district federal child nutrition program in accordance with state and federal regulations. A new employee that is hired as a Child Nutrition Director must obtain twelve hours of training through the ADE Child Nutrition Unit and twelve hours annually thereafter in accordance the USDA Final Rules of July 2015: Professional Standards for All School Nutrition Employees. The training with include: Nutrition, Operations, Administration and Communications and Marketing. The salary for the Child Nutrition Director will come from federal funds

We will not be using a caterer so any concerns and additional questions about catering services no longer apply to WCA.

Please verify that the school will meet the required Meal Pattern through menu development.

The Child Nutrition Director will train through the ADE Child Nutrition Unit which will include training in the required Meal Pattern through meal development. It is therefore verified that WCS will meet the required Meal Pattern through menu development and that the Daily Menu Production-Record-Food-Menu records are kept current. It is confirmed that meal patterns will be met before reimbursement may be claimed.

Please confirm understanding that any school participating must complete the Policy Statement and Agreement before any meals can be claimed for reimbursement.

It is confirmed that the Policy Statement and Agreement will be sign and submitted in accordance with state and federal guidelines.

The amended response for Part C-17: Food Service is as follows:

WCS will offer both breakfast and lunch and will participate in the National School Lunch Program. United States Department of Agriculture guidelines will be followed to meet the nutritional needs of our students. With regard to free and reduced meals, the school will provide applications to all students at the beginning of the school year. However, a student may apply for school meals any time during the school year. School meal applications will be processed by the District person responsible for Child Nutrition within ten days of their receipt. Children who receive Supplemental Nutrition Program (SNAP) benefits automatically qualify for free lunch meals. Information from the application for Free and Reduced price meals as it pertains to the National School Lunch Program and the Income Eligibility Form must be kept confidential. In order to ensure confidentiality and to maintain records, WCS will use a comprehensive school nutrition software program called eTritition to track student meals and to give parents an on-line option to pay for school meals. eTritition is an encrypted software that is one-hundred percent secure and confidential. Cafeteria personnel will enter the student number as each student comes through the cafeteria line.

WCS will employ a Child Nutrition Director who has been trained in accordance with the Professional Standards for All School Nutrition Employees as established by the USDA. The Child Nutrition Director will receive at least twelve hours of initial training through the Child Nutrition Unit of the ADE and will meet at least the minimum twelve hours of training annually to maintain Child Nutrition Director's Certification. The duties of the Child Nutrition will:

- Oversee and coordinate the daily operation of the food service program
- Supervise procedures as the pertain to eligibility and accuracy of Free and Reduced Lunch applications and reporting
- Monitor food production and service to assure that planned menus are followed in compliance with local, state and federal regulations and requirements
- Develop specifications for and solicit competitive prices and requisitions for all food, equipment and supplies
- Oversee compliance with USDA commodity food program, including ordering, inventory, storage all allocation of funds
- Ensure compliance with public health regulations and record keeping
- Prepare and oversee the annual food budget
- Plan meals to conform to federal regulations and provide nutritional and appetizing foods
- Oversee claims for Federal Reimbursement
- Manage and train cafeteria staff

The Child Nutrition Director will be paid out of NSLA funds and meet the hiring standards, training requirements and professional standards developed by the USDA and the Child Nutrition Unit of the ADE.

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

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

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

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

Applicant Response:

Neither the members of the founding entity - Winslow Community Center Association- nor the Founding School Board has an financial interest in the operation of the Winslow Community School. No family members of the respective Boards have any financial relationship with WCS.

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

Applicant Response:

Winslow Community Schools shall not employ the family of a present board member in excess of \$5000 unless the district has received special permission to do so from the ADE Commissioner of Education. The employment of a family member of a present Board member will only be made in unusual and limited circumstances and the final determination of such employment will rest with the Commissioner of Education.

In addition, when Board policies are established they will prohibit any board member from being in any manner financially interested directly in his/her own name or indirectly in the name of any person, association, trust, or corporation in any contract or the performance of any work in the making or letting of which such board member may be called upon to act or vote.

