



## **AGENDA**

### **CHARTER AUTHORIZING PANEL**

October 19, 2017

Arkansas Department of Education

ADEQ Auditorium 5301 Northshore Dr, North Little Rock, AR 72118

8:30 AM

#### **I. Report-1 Chair's Report**

Presenter: Dr. Ivy Pfeffer

#### **II. Consent Agenda**

1. Minutes August 15-17, 2017 3  
Presenter: Freddie Scott

#### **III. Action Agenda**

1. Request for Open-Enrollment Charter School Amendment: Arkansas Arts Academy 10  
On November 13, 2000, the State Board of Education approved the application for Arkansas Arts Academy. The charter is approved to serve students in grades K-12 with a maximum enrollment of 1,225. Representatives of Arkansas Arts Academy are appearing before the Charter Authorizing Panel to request an amendment to the current charter.  
Presenter: Alexandra Boyd
2. Request for District Conversion Charter School Amendment: Cross County Elementary Technical Academy 22  
On January 9, 2012, the State Board of Education approved the application for Cross County Elementary Technology Academy. The charter is approved to serve students in grades K-6 with a maximum enrollment of 500. Representatives of the Cross County Elementary Technology Academy are appearing before the Charter Authorizing Panel to request an amendment to the current charter.  
Presenter: Alexandra Boyd

3. Request for District Conversion Charter School: Polk County Virtual      34

Academy, Mena School District

Polk County Virtual Academy is a proposed district conversion public charter school in the Mena School District. The applicant is requesting to serve students in grades K-12 with a maximum enrollment of 200. ADE staff reviewed the application, and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.

Presenter: Alexandra Boyd

IV. Work Session

1. Open-Enrollment Charter School Application      134

Presenter: Alexandra Boyd

2. District Conversion Charter School Application      198

Presenter: Alexandra Boyd

3. Open-Enrollment Renewal Application      240

Presenter: Alexandra Boyd

4. District Conversion Renewal Application      256

Presenter: Alexandra Boyd

5. Amendment Request Form      271

Presenter: Alexandra Boyd

**Minutes  
Charter Authorizing Panel  
August 15, 2017**

The Charter Authorizing Panel met on Tuesday, August 15, 2017, in the auditorium of the Department of Education building. Dr. Ivy Pfeffer, Chair, called the meeting to order at 8:45 A.M.

Present: Dr. Ivy Pfeffer; Chair, Dr. Mike Hernandez, Toyce Newton, Dr. Jeremy Owoh, Kathi Turner, Mike Wilson

Absent: Dr. Naccaman Williams

The transcription of this meeting may be accessed on the Arkansas Department of Education website at the following:

<http://www.arkansased.gov/about-ade/charter-authorizing-panel/minutes/archive/2017>

**Reports**

Dr. Pfeffer welcomed the new members of the Panel and the audience.

Dr. Pfeffer provided the audience with instructions pertinent to the proceedings.

Dr. Pfeffer recognized special guests including Lt. Governor Tim Griffin, State Representative Bragg, State Representative Wing, and City Director Lance Hines. She then yielded the floor to Lt. Governor Griffin and City Direction Hines.

**Consent Agenda**

It was moved by Dr. Hernandez, seconded by Ms. Newton, and carried unanimously to approve the consent agenda.

Items included in the Consent Agenda:

- CAP Minutes- July 19, 2017
- Proposed 2018 Charter Authorizing Panel Meeting Calendar
- Rockbridge Montessori School Probationary Report

**Action Agenda**

Staff Attorney Jennifer Davis provided the Panel with directions for the proceedings. She also explained the public voting procedures to the Panel and the audience.

### **A-1 Hearing of Open-Enrollment Public Charter School Application: Einstein Charter School at Little Rock, AR**

State Representative Mark Lowery provided public comments in support of the Einstein application.

Ms. Shawn Toronto, Chief Executive Officer of Einstein, presented the Panel with the Einstein request.

Mr. Michael Poore, Superintendent of the Little Rock School District, spoke in opposition of the request.

Ms. Toronto rebutted the opposition.

A question and answer period followed.

It was moved by Ms. Newton, seconded by Mr. Wilson, and carried unanimously to approve the application request.

### **A-2 Request for Open-Enrollment Public Charter School Application: Focus STEM Academy, Bentonville, AR**

Ms. Micah Cummings, Executive Director presented the Panel with the Focus STEM Academy request.

A question and answer period followed.

It was moved by Ms. Newton, seconded by Dr. Hernandez, and passed with at three-to-two vote to deny the application request.

### **A-3 Request for Open-Enrollment Public Charter School Application: ScholarMade Achievement Place, Little Rock, AR**

Dr. Phillis Anderson, Executive Director, presented the Panel with the ScholarMade Achievement Place request.

Mr. Michael Poore, Superintendent of Little Rock School District, spoke in opposition of the request.

Dr. Anderson rebutted the opposition.

A question and answer period followed.

It was moved by Mr. Wilson, seconded by Dr. Owoh, and carried unanimously to approve the application request.

#### **A-4 Request for Open-Enrollment Public Charter School Application: P3 Academy Charter School, McGehee, AR**

LaDanan W. Emerson, Marketing/Business Director, presented the Panel with the P3 Academy request.

Mr. Chris Ferrell, Superintendent of McGehee School District, and Ms. Kristi Ridgell, Superintendent of Dermott School District spoke in opposition of the request.

Ms. Emerson rebutted the opposition.

A question and answer period followed.

It was moved by Ms. Turner, seconded by Dr. Owoh, and carried unanimously to deny the application request.

#### **Adjournment**

It was moved by Mr. Wilson, seconded by Ms. Newton, and carried unanimously to adjourn.

The meeting adjourned at 3:00 P.M.

*Minutes recorded by Freddie Scott*

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Dr. Ivy Pfeffer, Charter Authorizing Panel Chair

**Minutes  
Charter Authorizing Panel  
August 16, 2017**

The Charter Authorizing Panel met on Wednesday, August 16, 2017, in the auditorium of the Department of Education building. Dr. Ivy Pfeffer, Chair, called the meeting to order at 8:30 A.M.

Present: Dr. Ivy Pfeffer; Chair; Dr. Mike Hernandez; Toyce Newton; Dr. Jeremy Owoh; Kathi Turner; Dr. Naccaman Williams; Mike Wilson

The transcription of this meeting may be accessed on the Arkansas Department of Education website at the following:

<http://www.arkansased.gov/about-ade/charter-authorizing-panel/minutes/archive/2017>

**Reports**

Dr. Pfeffer welcomed the new members of the Panel and the audience.

Dr. Pfeffer provided the audience with instructions pertinent to the proceedings.

**Action Agenda**

Staff Attorney Jennifer Davis provided the Panel with directions for the proceedings. She also explained the public voting procedures to the Panel and the audience.

**A-1 Hearing of Open-Enrollment Public Charter School Application: Prolific Learning Arts Academy at Little Rock, AR**

Dr. Edmond Davis, Executive Director, presented the Prolific Learning Academy request.

A question and answer period followed.

Mr. Michael Poore, Superintendent of Little Rock School District, provided public comments in opposition of the request.

It was moved by Dr. Hernandez, seconded by Dr. Owoh, and carried unanimously to deny the application request.

**A-2 Request for Open-Enrollment Public Charter School Application: Weiner Academy of Agriculture and Technology, Weiner, AR**

Dr. Pfeffer acknowledged special guests including State Representative Mary Bentley and State Representative Dwight Tosh. She then yielded the floor to Representative Tosh and Representative Bentley.

Ms. Greta Greeno, President of ASSET Foundation, and Dr. Karen Ballard, Professor Program Evaluation at University of Arkansas System, Division of Agriculture and Cooperative Extension Services, presented the Weiner Agriculture and Technology Academy request.

Superintendent Danny Sample of Harrisburg School District spoke in opposition of the request.

Dr. Ballard rebutted the opposition.

A question and answer period followed.

It was moved by Ms. Newton, seconded by Dr. Hernandez, passed with a five-to-one vote to deny the application request.

### **Adjournment**

It was moved by Mr. Wilson, seconded by Dr. Owoh, and carried unanimously to adjourn.

The meeting adjourned at 1:26 P.M.

*Minutes recorded by Freddie Scott*

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Dr. Ivy Pfeffer, Charter Authorizing Panel Chair

**Minutes  
Charter Authorizing Panel  
August 17, 2017**

The Charter Authorizing Panel met on Thursday, August 17, 2017, in the auditorium of the Department of Education building. Dr. Ivy Pfeffer, Chair, called the meeting to order at 8:30 A.M.

Present: Dr. Ivy Pfeffer; Chair, Dr. Mike Hernandez, Toyce Newton, Dr. Jeremy Owoh, Kathi Turner, Dr. Naccaman Williams, Mike Wilson

The transcription of this meeting may be accessed on the Arkansas Department of Education website at the following:

<http://www.arkansased.gov/about-ade/charter-authorizing-panel/minutes/archive/2017>

**Reports**

Dr. Pfeffer welcomed the new members of the Panel and the audience.

Dr. Pfeffer provided the audience with instructions pertinent to the proceedings.

**Action Agenda**

Staff Attorney Jennifer Davis provided the Panel with directions for the proceedings. She also explained the public voting procedures to the Panel and the audience.

**A-1 Hearing of Open-Enrollment Public Charter School Application: Southeast Arkansas Preparatory High School, Pine Bluff, AR**

Ms. Pat Hart, School Board President, and Dedrick Sims, consultant, presented the Southeast Arkansas Preparatory High School request.

A question and answer period followed.

It was moved by Mr. Wilson, seconded by Dr. Hernandez, and carried unanimously to approve the application request.

**A-2 Request for Open-Enrollment Public Charter School Applications: Friendship Aspire Academy at Little Rock, Little Rock, AR and A-3 Request for Open-Enrollment Public Charter School Applications: Friendship Aspire Academy at Pine Bluff, Pine Bluff, AR**

Mr. Joe Harris, National Executive Director, presented the Friendship Aspire Academy requests for charter schools in both Little Rock and Pine Bluff.

Ms. Alexandra Boyd, Director of Charter Schools, presented a letter of opposition submitted via email by Mr. Michael Poore, Superintendent of Little Rock School District.

Mr. Harris rebutted the opposition.

A question and answer period followed.

It was moved by Ms. Newton, seconded by Mr. Wilson, and carried unanimously to approve the application request for Friendship Aspire Academy of Little Rock.

It was moved by Dr. Owoh, seconded by Dr. Hernandez, and carried unanimously to approve the application request for Friendship Aspire Academy of Pine Bluff.

**A-4 Request for Open-Enrollment Public Charter School Amendment: Ozark Montessori Academy, Springdale, AR**

Dr. Christine Silano, Superintendent, presented the Ozark Montessori Academy request.

A question and answer period followed.

It was moved by Dr. Williams, seconded by Dr. Hernandez, and passed with a four-to-one vote to approve the amendment request.

**A-5 Request for District Conversion Public Charter School Amendment: Springdale School of Innovation, Springdale, AR**

Dr. Megan Slocum, Assistant Superintendent of Curriculum and Instruction, presented the Springdale School of Innovation request.

A question and answer period followed.

It was moved by Dr. Williams, seconded by Dr. Owoh, and carried unanimously to approve the amendment request.

**Adjournment**

It was moved by Dr. Williams, seconded by Dr. Owoh, and carried unanimously to adjourn. The meeting adjourned at 2:00 P.M.

*Minutes recorded by Freddie Scott*

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Dr. Ivy Pfeffer, Charter Authorizing Panel Chair

## ARKANSAS ARTS ACADEMY

SPONSORING ENTITY: BENTON COUNTY CHARTER SCHOOL ORGANIZATION, INC.

### CURRENT DATA

Maximum Enrollment	1,225
Approved Grade Levels	K-12
Grades Served 2017-2018	K-12

### 2016-2017 Enrollment by Race

Two or More Races	49
Asian	11
Black	11
Hispanic	108
Native American/Native Alaskan	8
Native Hawaiian/Pacific Islander	2
White	590
<b>Total</b>	<b>779</b>

### 2016-2017 Enrollment by Grade

Kindergarten	60
1st Grade	60
2nd Grade	60
3rd Grade	60
4th Grade	63
5th Grade	62
6th Grade	66
7th Grade	65
8th Grade	62
9th Grade	57
10th Grade	52
11th Grade	57
12th Grade	55

### 2016-2017 Student Status Counts

Migrant	0
LEP	33
Gifted & Talented	0
Special Education	77
Title I	0
Source: District Cycle 4 Report	

### 2016-2017 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	739.06	727.18	721.51	727.84
ADM	777.91	772.95	776.80	775.87
%	95.01%	94.08%	92.88%	93.81%

### BACKGROUND

Authorized November 13, 2000  
Contract Expiration June 30, 2018

**Amendment Request Considered and APPROVED**

Additional facilities

July 9, 2001

<b>Amendment Request Considered and APPROVED</b> Additional waivers for Gifted and Talented	December 10, 2001
<b>Placed on Probation</b> Compliance issues	December 10, 2001
<b>Review of Probationary Status</b>	March 11, 2002
<b>Review of Probationary Status</b>	April 8, 2002
<b>Removed from Probation</b>	September 9, 2002
<b>Amendment Request Considered and APPROVED</b> Additional waivers governing school board	September 9, 2002
<b>Renewal Request</b> Charter renewed for three years	March 15, 2004
<b>Renewal Request</b> Charter renewed for five years	May 14, 2007
<b>Financial Review</b>	May 11, 2009
<b>Amendment Request Considered and APPROVED</b> Merge Northwest Arkansas Academy of Fine Arts with Benton County School of the Arts to form a K-12 campus with enrollment of 825	June 8, 2009
<b>Renewal Request</b> Charter renewed for three years Amendment denied to increase enrollment cap Waiver granted for the following: 6-17-201 6-17-208 6-17-2301 et seq. 6-17-2407 Standard 15.03 ADE Rules Governing Substitute Teachers ADE Rules Governing Parental Notification of Non-Licensed Teacher	April 9, 2012
<b>Amendment Request Considered and APPROVED</b> Change name to Arkansas Arts Academy Waiver granted for 6-17-111	March 21, 2014
<b>Renewal Request</b> Charter renewed for three years Waiver granted for Standard 14.03	February 18, 2015

**Amendment Request Considered and APPROVED**

October 19, 2016

Waiver of 6-15-902(a)

Existing waiver of 6-10-106 was limited to 6-10-106(a)

Increase enrollment cap from 825 to 1225

**Amendment Request Considered and APPROVED**

April 19, 2017

Move from a traditional calendar to a year round calendar



ARKANSAS  
DEPARTMENT  
OF EDUCATION

Charter Amendment Request Form

Charter Name: Arkansas Arts Academy  
LEA Number: 0440 Phone Number: 479-877-1795 Submission Date: 09/11/2017  
Charter Leader: Mary Ley  
Email Address: mley@artsk12.org

Type of Amendment Requested:

☒ Other

Would like to move 7th and 8th grades students to the high school campus in 2018 -2019.  
Will attach narrative.



