

Arkansas Department of Education
Open-Enrollment Public Charter School
2017 Application

SCORING RUBRIC

PART A GENERAL INFORMATION

Name of Proposed Charter School: **ScholarMade Achievement Place**

Eligible Entity Status:

- Public institution of higher education
- Private nonsectarian institution of higher education governmental entity
- Nonsectarian organization exempt from taxes under Section 501(c)(3) of the Internal Revenue Code
- Nonsectarian organization that has applied for exemption from taxes under Section 501(c)(3) of the Internal Revenue Code
- No evidence of eligibility

IF EVIDENCE OF ELIGIBILITY TO APPLY IS NOT INCLUDED, NO FURTHER REVIEW OF THE APPLICATION WILL OCCUR.

The general information section of the application provides the authorizer with summary information related to the applicant and the application submitted.

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

Fully Responsive

Concerns and Additional Questions

- Confirm that the charter intends to draw students from Little Rock School District.

Applicant Response:

- The charter intends to draw students from the Little Rock School District.

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

- A 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

Fully Responsive

Concerns and Additional Questions

- Consider developing a more succinct mission statement.

Applicant Response:

- Noted.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

C2: GOVERNING STRUCTURE

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

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, 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

Fully Responsive

Concerns and Additional Questions

- Verify the organizational structure of the boards listed.
 - List roles and responsibilities of the different boards.
 - Identify which board has the decision-making authority, specifically for finance/purchasing and student discipline.

Applicant Response:

- There is one governing board. The School Governance Council is a subcommittee of the board authorized to make day to day operations decisions and advises the BOD on other matters. The SGC acts as a conduit for parents and community members to review the design and evaluation of all aspects of the school's educational model.
- The Board of Directors is responsible for approving and monitoring impact and equity, as well as all operational, employment, and educational policies as presented by the school leadership team.
- Responsible for approving school discipline and culture policy as advised by the SGC.
- Responsible for ensuring regular two-way communications opportunities for all ScholarMade parents/guardians
- Responsible for approving and monitoring all facility operations, education, and talent development programs.

Finance and Purchasing

- The Board of Directors is responsible for ensuring that the school remains a financially viable entity by overseeing its financial condition.
- Responsible for monitoring budget implementation through periodic financial reports, approving accounting and personnel policies and providing for an independent annual audit by a qualified CPA.
- The Board of Directors formulates financial policies and procedures, delegate's administration of the policies and procedures to the School Governance Council and the Executive Director and reviews operations and activities on a regular basis.
- The School Governance Council is authorized to approve contracts over \$5,000 and make recommendations to the Board of Director to approve contracts at 10,000 and above.
- The School Governance Council approves the Recommended Budget and recommends approval to the BOD for final approval.

Discipline

- The Board of Directors reviews and renders approval or denial to any out-of-school disciplinary actions over 10 days approve suspensions up to 10 days.

Hiring and Firing

- The Board of Directors is the official hiring and termination of any school faculty or staff as recommended by the SGC.

Additional information provided in the Sustainability and Finance Sections.

C3: EDUCATIONAL NEED

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

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

Fully Responsive

C4: ACADEMIC ACHIEVEMENT GOALS

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

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

Partially Responsive

Concerns and Additional Questions

- Provide academic achievement goals for reading, English, writing, mathematics, and science, based on the state mandated assessments. Be sure to reference all tested grades.

Applicant Response:

Goal	Assessment Instrument for Measuring Performance	Performance Level that demonstrates Achievement	When Attainment of the Goal will be Assessed
75% of students in testing grades who have attended the school 3 or more years will meet the readiness benchmark on the ACT Aspire math, science, writing and reading.	State Assessment	Meets readiness performance on ACT Aspire results.	2021

Remaining concern: There is no goal provided for English.

C5: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- In reference to the K-5 daily schedule, 11:35 timeslot is listed twice. Confirm that the second 11:35 timeslot should read 12:20 or otherwise provide an appropriate revision.
- Confirm the intention to teach Arkansas History and describe when it will be taught.
- Confirm that the charter, if approved, will work with Arkansas Career Education to receive approval for teaching keyboarding prior to 7th grade. If the approval is not received, keyboarding will need to be offered in 7th and/or 8th grade.
- Confirm that the charter, if approved, will work with the ADE to receive course approval for giving high school credit in the 8th grade for social studies or otherwise provide an appropriate revision.