Should a board member be found to be in a position of a Conflict of Interest, the following procedures may be employed to address the issues:

- the Board President will appoint to a neutral party or committee to investigate the nature of the Conflict
- upon receipt of the investigative report, the Board shall meet with the member and inform him/her of the basis of the belief and give the member the opportunity to explain the alleged failure to disclose.
- if, after hearing the member's responses and making such further investigation as the Board deems necessary, the Board determines that the member has indeed failed to disclose an actual or possible Conflict of Interest, the Board shall take appropriate corrective measures up to and including a removal of the Board Member in question.

ADE EVALUATION PART C-18: CONFLICTS OF INTEREST

Evaluation Criteria:

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

CIRC Determination:

Fully Responsive

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

Applicant Response:

With regard to the Winslow Community School Board, the members of the WCCA who serve on the Board will have staggered terms so as to ensure continuity of leadership. With regard to faculty and staff, it is the intent of the Board that the Superintendent will include personnel in committees, decisions, key leadership roles and cross-training so that leadership may be developed from within the school and procedures and policies will continue to be followed in the event of a leadership change.

ADE EVALUATION PART C-19: SUSTAINABILITY OF THE PROGRAM

Evaluation Criteria:

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

CIRC Determination: Fully Responsive

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

Applicant Response:

Winslow Community School proposes to locate its open-enrollment charter school within the boundaries of the Greenland School District. The school will not be located in an area in which there are any court orders or judicial decrees concerning the desegregated of schools. No student in or applicant to WCS shall be, on the grounds of race, religion, color, national origin, gender, sex or disability be excluded from participation in or denied the benefits of, or be subjected to discrimination under any lottery requirements, educational programs or activities sponsored by the school.

ADE EVALUATION PART C-20: DESEGREGATION ASSURANCES

Evaluation Criteria:

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

CIRC Determination: See Legal Comments

21. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.**

Applicant Response:

Waiver Topic: Certification

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-309	Certification: No class of students shall be under the instruction of a teacher who is not certified to teach the grade level or subject matter of the class for more than thirty consecutive school days in the same class during a school year.

Standards for Accreditation

Section Number	Section Title
●	

ADE Rules

Section Number (if applicable)	Rule Title
●	

Rationale for Waiver

Highly qualified teacher, not necessarily certified teachers will be allowed to teach at any grade level

Waiver Topic: Teacher's license requirement

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-491	No teacher shall be employed in any public school who is not licensed to teach in the State of Arkansas by a license issued by the State Board of Educators

Rationale for Waiver

Although WCS will seek to employ certified teachers or teachers in an Arkansas Highly Qualified in core

areas, it may be necessary to employ a teacher who does not have licensure in Arkansas.

Waiver Topic: Pertaining to Alternative Learning Environments

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-15-1005(b)(5)	Alternative Learning Environment

ADE Rules

Section Number (if applicable)	Rule Title
●	

Rationale for Waiver

WCS will not have an alternative learning environment

Waiver Topic: Duty-free Lunch for Teachers

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-111	Duty-Free Lunch Period

Rationale for Waiver

Given the size of WCS, it is not possible to offer a duty-free lunch period for teachers.

Waiver Topic: Requirements - Written Personnel Policies

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-201 et. seq	Nature of Personnel Policies

Rationale for Waiver

The size of the staff does not warrant the adoption of written personnel policies

Waiver Topic: Fair Teacher Dismissal Act

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● 6-17-1501 et seq.	Teacher Fair Dismissal Act

Rationale for Waiver

For a small charter school, the waiver will accelerate the process when a teacher is deemed to be performing poorly.

Waiver Topic: Daily Planning Period

Statute/Standard/Rule to be Waived

Standards for Accreditation

Section Number	Section Title
● 6-17-114	Daily Planning Period

Rationale for Waiver

The daily planning period does not work in block scheduling

Waiver Topic: Gifted and Talented Education

Statute/Standard/Rule to be Waived

Standards for Accreditation

Section Number	Section Title
● 2-G.1	Gifted and Talented Education

Rationale for Waiver

All students will have access to a rigorous, enriched curriculum.

Waiver Topic: Superintendent Licensure

Statute/Standard/Rule to be Waived

Standards for Accreditation

Section Number	Section Title
● 4-B.1	Superintendent: The district superintendent shall meet Arkansas licensure laws

Rationale for Waiver

WCS is a small school and will not have the resources to employ a certified Superintendent

ADE EVALUATION PART C-21: WAIVERS

Evaluation Criteria:

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

CIRC Determination:

See Legal Comments