When the two different arts charter schools converged several years ago to create the Arkansas Arts Academy District the administration and the board never stepped back and thought about the configuration of students per class level and how the K-8 transitioned to the high school. The high school has always been configured to have larger student counts per grade and the K-8 smaller totals for each grade. It is difficult to grow in numbers; it makes more sense to start Kindergarten at the same number of students per class needed for the high school. The K-8 campus has more than 400 students on the waiting list and people calling everyday with an interest in the school. Currently we have 60 – 65 students per grade level at the K-8. There are three core classes in grades K-3. Grade 4 – 8 are departmentalized.

The high school beautiful new facility is under construction and will be ready for 600 students instead of the 250 when school opens the fall of 2018. Ideally it would be great to have 100 students per class. Currently we have 49 – 70 per grade at the high school. In order for the high school to have more students we should increase the students at the elementary and have 5 teachers per grade with 20 students, or 4 with 25 students for the older grades. It is difficult to grow 100 students per grade at the high school if we start out with just 60. We wouldn't increase class sizes; we would increase teachers.

We also want to have 7<sup>th</sup> and 8<sup>th</sup> grade attend the high school campus instead of the K-8 campus. The benefits are:

- If there is a transition into a new school for high school instruction, 7<sup>th</sup> grade appears to be the ideal time as it shows the lowest dropout rate; the higher the grade at the time for transition, the higher the dropout rate, most significantly for boys.
- Evidence indicates that a K-6 school can benefit from an improved tone, where grade 6 students take on more of a leadership role, and are not intimidated by the blossoming adolescents in grades 7-8.
- In schools with the 7-12 model, in general, secondary students, rather than bullying younger students, have benefited from taking on mentorship roles, and increased opportunities to serve as tutors, coaches, etc.
- Longer grade spans allow for more collaboration among teachers across grade levels and better alignment of curriculum across grades.

#### **Successful Schools that use this Model**

- Denver School of the Arts 6-12
- School of Creative and Performing Arts – San Diego 6-12
- Stivers School of the Arts – Dayton 7-12
- Windward Arts in Los Angeles 7-12
- Arts Academy of Cincinnati 7-12

**Concept shared with all Staff – August 10<sup>th</sup>**

**Concept shared with Parents and Community Members – August 17**

## Desegregation Analysis

Arkansas Arts Academy is located within the boundaries of the Rogers School District (RSD) in Benton County and as an open-enrollment public charter school that is not restricted in its student enrollment by district boundaries, expects to continue to obtain most of its students from within the boundaries of the RSD and the Bentonville School District (BSD).

Arkansas Arts Academy offers this Desegregation Analysis in accordance with the requirements of Ark. Code Ann. §6-23-106 to carefully review the potential impact that the granting of its amendment request would have upon the RSD, BSD and any other school district's ability to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Arkansas Arts Academy's amendment request, if granted, would allow 7<sup>th</sup> and 8<sup>th</sup> grade students attend the high school campus instead of the K-8 campus. Because all public school districts in Arkansas from which Arkansas Arts Academy draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, the granting of the requested amendment should have no negative affect on the desegregation efforts of any public school district in this state.

According to the 2017 – 2018 enrollment figures (the latest enrollment figures available) maintained by the Arkansas Department of Education (ADE) Data Center, the current enrollment of Arkansas Arts Academy is 802 students, which includes 2% Asian, 1.1% African-American, 13.1 Hispanic, 6.7%Two or More Race, 1.4% Native American / Pacific Islander, and 75.6% Caucasian students, and would have no material impact on the racial composition of the public school districts in Benton County. There are 16,611 students enrolled in the Bentonville School District; its student population is approximately 74% Caucasian and approximately 11% Hispanic according to the latest figures maintained by the school district. There are 15,077 students enrolled in the Rogers School District. The Rogers School District student population is approximately 48% Caucasian and 45% Hispanic. The total enrollment of Arkansas Arts Academy is a little less than 5% of the total enrollment of the Bentonville School District and is approximately 5% of the total enrollment of the Rogers School District. At a maximum student population of 1,225 students, Arkansas Arts Academy's enrollment would be approximately 7.6% of the total enrollment of the Bentonville School District and approximately 8.1% of the total enrollment of the Rogers School District.

Group	Arkansas Arts Academy	Bentonville Public Schools	Rogers Public Schools
<b>2015-2016 Enrollment</b>	<b>802</b>	<b>16,611</b>	<b>15,077</b>
White/Caucasian	75.6%	74.%	48%
Hispanic	14%	11%	45%
Asian	2%	7%	1.9%
Native American/Pacific Islander	1.4%	1%	1.8%
Two or More Races	6.7%	4%	1.6%
African American	1.1%	3%	1.7%

## Free and Reduced Lunch

High School: 18.8%

Elementary: 25.9%

Total Percentage (based on total enrollment) 23.8%



To: Mary Ley, CEO  
From: Nathalie Brunell, CFO  
CC:  
Date: 9/11/2017  
Re: Transition of 7<sup>th</sup> and 8<sup>th</sup> Graders to High School Campus

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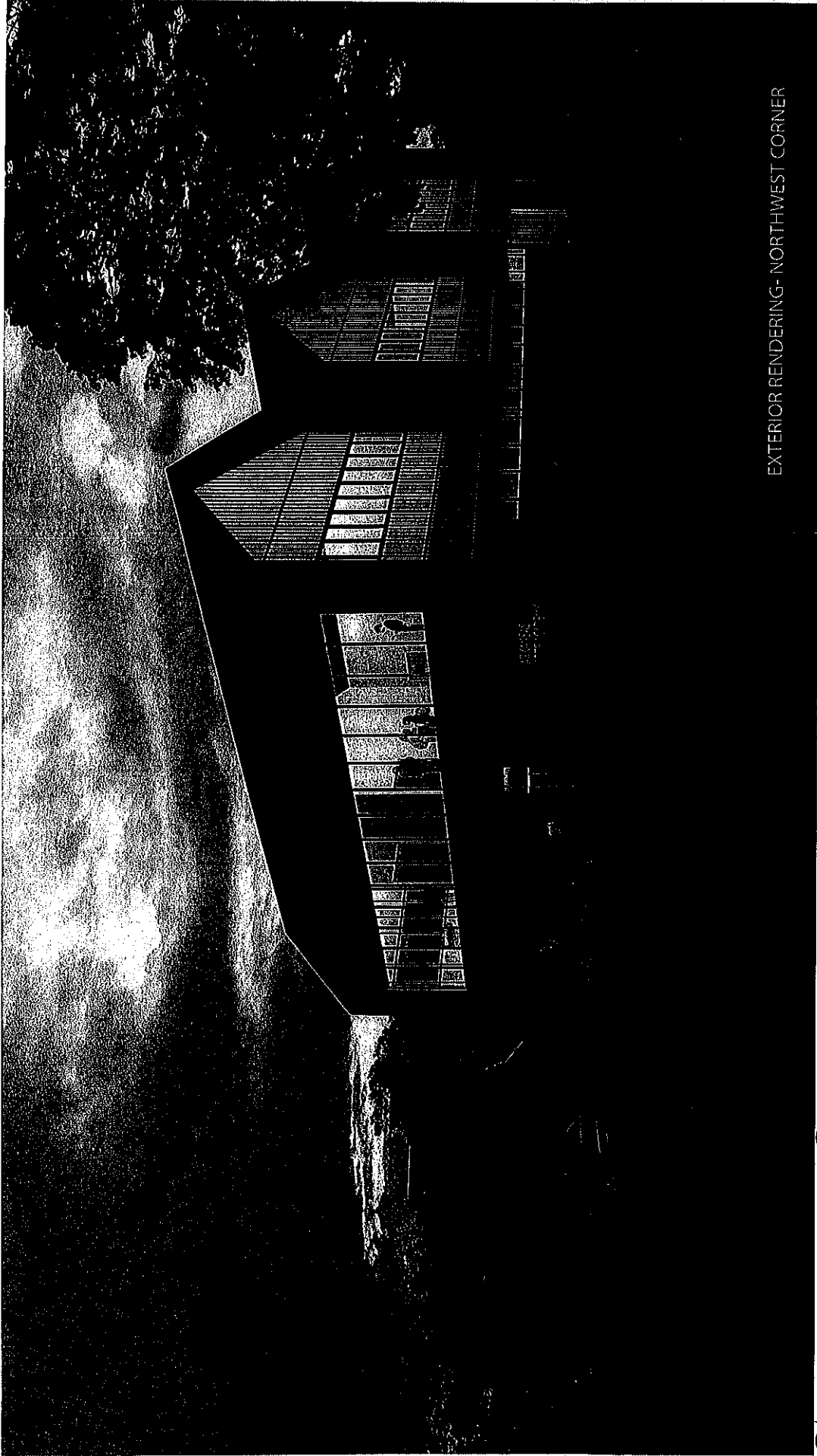
In regards to the transition of 7<sup>th</sup> and 8<sup>th</sup> Graders to the High School Campus, this will allow the EMS K-8 to add additional classes in grades K through 6. Based on our conversations, we anticipate adding 7 classes (one in each grade).

The following is a breakdown of additional costs that will be incurred as a result of this transition:

Salary & Benefits – Avg Salary/Benefits \$50,000 X 7 teachers = \$ 350,000

Classroom Materials (includes technology) - Estimated \$ 100,000 - \$150,000

Therefore, I anticipate approximately \$450,000 - \$500,000 in additional costs. This will be offset with our State Foundation Funding of \$6,713 per pupil times approximately 140 additional students for a total of approximately \$940,000.



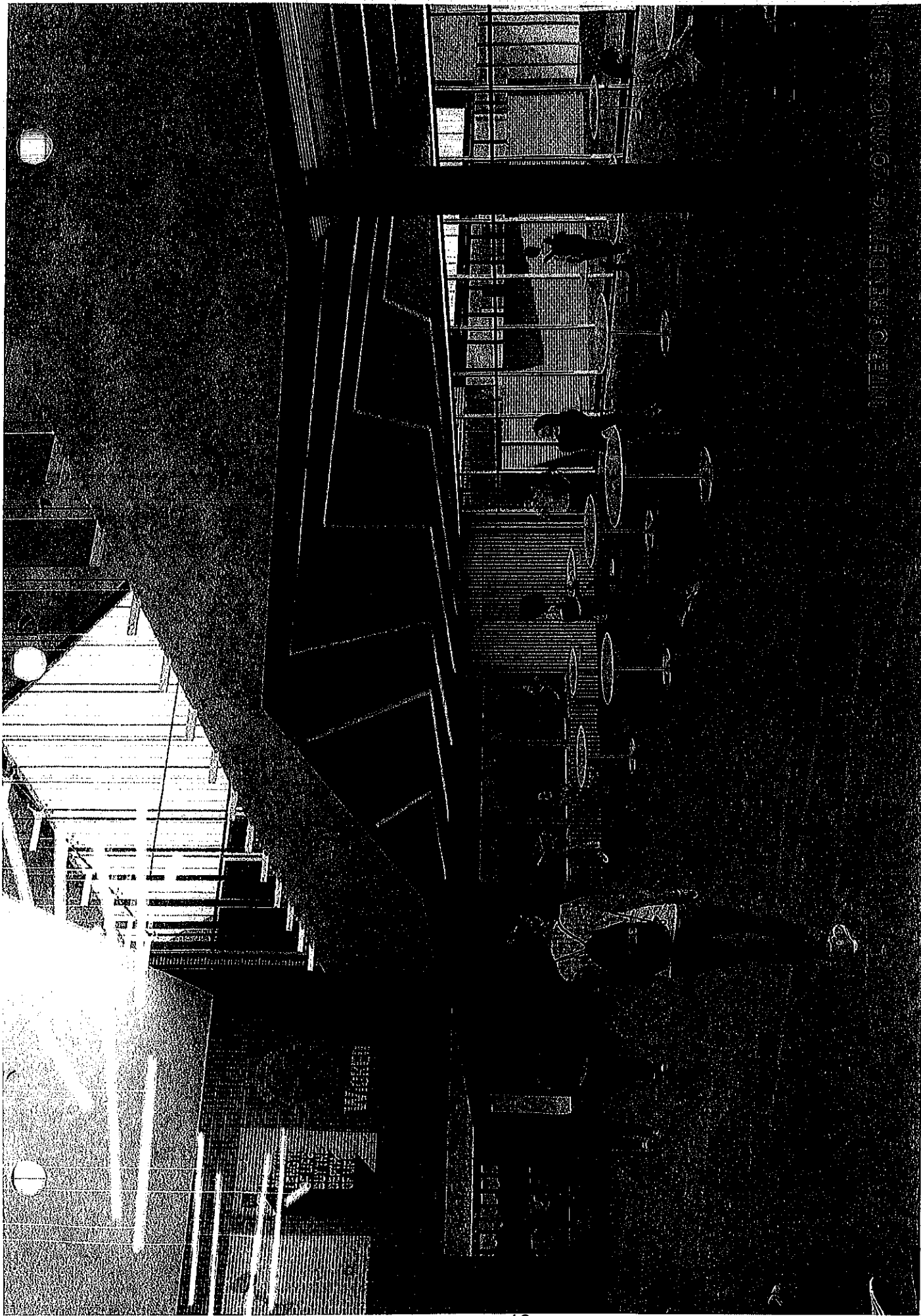
EXTERIOR RENDERING- NORTHWEST CORNER

ARKANSAS ARTS ACADEMY | CONCEPTUAL DESIGN | MAY 5, 2016 <sup>B</sup>  
*New 7-12*



Hight Jackson  
ASSOCIATES





INTERIOR DESIGN - CONCEPTUAL DESIGN

ARKANSAS ARTS ACADEMY | CONCEPTUAL DESIGN |

New 7-12

## 2016 ESEA DISTRICT REPORT

### ARKANSAS ARTS ACADEMY

**Superintendent:** MARY LEY  
**LEA:** 0440700  
**Enrollment:** 774

**Attendance:** 94.71  
**Poverty Rate:** 37.60

**Address:** 1110 W. POPLAR ST., SUITE A  
 ROGERS, AR 72756  
**Phone:** (479) 878-2787

<b>OVERALL DISTRICT STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	475	475	100.00	475	475	100.00
Targeted Achievement Gap Group	204	204	100.00	204	204	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	68	68	100.00	68	68	100.00
White	358	358	100.00	358	358	100.00
Economically Disadvantaged	162	162	100.00	162	162	100.00
English Language Learners	23	23	100.00	23	23	100.00
Students with Disabilities	50	50	100.00	50	50	100.00