Applicant Response:

- 12:20 should read for the second timeslot.
- Arkansas History will be taught in 7th grade.
- The charter will work with the Arkansas Career Education to receive approval to teach Keyboarding prior to 7th Grade. The charter acknowledges that if approval is not received, Keyboarding will be offered in 7th and/or 8th grade.
- Social Studies 9 is listed in error. Should read Social Studies 8.

C6: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;

- Revenue to pay for all curriculum expenses as outlined in the budget; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time

Fully Responsive

C7: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain how frequently external curriculum alignment to the Arkansas Curriculum Frameworks will occur.

Applicant Response:

- External curriculum alignment will occur annually.

C8: STUDENT SERVICES

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

Evaluation Criteria:

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

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating students with disabilities that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;

- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Concerns and Additional Questions

- Confirm that a licensed special education teacher will oversee the individualized education plan (IEP) process and provide instruction to students with IEP's.
- Explain who will provide guidance and support to the special education teacher on required documentation and implementation of student IEP's.
- Confirm that a full continuum of special education services will be provided.
- Confirm that special education students will be provided with all allowable accommodations on state assessments.
- Describe how students with dyslexia will be accommodated and explain who will oversee those accommodations.
- Explain how Gifted and Talented services will be afforded in year one.
- Explain how ALE services will be afforded.

Applicant Response:

- A licensed special education teacher will oversee the IEP process and provide instruction to students.
- A Special Education Supervisor will be provided through contracted services to support the Special Education Teacher.
- The charter confirms that a full continuum of special education services will be provided.
- All allowable accommodations will be provided on state assessments for special education students.
- The Student Achievement Specialist will receive the necessary training to become the school's dyslexia interventionist. Appropriate accommodations and intervention support will be provided to students identified as being dyslexic. Students not making satisfactory progress will be referred for testing.
- \$5000 was budgeted for program development and supplies. Program services will be provided through the daily schedule. Additional Funds (\$21,590,000.00) for teacher salary added to budget to support Gifted and Talented Services in the first year.
- Waiver requested for ALE but funds (\$10,000.00) will be added to budget to support an intervention program and services.

C9: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

Concerns and Additional Questions

- Indicate dissemination plans that would be in compliance with the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools & School Districts.

Applicant Response:

- The Annual Progress Report will be posted on the website, presented to parents at the Annual Parent meeting and published in the local newspaper or as required by state statute.

C10: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law;
- A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter;
- 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

Fully Responsive

Concerns and Additional Questions

- Explain how long parents will have to respond to the notification of receiving a placement via lottery.
- Explain how long parents will have to respond to the notification of receiving a placement from the waitlist.

Applicant Response:

- Parents will have 10 days to respond to the notification for placement via lottery and
- Parents will have 5 days for placement from the waitlist.

C11: PRIOR CHARTER INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C12: STAFFING PLAN

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Provide job descriptions for the following positions that are in the budget: Content Specialist, Office Manager, Paraprofessionals, Special Education Teacher, Counselor, Social & Emotional Intelligence Coordinator, Nurse, Bus Driver, Nutrition Manager, and Substitutes.
- Indicate whether or not certification is required for the Director of Human Capital and Operations.
- Explain the usage of Highly Qualified instead of AR Qualified Teacher.
- Confirm that the 0.7 FTE's and \$24,892 for a nurse will be sufficient for the needs of the school.

Applicant Response:

Position: Content Specialist
Reports To: Academy Directors

Minimum Qualifications Required: Master's degree

Education Required: Master's degree preferred plus 2 years related experience and/or training, or equivalent combination of education and experience.

Experience Required: 3 years teaching experience

Certification Required: Required state teaching certification/licensure; Arkansas Qualified status

Job Duties: develops coherent resources and guidance for curriculum, instruction and assessment. Support program integration and growth through research-based strategies for effective, personalized learning instruction and assist with the successfully implement the school's Personalized Learning Instructional Plan. Collaborate to identify outstanding practices and practitioners in every school through collaboration with Academy Directors and the Student Achievement Specialists to inform and strengthen approach to academic growth and achievement. Participate in Instructional Rounds and analyze data to assess progress across classrooms and schools and adjust materials and training accordingly. Measure and monitor progress of all instructional models, program objectives and performance targets and provide assessment guidance to meet achievement targets. Supervise the coordination of curriculum alignment with state frameworks and the vertical and horizontal alignment of curriculum and instructional programs to support the interdisciplinary integrated teaching approach. Plan and conduct content team meetings through the PLC structure. Assist teachers in diagnosing individual student math and reading and writing weaknesses and match these areas of need with appropriate strategies and resources. Assist with disaggregating and analyzing Benchmark, ITBS, and other assessment data to help guide teacher's instructional decision.

Position: Special Education Teacher

Reports To: Academy Directors

Minimum Qualifications Required: Bachelor's degree and eligible for ALP.

Education Required: Bachelor's degree

Experience Required: Teaching experience preferred

Certification Required: Required state teaching certification/licensure

Job Duties: Teach academic and other subjects to students with IEPs. Modify the general education curriculum for special-needs students, based upon a variety of instructional techniques and technologies. Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations. Confer with parents or guardians, other teachers, counselors, and administrators to resolve students' behavioral and academic needs. Writes goals and objectives for IEPs; administers and interprets individual formal and informal assessments and measures student achievement of, and progress toward, their objectives and goals. Participates in IEP meetings and provides necessary documentation for the team. Collaborate with Content Specialists and Student Achievement Specialists to prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of states and schools. Administer standardized ability and achievement tests and interpret results to determine students' strengths and areas of need. Exhibit knowledge of content and content-related pedagogy. Exhibit knowledge of individual students' knowledge and skills, and special needs. Plan and set sequential outcomes with rigor and high expectations.

Position: Counselor

Reports To: Academy Directors

Minimum Qualifications Required: Eligible for ALP in School Counseling

Education Required: Master's degree in Education, Counseling, Social Work

Experience Required: 3 years teaching experience preferred

Certification Required: Eligible for state teaching certification/licensure in Guidance and Counseling K-12

Job Duties: Establishes a comprehensive school counseling program as an integral component of the mission of the school; manage the school counseling program and ensure effective strategies are used to meet standards for student success and achievement, provide proactive leadership to engage all stakeholders in delivery of services, and provide direct services to every student. Monitors key indicators of success and potential failure and implements the Intervention Pathway for students. Coordinates with teachers, administrators, resource specialists and/or community for the purpose of providing/receiving requested information and/or making recommendations. Counsels students, parents, and guardians for the purpose of enhancing student success, academically, socially, and emotionally, in school. Work collaboratively with the Director of Social and

Emotional Intelligence to advocate for students' academic, career, and personal/social needs and work to ensure these needs are addressed at every level of the school experience. Develops a variety of special programs and classes (e.g. group and teamwork, peer counseling, leadership, bullying, coping with divorce or death, or trauma of any kind) for the purpose of providing information to assist students in the successful transition from primary school to elementary to middle school and to help with life and academic skills. Monitors students' progress for the purpose of identifying issues and taking appropriate action for increasing student success. Monitor and implement the Gifted and Talented Program.

Position: Social and Emotional Intelligence Coordinator

Reports To: Academy Directors

Minimum Qualifications Required: Bachelor's degree

Education Required: Bachelor's degree in related field i.e. Education, Social Work, or Youth Development.

Experience Required: 2 years teaching experience preferred

Certification Required: Eligible for state teaching certification/licensure in Guidance and Counseling K-12

Job Duties: Manage the Emotional Intelligence framework and supervises assigned intervention programs for the purpose of monitoring student behavior, creating a healthy school climate and achieving overall school goals. Observe in classrooms and provide feedback on behavior management and classroom culture. Track and report behavioral data to monitor the social-emotional development of students and work collaboratively with counselor to meet needs of students. Analyze data to guide and support the creation of interventions through a systematic approach to social emotional learning; to effectively implement social emotional learning, and teach the essential skills of emotional intelligence; insure that EQ is integrated into the classrooms to enhance academic learning; teach EQ (emotional intelligence) lessons for students, track discipline infractions and monitor alternative learning program.