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	281	449	62.58	47.87
Targeted Achievement Gap Group	92	192	47.92	36.87
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	n < 10	n < 10	n < 10	27.81
Hispanic	31	65	47.69	41.05
White	218	338	64.50	55.31
Economically Disadvantaged	88	154	57.14	37.65
English Language Learners	6	21	28.57	30.15
Students with Disabilities	4	47	8.51	12.35

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	220	449	49.00	43.35
Targeted Achievement Gap Group	73	192	38.02	34.25
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	n < 10	n < 10	n < 10	23.53
Hispanic	31	65	47.69	38.01
White	169	338	50.00	50.35
Economically Disadvantaged	67	154	43.51	34.76
English Language Learners	7	21	33.33	31.69
Students with Disabilities	5	47	10.64	12.35

### 2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	57	59	96.61	85.71
Targeted Achievement Gap Group	20	20	100.00	82.59
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	139	147	94.56	85.87
Targeted Achievement Gap Group	44	46	95.65	82.01
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	n < 10	n < 10	n < 10	78.66
Hispanic	n < 10	n < 10	n < 10	85.43
White	47	49	95.92	88.13
Economically Disadvantaged	13	13	100.00	82.42
English Language Learners	n < 10	n < 10	n < 10	86.45
Students with Disabilities	n < 10	n < 10	n < 10	82.56

## 2016 ESEA DISTRICT REPORT

### ARKANSAS ARTS ACADEMY

**Superintendent:** MARY LEY  
**LEA:** 0440700  
**Enrollment:** 774

**Attendance:** 94.71  
**Poverty Rate:** 37.60

**Address:** 1110 W. POPLAR ST., SUITE A  
ROGERS, AR 72756  
**Phone:** (479) 878-2787

### Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded April 29, 2016.

When students' test and enrollment records were matched by school and student state identifier, the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record, but a matching enrollment record was not found, the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record, the demographic values from the student's enrollment record were used in ESEA percent tested calculations.

### District Performance

The district performance results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the district performance for each subject.

### Average State Performance

The average state performance statistics listed in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the state averages for each subject.

**The school performance results in this report include students who completed a full academic year (not highly mobile) and completed a regular or an alternate assessment.**

**Report created on: 11/14/2016**

## CROSS COUNTY ELEMENTARY

### CURRENT DATA

Maximum Enrollment	500
Approved Grade Levels	K-6
Grades Served 2017-2018	K-6

#### 2016-2017 Enrollment by Race

Two or More Races	0
Asian	0
Black	16
Hispanic	13
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	294
<b>Total</b>	<b>323</b>

#### 2016-2017 Enrollment by Grade

Kindergarden	49
1st Grade	44
2nd Grade	40
3rd Grade	50
4th Grade	48
5th Grade	50
6th Grade	41

#### 2016-2017 Student Status Counts

Migrant	22
LEP	1
Gifted & Talented	21
Special Education	41
Title I	323
Source: School Cycle 4 Report	

#### 2016-2017 Attendance Rate

	Q1	Q2	Q3	Q4
ADA	304.8636	311.3777	280.0795	283.6777
ADM	324.5227	320.33	308.1363	311.0222
%	93.94%	97.20%	90.89%	91.21%

### BACKGROUND

Authorized January 9, 2012  
 Contract Expiration June 30, 2022

**Amendment Request Considered and APPROVED** October 8, 2012  
 Waiver of Standards for Accreditation 10.02, 10.02.2, 10.02.3, 10.02.4

**Amendment Request Considered and APPROVED** January 15, 2014  
 Amendment of goals to align with the testing indicators used by the district

**Renewal Request**

December 13, 2016

Charter renewed for five years

Waiver of 6-17-119 granted

Waiver rescinded for ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers



## ARKANSAS DEPARTMENT OF EDUCATION

### Charter Amendment Request Form

**Charter Name:** Cross County Elementary Technology Academy

**LEA Number:** 1901701      **Phone Number:** 8705883338      **Submission Date:** 09/12/2017

**Charter Leader:** Mindy Searcy

**Email Address:** mindy.searcy@crosscountyschools.com

**Type of Amendment Requested:**

☒ **Other**

We are rewriting our charter goals in response to our renewal presentation in Fall 2016. See letter attached.

# Cross County School District

*M. Carolyn Wilson, Superintendent*

**BOARD MEMBERS:**

*Joan Ball*  
President

*Shane Bell*  
Vice-President

*Craig T. Walker*  
Secretary

*Dennis Stevenson*

*Dewayne Cameron*

*Richard Imboden*

*Steve Stricklin*

September 12, 2017

Dear Charter Authorizing Panel,

On December 13, 2016, the Charter Authorizing Panel met and approved Cross County Elementary Technology Academy's (CCETA) public charter school renewal application. The State Board of Education approved the Charter Authorizing Panel's recommendation. During CCETA's presentation to the Charter Authorizing Panel, the Panel requested that CCETA return after rewriting their charter goals. After attending ADE's *Academic Accountability and Standards for Accreditation* webinar, and learning about the State's new accountability system under The Every Student Succeeds Act (ESSA), we designed our proposed charter goals.

**ENGLISH LANGUAGE ARTS GOAL:**

Starting with the 2016-2017 data, CCETA will increase the percentage of students who are scoring in the ready and exceeding categories by **three** percentage points each year. This charter goal exceeds the State's ESSA expectation, as proposed.

Charter Year	School Year	Goal
Year 1	2016-2017	57.99*
Year 2	2017-2018	60.99
Year 3	2018-2019	63.99
Year 4	2019-2020	66.99
Year 5	2020-2021	69.99

\*Above is CCETA's 2016-2017 percentage of all students English Language Arts data.

CCETA intends to continue this trend to exceed the State's long-term ESSA goal.

## MATHEMATICS GOAL:

Starting with the 2016-2017 data, CCETA will increase the percentage of students who are scoring in the ready and exceeding categories by **two** percentage points each year. This charter goal exceeds the State's ESEA expectation, as proposed.

Charter Year	School Year	Goal
Year 1	2016-2017	68.82*
Year 2	2017-2018	70.82
Year 3	2018-2019	72.82
Year 4	2019-2020	74.83
Year 5	2020-2021	76.82

\*Above is CCETA's 2016-2017 percentage of all students mathematics data.

CCETA intends to continue this trend to exceed the State's long-term ESSA goal.

We believe that these goals will serve our students, families, and community. If you have any questions, please feel free to reach out directly.

Sincerely,



Mindy Searcy  
Principal, Cross County Elementary Technology Academy  
[mindy.searcy@crosscountyschools.com](mailto:mindy.searcy@crosscountyschools.com)

Cross County Administrative Offices  
M. Carolyn Wilson, Superintendent  
21 CR 215  
P.O. Box 180  
Cherry Valley, AR 72324  
870-588-3338 ext 2200  
870-588-3565 fax

Cross County Elementary Technology  
Academy  
Mindy Searcy, Principal  
2622 Hwy 42  
Cherry Valley, AR 72324  
870-588-3327 ext 2228  
870-588-4454 fax

Cross County High School  
A New Tech School  
Stephen Prince, Principal  
21 CR 215  
Cherry Valley, AR 72324  
870-588-3337 ext 2208  
870-588-4606 fax

**Cross County School District**  
**Cross County Elementary Technology Academy**  
**ENROLLMENT REPORT**

**Enrollment Date: Sep 12, 2017**

Enrollment Count		01	02	03	04	05	06	EE	KF	Race Totals
Black	Females	1	1	1	1	1	1			6
	Males	1		1		1			1	4
	<b>Gender Totals</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>		<b>1</b>	<b>10</b>
Hispanic	Females	2		3	1					6
	Males	2	1	1		1	1		1	7
	<b>Gender Totals</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>		<b>1</b>	<b>13</b>
White	Females	20	23	12	27	24	20		18	144
	Males	23	17	21	17	21	20	1	17	137
	<b>Gender Totals</b>	<b>43</b>	<b>40</b>	<b>33</b>	<b>44</b>	<b>45</b>	<b>40</b>	<b>1</b>	<b>35</b>	<b>281</b>
<b>Grade Totals</b>		<b>49</b>	<b>42</b>	<b>39</b>	<b>46</b>	<b>48</b>	<b>42</b>	<b>1</b>	<b>37</b>	<b>304</b>

Run Date of Report: Sep 12, 2017

## **Meal Status Count by Building**

**Building: Cross County Elementary Technology Academy**

Grade / Meal Status	01	02	03	04		Summary
01	15	6	12	15	1	49
02	14	2	8	17	1	42
03	9	5	14	10	1	39
04	13	6	16	11		46
05	16	9	12	11		48
06	6	6	17	12	1	42
EE	1					1
KF	11	5	11	10		37
PK	17	4	3	16		40
Summary	102	43	93	102	4	344

## Cross County School District Meal Status Counts

Sep 12, 2017 at 12:05:38 PM

Grade / Meal Status	01	02	03	04		Summary
01	15	6	12	15	1	49
02	14	2	8	17	1	42
03	9	5	14	10	1	39
04	13	6	16	11		46
05	16	9	12	11		48
06	6	6	17	12	1	42
07	15	6	11	9		41
08	17	10	7	11		45
09	14	8	13	10		45
10	15	10	11	10		46
11	14	6	18	9		47
12	17	4	14	7		42
EE	1					1
KF	11	5	11	10		37
PK	17	4	3	16		40
SS			1			1
Summary	194	87	168	158	4	611

## 2017 ESEA SCHOOL REPORT CROSS COUNTY ELE TECH ACADEMY

**District:** CROSS COUNTY SCHOOL DISTRICT  
**Superintendent:** M WILSON  
**Grades:** K - 6  
**Enrollment:** 323

**Principal:** MINDY SEARCY  
**Attendance:** 94.53  
**Poverty Rate:** 70.9

**LEA:** 1901701  
**Address:** 2622 HWY 42  
 CHERRY VALLEY, AR 72324  
**Phone:** (870) 588-3337

### 2017 PERCENT TESTED

ESEA Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	178	179	99.44	179	179	100.00
Targeted Achievement Gap Group	127	128	99.22	128	128	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
Black or African American	10	10	100.00	10	10	100.00
Hispanic/Latino	2	3	66.67	3	3	100.00
White	166	166	100.00	166	166	100.00
Economically Disadvantaged	124	125	99.20	125	125	100.00
English Learners	0	1	0.00	1	1	100.00
Students with Disabilities	26	26	100.00	26	26	100.00

### 2017 STUDENT ACHIEVEMENT -- ENGLISH LANGUAGE ARTS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	89	98	181	169	49.17	57.99	53.43
Targeted Achievement Gap Group	60	61	140	118	42.86	51.69	46.90
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	7	8	12	10	58.33	80.00	68.18
Hispanic/Latino	1	1	3	2	33.33	50.00	40.00
White	81	89	166	157	48.80	56.69	52.63
Economically Disadvantaged	59	61	133	115	44.36	53.04	48.39
English Learners	0	0	0	0	0.00	0.00	0.00
Students with Disabilities	2	4	25	25	8.00	16.00	12.00

### 2017 STUDENT ACHIEVEMENT -- MATHEMATICS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All Students	110	117	181	170	60.77	68.82	64.67
Targeted Achievement Gap Group	78	76	140	119	55.71	63.87	59.46
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	7	8	12	10	58.33	80.00	68.18
Hispanic/Latino	2	3	3	3	66.67	100.00	83.33
White	101	106	166	157	60.84	67.52	64.09
Economically Disadvantaged	75	76	133	116	56.39	65.52	60.64
English Learners	0	1	0	1	0.00	100.00	100.00
Students with Disabilities	5	6	25	25	20.00	24.00	22.00

## 2017 ESEA SCHOOL REPORT

### CROSS COUNTY ELE TECH ACADEMY

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**Enrollment:** 323

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CHERRY VALLEY, AR 72324

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### AVERAGE STATE PERCENTAGE

	2017 ELA	2017 MATHEMATICS	2016 GRADUATION RATE
ESEA Indicators	State Average Percentage	State Average Percentage	State Average Percentage
All Students	52.56	47.12	87.02
Targeted Achievement Gap Group	41.87	37.89	83.79
ESEA Subgroups	State Average Percentage	State Average Percentage	State Average Percentage
Black or African American	31.85	26.04	81.53
Hispanic/Latino	46.45	41.95	85.71
White	60.16	54.57	89.20
Economically Disadvantaged	42.60	38.42	83.79
English Learners	39.62	37.10	85.71
Students with Disabilities	14.34	16.94	84.29

### Percent Tested: Source and Use of Enrollment

For percent tested and school/district achievement calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 05, 2017.