Position: Paraprofessional

Reports To: Student Achievement Specialist

Minimum Qualifications Required: High School/GED and ETS Assessment

Education Required: High School/GED and 60 hours of college credits. Associate Degree preferred

Experience Required: Some experience working with children

Certification Required: None

Job Duties: Provide one-on-one tutoring. Assist with classroom management. Assist with instructional materials. Monitor and supervise children. Provide support with instruction under direct supervision of teacher

Position: Substitutes

Reports To: Academy Directors

Minimum Qualifications Required: Completion of a minimum of 18 semester hours from an accredited institution.

Education Required: Bachelor's degree preferred

Experience Required: Experience working with children

Certification Required: None

Job Duties: Maintain the established routines and procedures of the school and classroom to which assigned. Follow the lesson plans provided by the absent teacher. Interact in a professional manner with students and parents. Encourage, monitor, and promote student progress. Maintain student confidentiality. Assume the responsibility for overseeing pupil behavior in the classroom, during lunch, activity periods, and out-of-class settings. Provide a brief report in writing on the day's activities at the conclusion of each day for the teacher. Work cooperatively with all school personnel.

Position: Office Manager

Reports To: Human Capital/Operations Manager

Minimum Qualifications Required: High School Diploma

Education Required: Some college preferred

Experience Required: 2 years office experience preferred

Certification Required: None

Job Duties: Assist with the lottery and process applications immediately. Register and enroll new students and

collect all data on new students, send registration materials to appropriate departments health, special education services, and home language survey. Generate bi-weekly attendance/absentee reports and provide to the appropriate staff for corrections and review. Enter or ensure that attendance has been entered daily. Prepare withdrawal form for student to have signed, send records to new school, record data on withdrawn students for report. Maintain Waitlist and ensure that the school is fully enrolled.

Position: School Nurse

Reports To: Academy Directors

Minimum Qualifications Required: Licensed as a Nurse in the state of Arkansas

Education Required: Graduate from an accredited school of nursing

Experience Required: 2 years preferred

Certification Required: Maintains current CPR certification and First Aid Training. Cardiopulmonary Resuscitation for healthcare providers with AED. Current certification in Scoliosis, Hearing, Vision and Growth (height and weight) screening.

Job Duties: Establishes and maintains a comprehensive school health program. Conducts screening programs for students at designated grade levels: Vision, Hearing, Scoliosis, Pediculosis, Growth and Development. Consults with school administration to establish, review, and revise policy and procedures. Develops emergency procedures, medication administration protocols, safety measures and programs. Provides student/personnel health services; health education; supervises designated school personnel in the proper administering of first aid and medications. Arranges in-service programs for school personnel for first aid, emergency care, and current health issues.

Position: Nutrition Manager

Reports To: Human Capital/Operations Manager

Minimum Qualifications Required: A High School diploma or equivalent and a minimum of three (3) years of relevant experience in a school nutrition programs

Education Required: An Associate Degree or equivalent educational experience with an academic major in specific areas and at least one year of relevant school nutrition programs experience **or** a Bachelor's degree or equivalent educational experience with academic majors in the areas including food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education culinary arts, business or related field

Experience Required: See above

Certification Required: Child Nutrition Manager Training Program

Job Duties: Completes written reports, financial reports, warrants, purchases in accordance with State and Federal regulations and local policy, including all documents required by the Free and Reduced Lunch Program and manages the food service program Reviews Department of Public Health regulations and ensure the program is in compliance at all times. Maintains certificates as required for the operation of the program. Manages point of sale system. Oversees and manages collection of cash and statistical information. Prepares statistical and financial reports; monthly claims. Completes order forms for vendors, forms for reimbursements and Free and Reduced Lunch forms. Purchases food and supplies in the most cost-effective manner while ensuring high quality. Provides program accountability; sanitation, safety and security; equipment use and care; food production; food acceptability; customer service; and record keeping.

Position: Bus Driver

Reports To: Human Capital/Operations Manager

Minimum Qualifications Required: Valid driver's license for at least 3 years; Must be able to pass a background check, drug test and physical.

Education Required: High School Diploma

Experience Required: 2 years

Certification Required: CDL

Job Duties: Safely transports passengers; Perform pre/post trip vehicle inspections; Assists students in the loading and unloading process.

- Eligible for Certified Arkansas School Business Official (CASBO) is required for the Director of Human Capital and Operations.
- Applicant rescinds the use of Highly Qualified per ESSA and meant AR Qualified.
- The school confirms that .7 FTE nurse will be sufficient for the needs of the school. The salary will be adjusted if needed.