When students' test and enrollment records were matched by school and student state identifier, the demographic values from the enrollment files were used in ESEA calculations.

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### School Achievement

The school achievement results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the school achievement for each subject.

### Average State Achievement

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Report created on: 08/25/2017

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Report created on: 08/25/2017

# Polk County Virtual Academy

**School District:** Mena Public Schools

**Grade Levels:** K – 12

**Grade Levels and Enrollment Cap:**

School Year	Grade Levels	Maximum Enrollment
2018-2019	K-12	25
2019-2020	K-12	50
2020-2021	K-12	100
2021-2022	K-12	150
2022-2023	K-12	200

**Address of Proposed Charter:** 700 South Morrow, Mena, AR 71953

## **Mission Statement:**

The belief that all students deserve an educational program tailored to meet individual needs will drive the efforts of the Polk County Virtual Academy (PCVA). The academy can provide opportunities for student choice in all aspects of learning including where, when, and what to learn by providing personalized learning for students through a virtual curriculum. Partnering with families and the community, Polk County Virtual Academy will provide K-12 students flexible learning choices that offer support and acceleration to promote college, career, and citizenship readiness. Additionally, students may choose to participate in community service opportunities and real world apprenticeships.

## **Information on the School District in Which the Charter Would be Located:**

Mena School District

68.24% free and reduced-price lunch (2016-2017)

Needs Improvement (ESEA 2016) – Literacy, Mathematics, and Graduation Rate

## **Documentation Provided in Support of the Charter**

Letters of Support Included with the Application

Robert Hines – Southwest EMS, Inc.

Clint Montgomery – Montco Manufacturing

Issues that Remain Unresolved as Determined by the Charter internal Review Committee:

## **Part B: EXECUTIVE SUMMARY**

- The following statement provides additional concerns, “Field trips may be recorded, and students unable to travel will have the opportunity to view the recorded trip.”

### C3: ACADEMIC ACHIEVEMENT GOALS

- The rationale for only having 75% of students to report on their project based learning experiences remains unclear.

### C4: SCHEDULE OF COURSES OFFERED

- It remains unclear when and how K-5 recess will be offered.
- It remains unclear if Oral Communications will be offered for the full year or just for one semester.
- It remains unclear that physical education will be taught in the 8<sup>th</sup> grade.
- It remains unclear that Arkansas history will be taught for a semester class in either the 7<sup>th</sup> or 8<sup>th</sup> grade.

### C8: AUTONOMY

- It remains unclear why the applicant is requesting teacher licensure waivers if the applicant plans to hire licensed teachers.

### C11: STUDENT SERVICES

- It remains unclear if a Gifted and Talented waiver is needed given that a licensed teacher will identify and provide services to the G/T students.
- It remains unclear how fully virtual students will be identified and placed with the current onsite ALE program.

### C13: ENROLLMENT CRITERIA AND PROCEDURES

- It remains unclear if the applicant plans to use a random and anonymous process in the event that the charter is oversubscribed.

**Arkansas Department of  
Education**

**District Conversion Charter School  
2018 Application**

**SCORING RUBRIC**

**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 was filed with Arkansas Department of Education on time and included 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 mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

**Fully Responsive**

**Concerns and Additional Questions:**

- Consider providing a more succinct statement that captures the school mission.
- Explain how the mission statement was developed.
- Describe the transportation plan to provide students and/or parents access to the weekly orientations.
- Provide the online screener that will be used once students are enrolled.
- Confirm that the community projects will be compulsory for all students.

### Applicant Response:

- Inspire Students...Prepare Graduates...Engage Community is the mission of Mena Public Schools. To inspire students, Mena High School and Mena Middle School implemented Google Classroom and blended learning in core subjects this year. Mena Public Schools' focus will be to prepare graduates for success in college or career tech paths by providing rigorous curriculum.
- During public meetings, school personnel strive to inform community members concerning education initiatives such as blended learning and a virtual academy. Community comments and suggestions are always encouraged and recorded. The district developed this mission by disaggregating test data; student, teacher, and parent surveys; enrollment numbers; and public meetings. The need to reach students choosing to Home School was very evident from home school data.
- Parents will be offered the opportunity to bring their child/children to the Mena Public Schools virtual academy or participate in a live meeting via the Internet. Transportation to Mena Public Schools will be the responsibility of the parent. The district will be responsible for transportation to field trips.
- The district plans to use an online curriculum company for the first two years. The company provides online assessments through targeted, standards-based fixed-form and adaptive assessments. These assessments offer high-quality data that help identify what students know and where learning breaks down throughout the school year. This will allow educators to access, analyze, and take action on data.
- Community projects will be incorporated into appropriate units of study. Students must participate in the community projects in order to receive full credit for the unit of study. Field trips may be recorded and students unable to travel will have the opportunity to view the recorded trip.

### Remaining Concerns:

- The following statement provides additional concerns, "Field trips may be recorded, and students unable to travel will have the opportunity to view the recorded trip."

## PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

### C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited 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 notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

#### Fully Responsive

#### Concerns and Additional Questions

- Describe the plan to increase parent and community support.

#### Applicant Response:

- Parents will help develop the Student Success Plan and receive weekly updates on their child's progress toward goals stated in his/her plan through face-to-face meetings or live online meetings. Parents will be given opportunities to participate in family assignments and community projects along with their student. Communication with parents on a weekly basis will promote parent involvement.
- Establishing community/business partnerships will build community support. Asking community based clubs to allow students to work alongside club members would build community support. Field trips and community projects will improve student understanding of community needs and provide students a chance to practice good citizenship skills. Involving business leaders in units of study on careers would allow students to make choices in future career goals.

## **C2: 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.

### **Evaluation Criteria:**

- Valid, reliable, and verifiable data substantiate an educational need for the charter; and
- Innovations that would distinguish the charter from other schools

**Fully Responsive**

## **C3: ACADEMIC ACHIEVEMENT GOALS**

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

### **Evaluation Criteria:**

- Specific goals in reading and mathematics 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

**Fully Responsive**

### **Concerns and Additional Questions:**

- Provide goals for science.
- Explain the rationale for only having 75% of students to report on their PBL experiences.
- Explain the rationale for selecting 60% as the proficiency threshold for the goals related to the state mandated assessments.
- In regards to the goal related to the ACT exam, explain why the baseline target year is 2021-2022 and indicate a threshold for the annual increase.
- Verify that the SSP team will consist of student, teachers, parent, and administrators.
- Explain the rationale for not having a goal tied directly to the achievement of economically disadvantaged students given the description of educational need for the charter in response to Prompt #2.

### Applicant Response:

- PCVA students will perform with proficiency in science. Annual ACT Aspire Science assessments will be given to students in grades 3-10. Performance levels will be compared to the National percentage of Science readiness levels. Sixty percent of PCVA students will score ready or exceeding in science.
- The district expectation will be that 100% of PCVA students will participate in the PBL experience. A realistic benchmark of 75% will be set for students to report on their PBL experience.
- At the present time, the state has not established Annual Measurable Objectives. Until the state establishes proficiency thresholds, the district set PCVA percentages at 60% which is higher than the 2017 state averages.
- The baseline needs to be amended to 2020-2021 to establish a 3-year average. The threshold for annual increase will be 10%.
- The SSP will be made up of students, teachers, parents, and administrators.
- Our goal is for economically disadvantaged PCVA students to reach the achieving level in Literacy, Math, Science, English, and writing. The target will be an annual 5% decrease between all students and economically disadvantaged students scores.

### Remaining Concerns:

- The rationale for only having 75% of students to report on their PBL experiences remains unclear.

## C4: 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

### Partially Responsive

### Concerns and Additional Questions:

- Verify the number of required courses for graduation.
- Clarify how and when oral communications will be offered.
- Confirm that physical education will be a full credit course.
- Provide an 8<sup>th</sup> grade curriculum.

- Confirm the understanding that oral geography is not currently an approved course and that the charter, if approved, will work with the ADE to receive course approval or otherwise provide an appropriate revision.
- Confirm an understanding that Career Orientation, Keyboarding, and Coding are required to be taught the 7<sup>th</sup> or 8<sup>th</sup> grade and describe when those courses will be offered.
- Confirm an understanding that physical education is required for 7<sup>th</sup> grade and describe when that course will be offered.
- Confirm an understanding that physical activity/recess is required for K-5 and describe when and how that will be offered.

#### Applicant Response:

- Students who graduate from Mena High School are required to have 23 credits.
- Oral Communications may be taken at grades 9-12 or when a student has completed course work to be considered a ninth grader. The online curriculum provider offers Oral Communications and the course may be offered through Virtual Arkansas.
- Physical Education will count as a half credit and Health and Safety will count as a half credit. Health and Safety will be offered separately from Physical Education along with an additional Physical Education period.
- Grade 8 curriculum will be offered in 2018-2019 and consists of Language Arts, Math, Science, Social Studies, Art, Music, Health, and Career Orientation with a six week unit of study on Coding. Keyboarding will also be offered in Grade 8.
- Mena School District understands that oral geography is not currently an approved course and if the charter is approved will work with ADE to receive course approval or provide an appropriate revision.
- Physical Education is required for seventh grade and 40 minutes of PE will be offered through the online curriculum provider.
- Physical activity is required for K-5 and will be offered through the online curriculum provider.

#### Remaining Concerns:

- It remains unclear when and how K-5 recess will be offered.
- It remains unclear if Oral Communications will be offered for the full year or just for one semester.
- It remains unclear that physical education will be taught in the 8<sup>th</sup> grade.
- It remains unclear that Arkansas history will be taught for a semester class in either the 7<sup>th</sup> or 8<sup>th</sup> grade.

## **C5: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES**

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associated with the curriculum

**Fully Responsive**

## **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;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A clear explanation of how the key program features will be afforded

**Fully Responsive**

## **C7: CHARTER MODEL**

Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

**Fully Responsive**

## C8: AUTONOMY

### Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

### Fully Responsive

### Concerns and Additional Questions:

- Provide additional information regarding the certification of teachers once the hiring process begins.

### Applicant Response:

- PCVA personnel will follow the hiring procedures of the Mena School District. All licensed teachers will complete an application and be interviewed by district administration. The district will seek certified teachers with appropriate licensure levels/subject areas as the PCVA staff increases.

### Remaining Concerns:

- It remains unclear why the applicant is requesting teacher licensure waivers if the applicant plans to hire licensed teachers.

## C9: SCHOOL IMPROVEMENT PLAN

### Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan; and
- A plan that addresses how the charter school will improve student learning and meet the state education goals

### Fully Responsive

## C10: 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 Common Core State Standards

**Fully Responsive**

## C11: 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 special education students 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 the charter, if approved, will comply with all state and federal special education provisions.
- 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 transportation will be provided for students for the weekly face-to-face meetings.
- Provide a more detailed description of the Alternative Learning Plan.
- Confirm that Mena School District plans to obtain a waiver of Gifted and Talented student services for PCVA through this application process and not for the entire district through the Act 1240 District Waiver Request process.
- Confirm the understanding that students must be identified by a licensed Gifted and Talented teacher for the Gifted and Talented program.
- Confirm the understanding that Gifted and Talented services are more than acceleration and explain how the social and emotional needs of Gifted and Talented students will be met.
- Confirm that the vendor will be aligned with the Arkansas Curriculum Frameworks.

#### Applicant Response:

- PCVA will comply with all state and federal special education provisions.
- A licensed special education teacher will oversee the individualized education plan (IEP) process and provide instruction to students with IEP's.
- The LEA Special Education Supervisor will provide to the special education teacher on required documentation and implementation of student IEP's.
- A full continuum of special education services will be provided.
- Special education students will be provided with all allowable accommodation on state assessments.
- The district dyslexia specialist will provide screenings and services to students who qualify.
- Parents will provide transportation to the weekly face-to-face meetings or attend the meetings through live online options.
- The onsite Alternative Education program offers curriculum through blended learning opportunities using Google Classroom. Classroom teachers offer face-to-face learning opportunities and facilitate students. A Student Action Plan similar to the Student Success Plan is created for each student by a committee of students, parents, teachers, and administrators. Life skills, such as cooperation and social etiquette, are taught as part of this program. Behavior goals, such as attendance and job related skills, are also included. Students work toward meeting the goals set up in their Student Action Plan and earn rewards when they attain certain levels in their plan.
- Mena School District plans to ask for a waiver of Gifted and Talented student services for PCVA through our application and not for the entire district. The district will offer G/T services to PCVA students and parents who want to participate in the district's established G/T program.
- PCVA students will be identified by a licensed Gifted and Talented teacher.
- Gifted and Talented services are more than acceleration and gifted students often have social and emotional needs that must be met. The district provides time for

G/T students to work together on collaborative projects during the school day and allows students to choose projects from a wide variety of topics. Quiz bowl competitions are organized at the school level as well as the educational cooperative level where G/T students from different schools compete against one another. Gifted and Talented students have the opportunity to participate in science fairs at the Dequeen Mena Education Cooperative. These activities promote the development of social skills and allow G/T students to spend time with their peers.

- The vendor confirmed the PCVA curriculum will be aligned with the Arkansas Curriculum Frameworks.

#### Remaining Concerns:

- It remains unclear if a Gifted and Talented waiver is needed given that a licensed teacher will identify and provide services to the G/T students.
- It remains unclear how fully virtual students will be identified and placed with the current onsite ALE program.

## C12: 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, **separate from the district's annual report to the public**, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

**Fully Responsive**

## C13: 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 provide assurances for a 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; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

### Partially Responsive

#### Concerns and Additional Questions

- Confirm that enrollment is not dependent upon students and parents meeting with PCVA staff and signing a commitment letter.
- Provide a step-by-step description of the random and anonymous process that will be used should there be more student application than can be accommodated under the terms of the charter.

#### Applicant Response:

- Initial enrollment will not be dependent upon students and parents meeting with PCVA staff and signing a commitment letter but will be determined on a first come, first serve basis. In the event that the enrollment cap is reached, selection of students for the virtual academy will be attained through a random and anonymous process.
- Applications to attend PCVA will be posted on the Mena Public Schools website, sent home with interested students, and made available at each campus office. Deadlines for submitting applications will be printed on the application. Each application received at the Central Office will be date and time stamped and numbered in order of the date it was received. Parents will be notified of acceptance via the email address provided in the application and given directions for enrollment procedures along with deadlines for enrollment. After the enrollment deadline ends, parents will be contacted by the PCVA coordinator up to three times to confirm the parent's intent to enroll their child/children. If no contact is made within the three attempts, the applicant's space will be filled with the student application next in line. Once students have successfully enrolled in PCVA, they will be accepted the following year and each year after. They will not be subjected to reapplying unless they drop before the end of a year. Current PCVA students' siblings will be accepted as well. The remainder of available spots will be open to new applicants. If there are more new applicants than PCVA has space for, any opening that occurs will be filled

according to the time and date stamped on submitted applications. This would eliminate the need for an anonymous, random lottery.

#### Remaining Concerns:

- It remains unclear if the applicant plans to use a random and anonymous process in the event that the charter is oversubscribed.

### C14: 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

**Fully Responsive**

### C15: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) 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 administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- 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

**Fully Responsive**

## **C16: 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**

## **C17: FACILITIES**

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

**Fully Responsive**

## **C18: 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**

## **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: IMPACT ON SCHOOL DISTRICTS**

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 Review**

## **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 request; 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 Review**

**Polk County Virtual Academy  
2017 District Conversion Application**

**1. School Year**

**Ark. Code Ann. § 6-10-106**

*Due to the any time, any place, and any pace availability of on-line learning, this waiver from the school calendar and schedule will meet the needs of individual students. Students who need extended time to complete their classes will be accommodated as well as students who can accelerate their learning.*

**Legal Comments:** Will school be operating on a 12-month calendar? If so, a waiver of this section is not necessary as § 6-10-108 already allows for a 12-month calendar.

***Applicant Response:*** *PCVA will operate on the same nine month calendar as Mena Public Schools.*

**Remaining Legal Issues:** ADE Legal is unsure why a waiver of this section is necessary if the conversion charter school will be operating on the same calendar as Mena Public Schools.

**2. School Day**

**Ark. Code Ann. § 6-16-102**

**Sections 10.01.4 and 14.03 of the Standards for Accreditation**

*Individual student knowledge and skills determine the amount of time needed to complete courses. With on-line learning options, students can accelerate or pace their learning to fit individual needs.*

**Legal Comments:** None

**3. Mandatory Attendance**

**Ark. Code Ann. § 6-18-211**

**Ark. Code Ann. § 6-18-213(a)(2)**

**ADE Rules Governing Mandatory Attendance for Students in Grades 9-12**

*Students enrolled in our on-line curriculum need the opportunity for self-paced learning and a choice to learn outside the traditional brick and mortar school. Students will have the opportunity to choose the hours and days to complete their classes that best fits their personal needs. Completion of courses will validate the student's efforts to progress from one level to the next level of learning.*

**Legal Comments:** Ark. Code Ann. § 6-18-211 has been repealed so a waiver is not necessary.

Additionally, § 6-18-213(a)(2) no longer requires the visual presence of students for attendance (Act 867 of 2017) making this waiver no longer necessary for Applicant to achieve its stated goals.

***Applicant Response:*** *The Mena School District is no longer requesting a waiver for mandatory attendance for students in grades 9-12.*

**Remaining Legal Issues:** None

#### **4. Gifted and Talented Education**

**Ark. Code Ann. § 6-42-101**

**Ark. Code Ann. § 6-20-2208(c)(6)**

**Sections 18, 18.01, and 18.02 of the Standards for accreditation**

**ADE Rules Governing Gifted and Talented Program Approval Standards**

*The Mena School District will offer Gifted and Talented services to any PCVA student whose parent request the student be tested for the program. If the student is identified as G/T, the student may attend the grade-level appropriate program.*

**Legal Comments:** A waiver of § 6-42-101 is not necessary, but a waiver of § 6-42-109 is necessary in order to effectuate this waiver.

***Applicant Response:*** *The Mena School District will report annually to the Arkansas Department of Education the extent to which it is providing educational opportunities specifically designed to meet the educational needs of Gifted and Talented children. A waiver from §6-42-109 is no longer being requested.*

**Remaining Legal Issues:** Only a waiver of § 6-42-109 is necessary to effectuate these waivers, not a waiver of § 6-42-101 et seq. as requested.

#### **5. School Nurse & Media Services**

**Ark. Code Ann. § 6-18-706**

**Ark. Code Ann. § 6-25-103**

**Ark. Code Ann. § 6-25-104**

**Sections 16.01, 16.02, and 16.03 of the Standards of Accreditation**

**Section 3.01.6 of the ADE Rules Governing Public School Student Services**

*PCVA students will participate in an on-line curriculum and will not need a school nurse or a media specialist. If students are on campus for field trips or community service projects, they will have access to the nurse. PCVA students will have access to all media centers if they so choose.*

**Legal Comments:** A waiver of 16.01 of the Standards for Accreditation is not necessary in

## Polk County Virtual Academy

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*Information provided by Applicant is in italics.*

order to effectuate these waivers. Additionally, only a waiver of 16.02.3 is necessary (not the entire 16.02).

***Applicant Response:*** *The Mena School District is requesting a waiver for 16.02.3.*

**Remaining Legal Issues:** Applicant should confirm it is rescinding its request for waivers of 16.01, 16.02, and 16.03 of the Standards for Accreditation.

### **6. Guidance Counseling Services**

**Ark. Code Ann. § 6-18-1001**

**Section 16.01.3 of the Standards for Accreditation**

**Section 3.01.1 of the ADE Rules Governing Public School Student Services**

*Each PCVA student will have a SSP developed by students, parent, the PCVA Director, and Mena School District staff. This team will work with students in scheduling and graduation requirements. Each student plan will be reviewed annually to ensure PCVA students are meeting their plans.*

**Legal Comments:** A waiver of §6-18-1001 et seq. is necessary in order to effectuate this waiver.

***Applicant Response:*** *The Mena School District is requesting a waiver for §6-18-1001 et seq.*

**Remaining Legal Issues:** None

### **7. Flag/Period of Silence/Pledge of Allegiance**

**Ark. Code Ann. § 6-10-115**

**Ark. Code Ann. § 6-16-105**

**Ark. Code Ann. § 6-16-106**

**Ark. Code Ann. § 6-16-108**

*The four campuses in the Mena School District display the American flag and the Arkansas flag. PCVA will be housed on the middle school campus. Since the PCVA will be a virtual environment, the period of silence or the recitation of the Pledge of Allegiance would be impossible to monitor.*

**Legal Comments:** None

### **8. Eye and Vision Screening**

**Ark. Code Ann. § 6-18-1501**

**ADE Rules Governing Eye and Vision Screening Report**

*PCVA students will not be on campus on a regular schedule to receive eye and vision screening exams. Parents will be notified about these optional services and given the option for their children to receive eye and vision screenings.*

**Legal Comments:** Applicant should confirm that it is aware that it must provide these services to students who are recommended for screening for additional educational services.

***Applicant Response:*** *The district is aware that eye and vision screening exams will be offered and provided.*

**Remaining Legal Issues:** None

## **9. Teacher Licensure / Fair Dismissal**

**Ark. Code Ann. § 6-17-501**

**Ark. Code Ann. § 6-17-701**

**Ark. Code Ann. § 6-15-1004**

**Ark. Code Ann. § 6-15-309**

**Ark. Code Ann. § 6-17-401**

**Ark. Code Ann. § 6-17-902**

**Ark. Code Ann. § 6-17-919**

**Sections 15.01, 15.02, and 15.03 of the Standards for Accreditation**

**ADE Rules Governing Personnel Policies**

**ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher**

*For Year 1, 2, and 3, PCVA will contract with a curriculum provider who will employ teachers that are licensed in the states in which they reside. The district will use certified teachers currently employed as the after school tutors for PCVA students to ensure that high quality instruction is provided to these students. Teachers who will be in direct contact with PCVA students will already meet the requirements of background and Child Maltreatment checks. The tutors will receive the regular hourly rate of pay established on the Mena School District salary schedule.*

**Legal Comments:** Section 15.01 and 15.02 of the Standards for Accreditation relate to superintendents and principals which Applicant has not provided any rationale. If the superintendent and principal will be licensed, then these waivers are not necessary. A waiver of the ADE Rules Governing Educator Licensure is necessary to effectuate these waivers. Ark Code Ann. § 6-17-501 is not a valid law and § 6-17-701 relates to the reading improvement program and is not necessary. If Applicant intended to request a waiver from the Teacher Fair Dismissal and Public Employee Fair Dismissal, then a waiver of § 6-17-1501 et seq. and § 6-17-1701 et seq. are the waivers to request. Applicant has not requested any of the laws regarding personnel policies so ADE Legal cannot provide additional guidance on what sections of the ADE Rules Governing School District Requirements for Personnel Policies are necessary as a waiver of those rules are not necessary to achieve the Applicant's stated goals regarding teacher licensure. Lastly, the ADE Rules Governing Parental Notification of an Assignment of a Non-

## Polk County Virtual Academy

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Licensed Teacher have been repealed so no waiver is necessary.

***Applicant Response:*** *Mena School District is not requesting any waivers for teacher licensure or fair dismissal.*

**Remaining Legal Issues:** None as waiver request has been rescinded.

### **10. Class Size & Teaching Load**

#### **Section 10.02 of the ADE Standards for Accreditation**

*Personalized learning through the online curriculum will allow teachers to work with a larger number of students than in the traditional classroom setting. The proposed student to teacher ratio of 40:1 would accommodate the different skill levels of enrolled students.*

**Legal Comments:** Applicant should confirm it is aware that class sizes for special education students cannot be waived.

***Applicant Response:*** *Mena School District is aware that class sizes for Special Education students cannot be waived.*

**Remaining Legal Issues:** None

### **11. Food Services**

**Ark. Code Ann. § 6-18-705**

**Ark. Code Ann. § 6-20-701**

*Students in the PCVA will not be on campuses on a regular schedule so no meals will be prepared for these students. However, if students are enrolled in regular classes/courses at Mena Public Schools, going on field trips, or participating in a community service project, parents may choose to create a meal program account for their students.*

**Legal Comments:** In order to effectuate this waiver, a waiver of § 6-20-701 et seq. is necessary (not just 6-20-701).

***Applicant Response:*** *Mena School District is requesting a waiver of § 6-20-701 et seq.*

**Remaining Legal Issues:** None

### **12. Commodity Bidding**

**Ark. Code Ann. § 6-21-301**

*The Mena School District will contract with one of the vendors on the Arkansas approved vendor*

## Polk County Virtual Academy

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*Information provided by Applicant is in italics.*

*list to provide the online curriculum for PCVA students. The selection of the best available curriculum to meet student needs and meet the goals of the virtual academy may limit the vendor selection. A waiver for the curriculum vendor selection is specifically requested.*

**Legal Comments:** ADE Legal is uncertain why a waiver of this section is necessary if Applicant plans to use an already approved vendor to provide these services.

**Applicant Response:** *Mena School District will contract with one of the Arkansas approved vendors so we do not need waiver from § 6-21-301.*

**Remaining Legal Issues:** None as waiver request has been rescinded.

## 13. Report Cards

**Ark. Code Ann. § 6-15-903(a)(2)**

*Parents and students will have access to report cards through their online curriculum program.*

**Legal Comments:** Please confirm paper report cards will be provided if requested.

**Applicant Response:** *Paper report cards will be provided if requested.*

**Remaining Legal Issues:** None

## 14. Curriculum

**Sections 9.03.4.12 and 9.02.3.12 of the Standards for Accreditation**

*The Mena School District requests that all AP courses taught be included as part of the 38 units required by law for Standards and Accreditation. The waiver is requested to enable qualified students below ninth grade to take foreign languages, Algebra 1 and other similar courses. This waiver supports the personalized learning for PCVA students and accommodates the opportunity for acceleration in course options.*

**Legal Comments:** There is not a section 9.02.3.12 of the Standards for Accreditation. Additionally, ADE Legal is unsure why this waiver is necessary. If Applicant intends for students in grades 5-8 be allowed to take high school courses for high school graduation credit that is already allowed under the Standards for Accreditation in Section 9.03.3.12. Applicant should provide additional information and rationale on its request.

**Applicant Response:** *Mena School District is not requesting a waiver from Standards of Accreditation 9.03.3.12.*

**Remaining Legal Issues:** ADE Legal is uncertain what waiver the Applicant is requesting and why it is necessary to help Applicant achieve it's goals.

Polk County Virtual Academy

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**15. Credit for College Courses**

**Ark. Code Ann. § 6-18-223**

*This waiver will enable qualified students below the ninth grade to take and receive concurrent credit for college courses. This waiver support the personalized learning goals in the student's success plan.*

**Legal Comments:** None

**Desegregation Analysis: Fully responsive**

# MEMO



## ARKANSAS DEPARTMENT OF EDUCATION

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DATE: June 29, 2017  
TO: Charter Authorizing Panel  
FROM: ADE Legal Staff  
SUBJECT: Desegregation Analysis, Polk County Virtual Academy

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### **I. INTRODUCTION**

Mena School District #21 submitted an application to open the Polk County Virtual Academy, a district conversion school, proposing to provide instruction in grades kindergarten to twelve (K-12) with an enrollment cap of 150 students.