C13: BUSINESS AND BUDGETING PLAN

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

- Explain the role, duties, and need for the education consultant.
- Explain who is paying for the renovation.
- Verify that \$25,000 is enough to pay for renovations itemized on page 41 of the application.
- Explain how board of directors will be able to approve all expenditures without impeding the daily operations of the campus.
- Explain how contracts under \$5,000 will be approved.

Applicant Response:

- The educational consultants are professionals who will assist the schools with program evaluation; curriculum, and provide specified training and coaching for leaders; the consultant will be contracted on a freelance basis.
- The owner of the facility is paying for the renovations.
- See above response

- The budget approval process will include the approval of a Reoccurring Vendor's List which will authorize the Treasurer to pay a prescribed list of vendors as detailed on the Reoccurring Vendors List if the documentation is complete and approved by the Executive Director in accordance with the school's procedures. Each month the board will be provided a list of all payments issued during the month and scheduled for the upcoming month for review and approval. This practice adds an additional layer of transparency and accountability
- Contracts up to \$5000.00 will be approve by the Executive Director.

C14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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

Evaluation Criteria:

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

Fully Responsive

C15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C16: FACILITIES

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

Evaluation Criteria:

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

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

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

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

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

Fully Responsive

C17: FOOD SERVICES

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

Evaluation Criteria:

- A food service plan that will serve all eligible students; 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

Fully Responsive

Concerns and Additional Questions

- Explain the need for 1 FTE in food services, given that food services will be contracted to a vendor.

Applicant Response:

- The vendor will provide the food. The person in this role will manage the daily delivery of prepared meals; count the lunches when they are received from the vendor and record any shortages and determine the number of meals to be served each day and heat appropriate number of meals to avoid waste.

C18: CONFLICTS OF INTEREST

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

Evaluation Criteria:

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

Fully Responsive

C19: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

C20: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

See legal comments.

C21: WAIVERS

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

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested; 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

See legal comments.

Scholarmade Achievement Place

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

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Scholarmade Achievement Place 2017 Open Enrollment Amendment

1. Superintendent

Ark. Code Ann. § 6-13-109

Ark. Code Ann. § 6-17-427

Section 15.01 of the Standards for Accreditation

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

Legal Comments: In order to effectuate these waivers, a waiver of the ADE Rules Governing the Superintendent Mentoring Program is necessary.

***Applicant Response:** In order to effectuate the requested waivers, we amend our request to include the ADE Rules Governing the Superintendent Mentoring Program.*

Remaining Legal Issues: None

2. Principals

Ark. Code Ann. § 6-17-302

Section 15.02 of the Standards for Accreditation

The school will hire an Academy Director who will manage the day-to-day instructional and administrative decisions and will work closely with the Content Specialists to perform academic officer duties for the school. The Academy Director will be responsible for developing the culture and establishing strong connections with local community career pathways. He/she is responsible for reporting the additional professional development needs to be delivered at a local site. Ever effort will be made to hire a fully licensed candidate.

Legal Comments: None

3. School Board

Ark. Code Ann. § 6-13-1601 et seq.

Ark. Code Ann. § 6-14-101 et seq.

Ark. Code Ann. § 6-13-619(c)(1)(A) and (d)

ADE Rules Governing School Election Expense Reimbursement

ADE Rules Governing School Board Zones and Rezoning

The Bylaws of ScholarMade Educational Services, which govern the actions of its Board of

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Directors, are consistent with all requirements of Nonprofit Corporation law. The Bylaws specify the number of directors, the process of electing them, the length of their term of service, and processes for resignation and removal, and meeting requirements all of which are consistent with the requirements of law. The BOD will appoint members to serve on the School Governance Council who will be authorized and empowered to make regular decisions of the school and each member of the Council will be physically present at monthly meetings. The waiver of Ark. Code Ann. §6-13-619 (c)(1)(A) and (d) will also allow members to participate in meetings via conference call if necessary.

Legal Comments: A wavier of Ark. Code Ann. § 6-13-1601 et seq. is not necessary as it relates to administrative consolidation. I believe Applicant is requesting a wavier of Ark. Code Ann. § 6-13-601 et seq. relating to school boards, but Applicant will need to confirm. Additionally, Applicant should confirm that it is aware Ark. Code Ann. § 6-13-622 cannot be waived as it is constitutionally required.