### **II. STATUTORY REQUIREMENTS**

Ark. Code Ann. § 6-23-106(a) requires an applicant for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the authorizer to “carefully review the potential impact of an application for a charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” Ark. Code Ann. § 6-23-106(b) requires the authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the authorizer with regard to the effect, if any, of the proposed charter schools upon the desegregation efforts of a public school district.

### **III. INFORMATION SUBMITTED BY THE APPLICANT**

The applicant addressed Desegregation Assurances in its application, and the Department is unaware of any desegregation-related opposition to this application from any other school district. The applicant’s response is as follows:

The granting of a conversion charter to Mena Public Schools for the Polk County Virtual Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Mena School District is not under any federal desegregation order and neither are any of the surrounding districts.

#### **IV. ANALYSIS FROM THE DEPARTMENT**

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination.

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

#### **V. CONCLUSION**

The Department is unaware of any data demonstrating that the proposed charter school is motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school’s existence.



# ARKANSAS DEPARTMENT OF EDUCATION

## 2017 Application District Conversion Public Charter School

**Deadline for Receipt of Submission: Thursday, August 3, 2017, 4:00 p.m.**

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



**Name of Proposed Charter School:**

Polk County Virtual Academy

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  
2017 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Polk County Virtual Academy

Grade Level(s) for the School: K - 12 Student Enrollment Cap: 150

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grades to be Offered at the Charter	K-12	K-12	K-12	K-12	K-12
Enrollment Cap at the Charter	25	50	100	150	200

Name of School District: Mena School District #21

Name of Primary Point of Contact: Jeanne Smith

Address: 501 Hickory Avenue City: Mena

ZIP: 71953 Daytime Phone Number: ( 479 ) 394-1710

Email: jeanne.smith@menaschools.org

Charter Site Address: 700 South Morrow

City: Mena ZIP: 71953

Date of Proposed Opening: 8/13/2018

Name of Superintendent: Benny Weston

Address: 501 Hickory Avenue City: Mena

ZIP: 71953 Daytime Phone Number: ( 479 ) 394-1710

**B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

**Applicant Response:**

The belief that all students deserve an educational program tailored to meet individual needs will drive the efforts of the Polk County Virtual Academy (PCVA). The academy can provide opportunities for student choice in all aspects of learning including where, when, and what to learn by providing personalized learning for students through a virtual curriculum. Partnering with families and the community, Polk County Virtual Academy will provide K-12 students flexible learning choices that offer support and acceleration to promote college, career, and citizenship readiness. Additionally, students may choose to participate in community service opportunities and real world apprenticeships.

Explain how the mission statement was developed.

**Applicant Response:**

In considering the goals of Mena Public Schools, stakeholders identified a need to provide opportunities for students unable or not willing to participate in traditional learning. Providing quality, alternate educational experiences for these students became a priority for Mena Public Schools. After researching the characteristics of this population of students, it was determined that personalized learning through a virtual curriculum and real world experiences best suited the needs of these students.

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

**Applicant Response:**

The Polk County Virtual Academy is a proposed conversion charter school operated as a new Local Education Agency (LEA) within the Mena School District. Curriculum offered through PCVA will be a blending of virtual learning opportunities with service offerings and real world experiences that are highly differentiated to meet the needs of diverse learners. PCVA will provide high quality, personalized curriculum to meet the needs of varied school populations including those who are homebound, looking to accelerate, and those who are currently in a homeschooling environment, or students/families who would like more opportunities for educational choice. The virtual curriculum will cover both core academic classes, as well as, grade appropriate electives. PCVA will provide Student Success Plans (SSP) for all students that will provide personalized curriculum. These plans will be created in conjunction with teachers, students, and parents and will be reviewed regularly to ensure that each student is making progress toward his/her learning goals. Teachers will offer parents and students the option of face-to-face weekly orientations regarding the upcoming week's work in order to support students and families with the curriculum. Students will also have the opportunity to meet weekly with a teacher in order to get extra help with assignments or core curriculum concepts. PCVA students will have the option to participate in all the extracurricular activities at Mena Public Schools.

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:**

Parents or guardians of enrolled students will take an active roll in developing and maintaining student educational experiences through participation in planning and monitoring of the student's SSP. Upon enrollment students will take an on-line screener that will provide information on academic status and student interests. Parents and teachers will discuss the results and plan together a course of action, developing the student's SSP. Parents and community members will assist and facilitate students with service opportunities and real world projects that match the student's interests as indicated on the screener and interviews. Educational and community stakeholders will provide opportunities for students to be involved in multiple real world experiences with community businesses, state parks, and organizations. As per students interests, students can be involved in community theater, State Park learning experiences, mentoring projects, community services, and all activities of the Mena Public Schools. Teachers will interact with students through the virtual classroom, facilitate optional weekly meetings, and organize educational service learning opportunities. Student's progress will be monitored weekly on SSP goals.

## C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

### **Applicant Response:**

The public hearing was held at 6:00 P.M. in the Mena High School Performing Arts Center on July 14, 2017. Notice of the meeting was posted on the district's Facebook and Instagram pages, on the local radio station, and an ad was published in the local newspaper for 3 consecutive weeks. All school personnel received an email detailing the agenda of the meeting. The meeting was attended by twenty-one parents, teachers, and community stakeholders. As attendees arrived they were asked to complete a perception and interest survey concerning the virtual academy. The Superintendent, Mr. Benny Weston welcomed the attendees and explained the purpose of the meeting. He went over the background information concerning the application process and the reasons Mena Public Schools is seeking the approval for this conversion charter school. He outlined the process that has already taken place and the next steps to continue the application. Assistant Superintendent, Jeanne Smith, then addressed the audience and introduced the planning team: Benny Weston, Superintendent; Paulette Sherrer, Federal Programs; Shane Torix, High School Principal; Clifton Sherrer, Middle School Principal; Jimma Holder, Elementary Principal; Nathan Stone, Technology Coordinator. Mrs. Smith explained that this process began as administration visited with parents and students making decisions to leave the district for various reasons. The administration team began questioning what Mena Public Schools offered students that are unable or unwilling to learn in the traditional setting. She went on to explain how this led us to the process of applying for this Conversion Charter School. She presented the district goals to the audience and the time-line of applying and then implementation. She also discussed curriculum options from the state approved vendor list.

Technology Coordinator, Nathan Stone, addressed the audience concerning the technology requirements and uses that will be utilized for PCVA students. Paulette Sherrer, Federal Programs and Curriculum Coordinator for the district thanked the audience for coming and told of her personal encounters with parents and students that could greatly benefit from this type of learning environment. Jimma Holder, Elementary Principal, detailed how this model would look for elementary students and told of several personal stories of how we could help families with this school configuration.

Mr. Weston closed the meeting with a discussion concerning our changing world. He stated that "Mena Public Schools, as a district, should do everything possible to reach every student at all levels. If we do not, shame on us." The meeting was then opened to questions from the audience. Discussion centered around types of curriculum, technology, what service providers might be used, individualized instruction, the number of students served, options for acceleration, the role of teachers, and resources available to students.

An agenda, sign in sheet, and notice of the events are attached.



Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located ***at least three weeks prior to the date of the meeting.***

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

Explain the educational need for the charter in the district and/or 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:**

Polk County covers 538 square miles in a very rural area of Southwest Arkansas. According to the United States Census Bureau, 73% of the population live outside the small towns in the county. This area of the state is also characterized with high poverty and a highly mobile population. Annual salaries statistics show that 80% of annual incomes are below \$19,004. Seventy percent of school aged children are economically disadvantaged with 24.1 % being considered extreme poverty. The Mena School district has 3.17% of its students listed as homeless. The Arkansas Research Center states that economically disadvantaged students have little access to electronic devices. This lack of access puts them at an academic disadvantage to other students. It is in this economic environment that Mena Public Schools has determined that offering a virtual academy with access to devices, engaging curriculum, and real world experiences will bring higher academic achievement to our school and our county.

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

**Applicant Response:**

Mena Public Schools Elementary and Secondary Education Act (ESEA) Status Report classifies the District as needing improvement. The performance data for the district show that in Literacy all students scored 51.45% at the achieving level while only 43.69% of economically disadvantaged students have achieved the same level of performance. In Math 53.43% of all students reached the achieving level while only 49.15% of economically disadvantaged students scored at that level.

Louise Durham Elementary was reported as having 41.48 % of all students reaching the achieving level in Literacy with 33.33% of economically disadvantaged students at the same level. In Math all students reached 52.84% achieving and economically disadvantaged students had 50% achieving.

Holly Harshman Elementary Louise Durham Elementary was reported as having 41.48 % of all students reaching the achieving level in Literacy with 33.33% of economically disadvantaged students at the same level. In Math all students scored 52.84% achieving and economically disadvantaged students had 50% achieving.

Mena Middle School had 60.16% of all students scoring at the achieving level in Literacy and only 52.38% of economically disadvantaged students scoring at the same level. In Math, 67.55% of all students scored in the

achieving level while 61.90% of economically disadvantaged students scored achieving.

Mena High School was reported as having 54.33% of students scoring at achieving level in Literacy and only 48.48% of economically disadvantage students scoring at the achieving level.

Math scores reflected 33.07% of all students scoring at the achieving level and only 28.05 of economically disadvantaged students scoring at the same level. Mena High School was also reported as having 85.58% graduation rate among all students and a 81.7% graduation rate among the economically disadvantage students.

The Polk County Virtual Academy will serve the needs of students that seek an alternative form of education. Performance data indicates that economically disadvantaged students consistently score at a lower level than other students. It is the desire of the Mena Public School stakeholders that virtual academy students learn in a manner that will decrease the gap between our economically disadvantaged students and higher performing students, thus increasing achievement and graduation rates.

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:**

1. PCVA will use an on-line classroom platform where students and teachers may interact in real time or students may choose to work at their own pace. This will allow students and families flexibility in learning. This format will support families and student in their individual learning needs. The parents, students, and teachers will create a SSP that will guide the instruction for each student. Regular monitoring of student progress and working together in this manner will help ensure success for all students. Instruction for grades K-7 will be determined by the individualized Student Success Plan for core curriculum areas. Students will also participate in Music, Art, and Physical Education instruction. In grade 8 students will have some access to accelerated course work for high school credit. Grade appropriate electives will be offered in grade K-12. All high school graduation requirements will be offered, including Advanced Placement and concurrent college courses.
2. The students and parents will have the opportunity to participate in a blending learning environment where students may participate in as many activities and classes at Mena Public Schools depending on a student's individual abilities and desires. A face-to-face meeting with teachers will be available to all students as the need arises. Recorded teaching session for each lesson will be available on the learning platform. Videos outlining procedures and policies with orientation information will also be posted on the platform and social media such as Facebook and Instagram. Regular monitoring of student progress may result in an intervention time. Students and parents may attend an intervention time with teachers that will allow students more targeted instruction in areas where performance indicates it is needed.
3. Enrichment activities will be incorporated into each student's SSP. Real-world experiences with community leaders and professional organizations will enhance learning as students interact in field experiences. All project based learning experiences will be recorded, when possible, so that students that can not attend will be able to access the experience. Experiences may include Queen Wilhelmena State Park, Cossotat River State Park, Mena Regional Health Systems, Healthy Connections, Polk County Extension Office, Union Bank, Arvest Bank, University Of Arkansas Rich Mountain Cosmetology School, Camelion Arts, Ouachita Little Theater, Christian Motorcyclist Association, Holly Springs Homestead, University of Arkansas Rich Mountain, Mena International Airport, and many others.
4. Mena Public Schools will provide technology equipment to students with socioeconomic need which will allow these students to access the on-line instruction.

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

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

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
PCVA students will perform with proficiency in reading	ACT Aspire in grades 3-10 ACT in Grade 11 K-2, State Mandated Tests	60% of PCVA students will score Ready or Exceeding in reading	Annually (State Administered Tests)
PCVA students will perform with proficiency in math	ACT Aspire in grades 3-10 ACT in Grade 11 K-2, State Mandated Tests	60% of PCVA students will score Ready or Exceeding in math	Annually (State Administered Tests)
PCVA students will perform with proficiency in English	ACT Aspire in grades 3-10 ACT in Grade 11 K-2, State Mandated Tests	60% of PCVA students will score Ready or Exceeding in English	Annually (State Administered Tests)
PCVA students will perform with proficiency in writing	ACT Aspire in grades 3-10 ACT in Grade 11 K-2, State Mandated Tests	60% of PCVA students will score Ready or Exceeding for writing	Annually (State Administered Tests)
PCVA students will follow a SSP to develop college and career readiness	SSP Progress monitoring data	100%	Annually
PCVA students will participate in a project a based learning (PBL) experience in each quarter or unit of study	SSP Progress monitoring data	75% of students will report on PBL experineces	Quarterly
PCVA students will take the ACT college entrance exam	ACT	Beginning in 2021-2022 a baseline will be established for seniors and will increase each year	Annually

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:**

PCVA goals include:

Providing a quality alternative public education option for students in the Polk County area of Arkansas and area home-schooled students.

Offering students that may be at risk or not otherwise served a high quality education.

Offering additional services for students that may be unable to attend public school and are homebound.

Enhancing opportunities for students that wish to accelerate their learning.

Mena Public Schools and PCVA have a shared vision of providing quality, alternate educational experiences for students unable or not willing to participate in traditional learning. PCVA will measure the progress of all students using state mandated testing. These tests results will help provide information concerning student's progress toward high academic achievement.

All students will develop an SSP. In accordance with our mission statement, flexibility, individualization, and real world experiences are the keys to student success in PCVA. Student choice will insure that learning is personal and engaging for all students and will help meet the needs of home-schooled and accelerated learners.

Students, families, and teachers will meet and review the screener of academic status and student interests to establish ongoing SSP goals. This meeting will also build relationships between teachers and families that will scaffold student learning and personal growth. It is an established belief that when all stakeholders participate in creation of a plan, the student involved has a greater chance of success .

PCVA stakeholders have established project based learning and real world experiences as key components of student learning. PCVA students will have the opportunity to work with community leaders and organizations to be involved in real world learning experiences each quarter. It is important for virtual students to be involved with others in social situations, complete tasks that require cooperation, and problem solve in a group. PCVA stakeholders believe that this is an essential component for these students that may not otherwise have these experiences. These experiences will be organized for several different reasons. Some examples are learning based projects, career experiences, social interactions, and others. Through these experiences students will be better prepared to make life decisions such as college choice and career pathways. Academic learning that is presented through a real world experience or a project designed around student interests are much more engaging and lead to higher achievement. Students that have interest in a certain career path will have the opportunity for learning experiences in that area. This allows students to make more informed decisions when choosing a college or career path.

PCVA students will also have the opportunities to be involved in community service projects. Community stakeholders have committed to allow students full participation in service learning projects that will be focused on the greater good of Polk County citizens. These projects will develop a greater awareness of how individuals can work together for the common good that will remain with students for a life time.

PCVA students that participate in real world experiences, project based learning, and community service projects that have been outlined in this narrative will give PCVA students a solid foundation of knowledge and experience to advance in both academic achievement and lifelong citizenship.

PCVA students will be scheduled to take the ACT college entrance exam before the end of their senior year. Many students at risk and home-schooled students do not have or take the opportunity to participate in this exam. It is the goal of PCVA to have all students participate in the ACT.

4. 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-5          

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
150 Minutes	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
60 Minutes	Math	Math	Math	Math	Math
60 Minutes	Science and Social Studies	Science and Social Studies	Science and Social Studies	Science and Social Studies	Science and Social Studies
40 Minutes	Art	Music	PE/Health	Technology Studies	PE
50 Minutes	Optional SSP meeting and curriculum support	Student Elective	Student Elective	Student Elective	Student Elective
105 Minutes					On Site Support, Online Support, PBL, Community Service, or Real World Experience.

## MIDDLE SCHOOL COURSES

GRADE(S):           6           YEAR OFFERED:           2018-2019          

### REQUIRED COURSES

- Language Arts, Math, Science, Social Studies, Art, Music, Health

### ELECTIVE COURSES

- Lifetime Wellness, Choir, Band, Foreign Language

GRADE(S):           7           YEAR OFFERED:           2018-2019          

### REQUIRED COURSES

- Language Arts, Math, Science, Social Studies, Art, Music, Health

### ELECTIVE COURSES

- Choir, Band, Foreign Language, EAST, Athletics,

## HIGH SCHOOL COURSES

### Language Arts (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
English 9	9-12	2018	1
English 10	9-12	2018	1
English 11	9-12	2018	1
English 12	9-12	2018	1
Oral Communications	9-12	2018	0.5
AP Literature	9-12	2018	1
AP Composition	9-12	2018	1
Composition 1	9-12	2018	1
Composition 2	9-12	2018	1
Critical Reading	9-12	2018	0.5
Creative Writing	9-12	2018	0.5
<b>Total Language Arts Units</b>			<b>9.5</b>

### Science (5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Physical Science	9-12	2018	1
Environmental Science	9-12	2018	1
Biology	9-12	2108	1
Chemistry	9-12	2018	1
Physics	9-12	2018	1
AP Chemistry	11-12	2018	1
<b>Total Science Units</b>			<b>6</b>

### Fine Arts (3.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Music Appreciation	9-12	2018	0.5
Art 1-4	9-12	2018	1

Course Name	Grades Offered	Year of Introduction	Credit Unit
Band 1	9-12	2018	1
Band 2	9-12	2018	1
Band 3	9-12	2018	1
Band 4	9-12	2018	1
Music Theory	9-12	2018	1
Theater 1	9-12	2018	1
Theater 2	9-12	2018	1
Theater 3	9-12	2018	1
Vocal 1	9-12	2018	1
Vocal 2	9-12	2018	1
Vocal 3	9-12	2018	1
<b>Total Fine Arts Units</b>			<b>12.5</b>

### **Social Studies (4 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
US History	9-12	2018	1
World History	9-12	2018	1
Civics	9-12	2018	0.5
Economics	9-12	2018	0.5
Arkansas History	9-12	2018	0.5
Sociology	9-12	2018	0.5
Psychology	9-12	2018	0.5
World Geography	9-12	2018	0.5
AP Government	9-12	2018	1
Oral Geography	9-12	2018	0.5
<b>Total Social Studies Units</b>			<b>6.5</b>

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

Course Name	Grades Offered	Year of Introduction	Credit Unit
Survey of AG Systems	9-12	2018	1
Animal Science 1	9-12	2018	0.5
Animal Science 2	9-12	2018	0.5
Food Science	9-12	2018	0.5
Forestry	9-12	2018	0.5

Course Name	Grades Offered	Year of Introduction	Credit Unit
Leadership and Communications	9-12	2018	0.5
Managing Natural Resources	9-12	2018	0.5
Small Gas Engines	9-12	2018	0.5
Agricultural Metals	9-12	2018	1
Agricultural Mechanics	9-12	2018	1
Computer Applications 1	9-12	2018	0.5
Computer Applications 2	9-12	2018	0.5
Computerized Accounting 1	9-12	2018	1
Computerized Accounting 2	9-12	2018	1
Social Media and Communications	9-12	2018	1
Family and Consumer Science	9-12	2018	1
Child Development and Parenting	9-12	2018	1
Child Care	9-12	2018	1
Food Nutrition and Safety	9-12	2018	1
Financial Literacy	9-12	2018	0.5
Investments and Securities	9-12	2018	0.5
<b>Total Career &amp; Technical Education Units</b>			<b>15.5</b>

### **Mathematics (6 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
Algebra 1	9-12	2018	1
Algebra 2	9-12	2018	1
Geometry	9-12	2018	1
Pre Calculus	9-12	2018	1
Algebra 3	9-12	2018	1
Bridge to Algebra 2	9-12	2018	1
AP Calculus	9-12	2018	1
<b>Total Mathematics Units</b>			<b>7</b>

### Other Courses (4.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Spanish 1	9-12	2018	1
Spanish 2	9-12	2018	1
Spanish 3	9-12	2018	1
Journalism	9-12	2018	1
Drama	9-12	2018	1
Health and Safety	9-12	2018	0.5
Physical Education	9-12	2018	0.5
<b>Total Other Units</b>			<b>6</b>

High School Course Requirement Checklist	Units Listed
Language Arts (6 Units Required)	9.5
Science (5 Units Required)	6
Fine Arts (3.5 Units Required)	12.5
Social Studies (4 Units Required)	6.5
Career & Technical Education (9 Units Required)	15.5
Mathematics (6 Units Required)	7
Other (4.5 Units Required)	6
<b>Total (38 Required)</b>	<b>63</b>

- Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

#### Applicant Response:

Curriculum will be offered through various methods including the district, community partners, and through a state approved vendor. Curriculum decisions will be determined by the needs of each student. Mena Public Schools will contract with an on-line learning provider to provide an on-line curriculum package for K-12 students enrolled in PCVA. All of the courses offered will be fully aligned with The Arkansas State Standards. The curriculum will be offered in a blended format, combining the on-line curriculum and face-to-face meetings with MPS teachers. All courses offered for K-12 students will meet the Accreditation standards dictated by the Arkansas Department of Education. Advance coursework will be offered in addition to the required general studies courses and grade level appropriate electives. Advanced Placement courses will be offered for students in grades 9-12.

Expected costs to be incurred will include purchasing the on-line curriculum, electronic learning devices for student use, Internet services for students, certified teachers for face-to-face meetings with students, and a PCVA Coordinator. These services will be paid through the increase each student will bring to the district's enrollment numbers and the subsequent State Foundation funding (\$6646.00 per student).

The Mena School District will contract with an on-line learning provider to provide a curriculum package for K-12 students who enroll in the PCVA. The company has listed the services and a price quote for 25 students. The services include:

- Provide live training and/or training through webinar(s) for individuals selected by you to facilitate the program, in accordance with the services you have purchased

- Provide the licensed courses to students using the program
- Provide qualified teachers for each course
- Provide a Project Manager to handle all management of enrollments, hiring and training of teachers, and coordination of activities between the school and EdOptions
- Assist the district with all Marketing of virtual program to home school students
- Provide an online registration and course enrollment process
- Provide online access to student progress on an ongoing basis to appropriate personnel that you identify
- Access to learning management system which gives access to student info, student's official gradebook, and communications concerning student
- Provide guidance and Special Education Services to all students who are a part of the virtual program

6. Describe the educational program to be offered by the charter school

**Applicant Response:**

The curriculum at PCVA will center on the individual needs of each student. The digital curriculum will be both rigorous and flexible in order to cater to the needs of our students. Curriculum purchased from a state approved vendor will be taught by certified teachers. Student progress will be monitored by these teachers as well as Mena PCVA staff. Technology has become increasingly vital in our schools and in our general population and technology will play a major role in the daily life of PCVA students. PCVA will provide both access and electronic learning devices to all students to provide the flexibility and customization required to meet their educational needs.

Each student enrolled in PCVA will have a Student Success Plan (SSP) tailored to meet the Arkansas Standards of Accreditation. The parent, student, and school personnel will develop a SSP to determine the goals of each student. Progress toward student goals will be monitored annually by the SSP team.

Complete the chart to explain how the key features of the program will be afforded.

### **EXPENSES TO BE INCURRED BY NEW CHARTER**

<b>Specific Item/Program/Service</b>	<b>Estimated Cost</b>	
Year 1 - Vendor Provided K-12 Curriculum for 25 students	\$60,000.00	
<b>Description of New Funds to Pay for Item/Program/Service</b> <i>If private, include an attachment to demonstrate commitment.</i> For Year 1, District Funds will be used to pay for the vendor provided curriculum. The enrollment cap for Year 1 will be 25 students. For Year 2, the 25 PCVA students will provide an additional \$166,150 in foundation funding which will cover Year 2 costs.		<b>Amount</b>
		\$60,000.00
<b>Prior Year Item/Program/Service Expense Reduced to Fund Charter</b> <i>If applicable.</i>		<b>Amount of Reduction</b>
The above numbers are assuming new student enrollment.		

No variance.

#### **Explanation**

The district will provide the funds for Year 1. In the following years, the increase in State Foundation funding from student enrollment will be used to pay for the virtual academy.

<b>Specific Item/Program/Service</b>	<b>Estimated Cost</b>	
PCVA Director	\$60,000.00	
<b>Description of New Funds to Pay for Item/Program/Service</b> <i>If private, include an attachment to demonstrate commitment.</i> Year 1 - District funds		<b>Amount</b>
		\$60,000.00
<b>Prior Year Item/Program/Service Expense Reduced to Fund Charter</b> <i>If applicable.</i>		<b>Amount of Reduction</b>
The district may choose to code part of the Director's salary to the Alternative Education program and part to the district.		

No variance.

#### **Explanation**

The district will provide the funds for Year 1. In the following years, the increase in State Foundation funding from student enrollment will be used to pay for the virtual academy staffing needs.

**Specific Item/Program/Service****Estimated Cost**

2 Certified Tutors - 2 days/week for 2 hours

\$10,000.00

**Description of New Funds to Pay for Item/Program/Service**

*If private, include an attachment to demonstrate commitment.*

**Amount**

Year 1 - District funds

\$10,000.00

**Prior Year Item/Program/Service Expense Reduced to Fund Charter** *If applicable.***Amount of Reduction**

The district is committed to providing sufficient staff to meet the needs of students. Monitoring enrollment numbers will determine whether staff should increase or decrease.

No variance.

**Explanation**

The district will provide the funds for Year 1. In the following years, the increase in State Foundation funding from student enrollment will be used to pay for adding virtual academy tutors as needed.

**Specific Item/Program/Service****Estimated Cost**

Electronic Learning Devices - Chromebooks

\$5,000.00

**Description of New Funds to Pay for Item/Program/Service**

*If private, include an attachment to demonstrate commitment.*

**Amount**

District funds will provide funds for Year 1 and in the following years foundation funding through increased student enrollment will help pay for additional devices.

\$5,000.00

**Prior Year Item/Program/Service Expense Reduced to Fund Charter** *If applicable.***Amount of Reduction**

Efficiency measures will be put into place to ensure adequate devices are available to PCVA students. If the traditional schools in the district have devices that are not being used, the extras could be assigned to PCVA students.

No variance.

**Explanation**

The district will provide the funds for Year 1. In the following years, the increase in State Foundation funding from student enrollment will be used to pay for the virtual academy equipment.

**Specific Item/Program/Service****Estimated Cost**

Internet Access for qualifying students

\$6,000.00

**Description of New Funds to Pay for Item/Program/Service***If private, include an attachment to demonstrate commitment.***Amount**

District funds to implement the PCVA will be provided for Year 1.

\$6,000.00

**Prior Year Item/Program/Service Expense Reduced to Fund Charter If applicable.****Amount of Reduction**

Depending on enrollment numbers and student need the service costs will be monitored for efficiency.

No variance.

**Explanation**

The district will provide the funds for Year 1. In the following years, the increase in State Foundation funding from student enrollment will be used to pay for the virtual academy services.

7. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

**Applicant Response:**

As the Mena School District prepares to meet the requirements of the Every Student Succeeds Act (ESSA), the district must consider the personalization of education for students. Many Mena parents and students are searching for educational options other than the "brick and mortar" traditional school. With the virtual academy option, students have the freedom to learn any time, any pace, and any place.