Applicant Response: *We amend our waiver request to remove Ark. Code Ann. § 6-13-1601 et seq., and substitute a request to waive Ark. Code Ann. § 6-13-601 et seq. relating to school boards. We confirm that our request to waive Ark. Code Ann. § 6-13-601 et seq. does not include a waiver of Ark. Code Ann. § 6-13-622.*

Remaining Legal Issues: None

4. Teacher Licensure

Ark. Code Ann. § 6-15-1004

Ark. Code Ann. § 6-17-301

Ark. Code Ann. § 6-17-309

Ark. Code Ann. § 6-17-902

Ark. Code Ann. § 6-17-908

Ark. Code Ann. § 6-17-919

Sections 15.03, 15.03.1, 15.03.2, and 15.03.3 of the Standards for Accreditation

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

Legal Comments: Waiver of Ark. Code Ann. § 6-17-301 is not necessary to effectuate Applicant's stated goals. However, additional waivers of Ark. Code Ann. § 6-17-401 and the

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ADE Rules Governing Educator Licensure are necessary.

Applicant Response: *We amend our request to withdraw a waiver of Ark. Code Ann. § 6-17-301, and add waivers of Ark. Code Ann. § 6-17-401 and the ADE Rules Governing Educator Licensure.*

Remaining Legal Issues: None

5. Personnel Policies / Salary Schedules

Ark. Code Ann. § 6-17-201

Ark. Code Ann. § 6-17-1501

Ark. Code Ann. § 6-1-1701

Ark. Code Ann. § 6-17-2203

Ark. Code Ann. § 6-17-2303

Ark. Code Ann. § 6-17-2403

Ark. Code Ann. § 6-17-2301

Ark. Code Ann. § 6-17-2401

Sections 4-8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to the Websites

The Board of Directors shall establish an employee handbook which outlines all ScholarMade personnel policy requirements. School personnel will have an opportunity to provide input into these policies through public comment during meetings of the Board of Directors, which are open to the public. Decisions to invite staff to return in subsequent school years will be at the discretion of the Board based on performance and school budget. All school employees will be offered a salary commensurate to salaries offered to similar positions in local area schools.

Legal Comments: Only a waiver of Ark. Code Ann. § 6-17-201(c)(2) is necessary. Applicant should provide additional rationale on why a waiver of the Teacher Fair Dismissal Act is necessary. I believe Applicant mistyped § 6-1-1701 and intended to request a waiver of § 6-17-1701 et seq. regarding the Public School Employee Fair Hearing Act. Please confirm and provide additional rationale on why this waiver is necessary. Ark. Code Ann. § 6-17-2401 is the citation section to the teacher compensation program which does not require a waiver. Please provide clarification on whether this was the waiver requested or if there were others that were intended to be requested. If Applicant intended to request a waiver of the minimum salaries for certified and classified staff, then additional waivers of Ark. Code Ann. § 6-17-2203 (classified) and § 6-17-2403 (certified) are necessary. Applicant should also provide additional rationale on why these waivers would be necessary, especially in light of the statement that salaries will be commensurate to salaries in local area schools (which are following the minimum salary schedules).

Applicant Response: *We amend our request to: 1.) withdraw a waiver of Ark. Code Ann. § 6-17-201, and substitute waivers of Ark. Code Ann. §§6-17-201 (c)(2) and 6-17-203 through 6-17-205; and 2.) withdraw references to Ark. Code Ann. §§ 6-17-1501 (Teacher Fair Dismissal*

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Act) and 6-15-1701 (Public Employee Fair Hearing Act), and replace them with requests to waive Ark. Code Ann. §§ 6-17-1501 et seq. and 6-17-1701 et seq. The waivers of the Teacher Fair Dismissal Act and Public Employee Fair Hearing Act are requested to help us fully implement our “at will” employment policy. These waivers will help us to make employment decisions in a more expeditious manner than the above Acts allow, and enable us to help ensure that we have the proper staff in place to execute our educational model. Additionally, we wish to withdraw our request to waive Ark. Code Ann. § 6-17-2401, and request waivers of Ark. Code Ann. §§ 6-17-2203 (concerning classified salaries) and 6-17-2403 (concerning certified salaries). The rationale supporting these requests is that we wish to establish our own compensation model, which will certainly vary in some respects from the minimum salary schedules required by statute, but which again will be in accordance with our educational and operational model.

Remaining Legal Issues: None

6. School Year Dates

Ark. Code Ann. § 6-10-106

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

Legal Comments: None

7. Instructional Structure and Clock Hours

Section 9.03.3 of the Standards for Accreditation

Section 14.03 of the ADE Rules

The school will offer grades K-9 at full capacity and will not reach 9th grade until its 5th year of the charter. A waiver is requested to offer courses needed for the grade levels being served each school year.

Legal Comments: Applicant should provide additional information on how a waiver of Section 9.03.3 will be used – will the waiver only be a “partial” waiver for the 6-9 grades the first year, 7-9 grades the second year, 8-9 grades the third year, and grade 9 the fourth year, but Applicant plans to offer all the curriculum each year to the grades being served? Additionally, a waiver of Section 14.03 only applies to grade 9 and a waiver would not be needed for the years it is not serving grade 9.

Applicant Response: *We wish to implement the waiver of Section 9.03.3 in the manner specified in the ADE's comments above; that is, the waiver would be implemented in phases for each year as we build out our grade levels. We confirm that we plan to offer all of the*

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curriculum each year to the grades being served. We confirm our request to waive Section 14.03 of the ADE Rules Governing the Standards for Accreditation, even though it only applies to Grade 9, in order that it would be in place when we start offering Grade 9 (which will be during the initial five (5)-year term of the charter).

Remaining Legal Issues: None

8. Student Support Services

Ark. Code Ann. § 6-18-1001

Ark. Code Ann. § 6-10-106

Ark. Code Ann. § 6-15-1005(b)

Ark. Code Ann. § 6-18-502(a)(1)(C)(i)

Ark. Code Ann. § 6-48-101 et seq.

Section 19.03 of the Standards for Accreditation

Section 16.01.3 of the ADE Rules Governing Guidance and Counseling

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funds

ADE Rules Governing Public School Student Services

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

Legal Comments: A waiver of Ark. Code Ann. § 6-15-1005(b) should be limited to § 6-15-1005(b)(5) and a waiver of § 6-18-503(a)(1)(C)(i) is necessary, not § 6-18-502, for ALE.

Applicant already requested a waiver from § 6-10-106. To waive the licensure requirements for licensed guidance counselors, a waiver of Ark. Code Ann. § 6-18-1004(a)(2) is necessary, not § 6-18-1001. A waiver of the ADE Rules Governing Public School Student Services doesn't appear to be necessary based on the rationale provided by the Applicant. If Applicant feels like this waiver is necessary, please provide additional rationale.

Applicant Response: *We amend our waiver requests in this area to remove requests to waive Ark. Code Ann. §§ 6-15-1005(b); 6-10-106 (as it is covered in a separate waiver request); 6-18-502 and 6-18-1001, as well as the ADE Rules Governing Public School Student Services. In accordance with the ADE's comments, we wish to add waiver requests for Ark. Code Ann. §§ 6-15-1005(b)(5); 6-18-503(a)(1)(C)(i), and 6-18-1004(a)(2). Finally, we wish to amend our waiver request from "Section 16.01.3 of the ADE Rules Governing Guidance and Counseling" to "Section 16.01.3 of the ADE Rules Governing the Standards for Accreditation".*

Remaining Legal Issues: None

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9. Library Media

**Ark. Code Ann. § 6-25-101 et seq.
Section 16.02 of the Standards for Accreditation**

The school will offer library media services through classroom libraries and a Library Commons that will provide students access to thousands of on line books. The nature of the educational program is such that it will offer variation of a library media program and resources will be made available to students through online and classroom resources.

Legal Comments: Only a waiver from Ark. Code Ann. § 6-25-103 and § 6-25-104 are necessary, not the full section. Additionally, only a waiver from Section 16.02.3 of the Standards for Accreditation is necessary.

Applicant Response: *We amend our request by asking to waive only Ark. Code Ann. §§ 6-25-103 and 6-25-104, and Section 16.02.3 of the ADE Rules Governing the Standards for Accreditation.*

Remaining Legal Issues: None

Desegregation Analysis: Fully responsive