Student surveys and interviews conducted during the AdvancEd accreditation for Mena High School indicated that students wanted a choice in how they learn. They expressed a need for an alternative to the traditional delivery of instruction. Another survey made available to the community concerning the need for a virtual school indicated the desire for this type of educational offering. The attached graph shows the response of participants.

Parents of home school children expressed their needs for a different type of school other than the traditional one offered at Mena Public Schools. These needs included health, social/emotional, and family values issues.

8. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
  - B) Developing and controlling the charter school budget;
  - C) Managing day-to-day charter school operations;
  - D) Developing and controlling the school calendar; and
  - E) Other areas of autonomy to be afforded to the charter.

**Applicant Response:**

A. The state approved vendor for the digital curriculum will be taught by certified teachers thus relieving the district from hiring additional staff in the initial phase of PCVA. As the virtual academy grows and more students are added, the district plans to develop its own curriculum and employ additional staff. In preparation for this stage of growth, Mena Public Schools is seeking a waiver related to teacher certifications.

B. Mena Public Schools will follow the the budgeting process established by state and federal guidelines to

address the needs of the students. Input from the Mena School District Board of Education, the administration, and community stakeholders will be used to drive the budgeting process.

C. The PCVA coordinator will be in charge of the day-to-day operations of the virtual academy. Duties will include meeting with parents and students, arranging team meetings to create individual Student Success Plans, registering PCVA students, and monitoring progress of all students.

D. A flexible calendar to meet the needs of PCVA students will be developed by the coordinator in conjunction with students, parents, and other stakeholders.

E. Freedom to determine student schedules and attendance requirements through waiver requests will provide flexibility not available in traditional schools.

9. Describe the school improvement plan by addressing the following:

- A) Explain how and how often the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

**Applicant Response:**

As in the traditional Arkansas Comprehensive School Improvement Plan (ACSIP), a team of PCVA stakeholders of staff, students, and parents will develop an annual plan to address all components of the ACSIP. An evaluation process will include measurable objectives for academic progress and survey data to determine non-academic parent and student satisfaction.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

**Applicant Response:**

In the traditional ACSIP, goals and measurable objectives are determined by the percentage of students scoring "Ready" or "Exceeding on the ACT Aspire summative tests for grades 3-10. The PCVA team will use the same percentage of Ready and Exceeding scores to access the goals and objectives of the virtual academy students. Kindergarten through second grade students will use the newly adopted Renaissance - Star Early Literacy, Star Reading, and Star Math on-line interim assessment program. Student progress will be monitored for grade-level proficiency and the student's growth. These two measures will be used to determine the success of reaching PCVA goals and objectives.

10. Describe the ongoing process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

**Applicant Response:**

For Year 1 and 2 of the PCVA, all curriculum will be provided by a vendor on the Arkansas approved vendor list. In Year 3, the district will begin the process of developing its own curriculum with assistance from TEAM DIGITAL, an experienced team of Digital Learning Specialists coordinated in partnership between the Arkansas

Department of Education and the Arkansas Education Service Cooperatives. Mena High School is implementing a blended learning curriculum in grade nine for the 2017-2018 school year through a Blended Learning grant received this year. TEAM DIGITAL will provide the support and tools to enable the district to begin creating our own curriculum over a period of time. Through the guidance of TEAM DIGITAL, all curriculum will be aligned with state standards.

11. 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:**

The district will seek a waiver for the guidance program although a student's success plan created by the student, parent, and PCVA director will guide the level of support the student needs. Mena School District counselors will provide guidance on graduation requirements, courses, and career paths for each student.

B) Health services;

**Applicant Response:**

A waiver will be requested for health services. District nurses will be available to PCVA students while they are on campus or field trips. Parents will be notified about wellness activities and invited to attend wellness meetings.

C) Media center;

**Applicant Response:**

A waiver will be requested for media center services. PCVA students will be offered access to all school media centers and the extensive collection of available classroom novels. The Mena School District will also partner with the Polk County Library to allow PCVA students access to a variety of reading materials.

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

**Applicant Response:**

The Mena School District will provide students with disabilities equal access to the appropriate educational setting. Services will be provided to fulfill the student's Individual Education Plan (IEP). The Special Education Supervisor will work with the PCVA director to ensure the correct placement and services for PCVA students.

E) Transportation;

**Applicant Response:**

The Mena School District will not provide transportation for students due to the on-line curriculum program unless PCVA students with an IEP or 504 plan states their need for this service. The district will provide transportation for field experiences and community service projects.

F) Alternative education, including Alternative Learning Environments;

**Applicant Response:**

Although the Mena School District has an established Alternative Education (AE) program, the PCVA will also meet the needs of students who need different options other than the established on-site AE program.

G) English Language Learner (ELL) instruction; and

**Applicant Response:**

PCVA will provide English as a Second Language (ESL) programs that will help ESL students read, write, and comprehend the English language. The district also employs ESL teachers and will provide any additional services for these students including a screener and ESL annual testing.

H) Gifted and Talented Program.

**Applicant Response:**

Students who request Gifted and Talented services will be offered full participation in the district Gifted and Talented program in grades K-12. Virtual students will be able to accelerate their learning by choosing various grade level courses. The Mena School District is requesting a waiver for Standards of Accreditation 18.0 to better serve this population of students enrolled in the PCVA.

12. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives.  
(See Arkansas Code Annotated 6-23-202.)

**Applicant Response:**

PCVA staff will conduct an annual report to parents, the community and the authorizer in September which is one month earlier than the district's required annual report to the public. The September meeting will allow PCVA staff to collect test score data as well as perception survey data to present to the public. This data will be used to evaluate the goals and satisfaction with the virtual academy. To share the report to the public, the information will be published on the district website, Facebook page and Instagram account, and emailed to Mena School

District employees and the authorizer. The Superintendent and the Mena Board of Education will also be provided with a copy of the report.

13. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

**Applicant Response:**

Enrollment will be open to any K-12 student in the Mena School District for the fall semester of 2018 with an enrollment cap of 25 for 2018-2019. In following years, the K-12 enrollment cap will increased according to the following table.

2019-2020	-	50 students
2020-2021	-	100 students
2021-2022	-	150 students
2022-2023	-	200 students

Parents and students will be provided enrollment information through recruitment information distributed through class meetings, newsletters, electronic communications, evening meetings, and brochures. The enrollment information will include a description of the curriculum, application process, and the selection process.

Application to the PCVA will be voluntary and offered as a choice. A one-year commitment by the student and the parent to attend the virtual academy will be encouraged. All applications will be sent to Mena Public Schools, 501 Hickory Avenue, Mena, Arkansas 71953. Once received, each application will be stamped with the date and time of submission.

The PCVA staff will review all applications and meet with students and parents individually to help prospective families understand the virtual academy expectations. These meetings will stress the commitment required of students and parents in order for students to be successful in the on-line curriculum and participate in extracurricular activities offered at Mena Public Schools. Students and parents will be asked to sign commitment letters as a part of the application.

Selection of students for the virtual academy will be a random, anonymous process. A form will be developed that contains the selection criteria. Student names will not appear on the selection form to assure that the selection committee selects students who meet the selection criteria.

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

14. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

**Applicant Response:**

There are no district personnel that have had prior involvement in the operation of any charter schools.

15. 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.

**Applicant Response:**

**ADMINISTRATORS**

**Administrator Position:** Director

**Reports to:** Superintendent

**Salary Range:** 60,000

**Minimum Qualifications Required**

**Education Required:**

Master's Degree

**Experience Required:**

3 Years Teaching Experience

**Certification Required:**

Arkansas Teacher License, Building Level Administrator

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

- Establish the goals of PCVA as outlined in the application.
  - Promote enrollment in PCVA.
  - Develop school plans and procedures to meet student needs and engagement.
  - Provide leadership for staff, students, and on-line provider.
-

## **TEACHERS**

**Teacher Position:** 2 Classroom Teachers serving as after-school Tutors for PCVA

**Reports to:** Director

**Salary Range:** Mena School District Salary Schedule

### **Minimum Qualifications Required**

**Education Required:**

Bachelor's Degree

**Experience Required:**

3 Years Teaching Experience

**Certification Required:**

Arkansas Teaching License

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

- Participate in the selection process of students.
- Assist with development of Student Success Plans.
- Monitor student progress of on-line curriculum.
- Plan and supervise field experiences and community service projects.
- Tutor students after-school who need additional assistance with on-line curriculum.

---

## **SUPPORT STAFF**

**Support Staff Position:** \_\_\_\_\_

**Reports to:** \_\_\_\_\_

**Salary Range:** \_\_\_\_\_

### **Minimum Qualifications Required**

**Education Required:**

**Experience Required:**

**Certification Required:**

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

-

16. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

☒ Yes  
☐ No

17. Describe the facilities to be used. Give the present use of the facility.

**Applicant Response:**

The district has a large metal building located between the Holly Harshman 3-5 elementary school and the 6-8 Middle School and adjacent to the Mena High School that is presently being used as a storage building. Our original plan for the building was to convert it into a Teacher Center for district professional development. The building is 30 feet by 50 feet which is approximately 1,500 square feet. When the district began planning for a virtual academy, we realized this building was located in a prime location for the PCVA. The technology department is in the process of installing fiber to the building for Internet access and tables, chairs, and desks will be placed in the building. Restrooms, sinks, and heat and air will be installed next summer. Parking is available to the front entrance of the building.

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

**Applicant Response:**

N/A

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

**Applicant Response:**

The Mena School District will be using an on-line curriculum program. In the event that PCVA students are on campuses in the district for field trips or community service projects, an on-line meal account will be established so that these students may have access to meals.

19. Explain how the success of the charter school, in perpetuity, will be ensured.

**Applicant Response:**

Mr. Benny Weston, Superintendent of Mena Public Schools, saw an enormous need to offer students and parents of Mena Schools options for obtaining a quality education because the district lost 133 students to home school in 2016-2017. Many parents who made the decision to home school their children asked if the district offered on-line curriculum options and requested to be notified if this option ever became available through Mena Public Schools.

Mr. Weston shared his vision of offering a virtual academy with the Mena School Board of Education and the Board supported the idea of providing options for students and parents of the district. Through his leadership, Mr. Weston established a team of educators to investigate a virtual academy and began the application process. The team members included the assistant superintendent, the federal programs coordinator, 4 classroom teachers, and all 4 principals. After the initial fact finding, a public hearing date was established and published in the local newspaper for 3 weeks. The meeting was also advertised on the district Facebook page and Instagram accounts. All classroom teachers and support staff were notified by email of the meeting. Adding parent and community team members after the public meeting will be one of the district's highest priorities.

The team's commitment to the program is strong as we see the need for options to the traditional educational program. Parent interest in the virtual academy was expressed during the public meeting especially when parents were offered access to all programs at Mena Public Schools.

The mission of the Mena School District is to offer all students a quality educational program tailored to meet individual student needs. We believe the PCVA will meet the needs of a large population of students seeking an alternative to the traditional classroom setting by providing any time, any pace, and any place learning opportunities.

As more students enroll in the virtual academy, the increase from state funding will allow the district to sustain the program.

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:**

The granting of a conversion charter to Mena Public Schools for the Polk County Virtual Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Mena School District is not under any federal desegregation order and neither are any of the surrounding districts.

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 #3), and explain how those goals will be achieved if the waiver is not granted.**

**Applicant Response:**

**Waiver Topic:** Beginning and Ending of School Year

---

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

**Arkansas Code Annotated**

Code Number	Code Title
● 6-10-106	Uniform dates for beginning and end of school year

**Rationale for Waiver**

Due to the any time, any place, and any pace availability of on-line learning, this waiver from the school calendar and schedule will meet the needs of individual students. Students who need extended time to complete their classes will be accommodated as well as students who can accelerate their learning.

---

**Waiver Topic:** School Day

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

**Arkansas Code Annotated**

Code Number	Code Title
● 6-16-102	School Day

**Standards for Accreditation**

Section Number	Section Title
● 10.01.4	6 Hour Day
● 14.03	Seat Time

**Rationale for Waiver**

Individual student knowledge and skills determine the amount of time needed to complete courses. With on-line learning options, students can accelerate or pace their learning to fit individual needs.

---

**Waiver Topic: Mandatory Attendance**

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**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

Code Number	Code Title
● 6-18-211	Mandatory attendance for students in grades 9-12
● 6-18-213 (a) (2)	Attendance records and reports generally.

**ADE Rules**

Section Number (if applicable)	Rule Title
●	Mandatory Attendance Requirements for Students in Grades 9-12

**Rationale for Waiver**

Students enrolled in our on-line curriculum need the opportunity for self-paced learning and a choice to learn outside the traditional brick and mortar school. Students will have the opportunity to choose the hours and days to complete their classes that best fits their personal needs. Completion of courses will validate the student's efforts to progress from one level to the next level of learning.

---

**Waiver Topic: Gifted and Talented Education**

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**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

Code Number	Code Title
● 6-42-101	General Provisions (Gifted and Talented)
● 6-20-2208 (c) (6)	Monitoring of Expenditures for Gifted and Talented

**Standards for Accreditation**

Section Number	Section Title
● 18	Gifted and Talented
● 18.01	Development of Procedures to Identify Gifted and Talented Students
● 18.02	Provide Educational Opportunities for Identified G/T Students

**ADE Rules**

Section Number (if applicable)	Rule Title
●	Gifted and Talented Program Approval Standards

**Rationale for Waiver**

The Mena School District will offer Gifted and Talented services to any PCVA student whose parent request the student be tested for the program. If the student is identified as G/T, the student may attend the grade-level appropriate program.

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**Waiver Topic: School Nurse and Media Services**

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**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

Code Number	Code Title
● 6-18-706	School Nurse
● 6-25-103 and 104	School Library Media and Technology Act

**Standards for Accreditation**

Section Number	Section Title
● 16.01	Rules Governing the Standards of Accreditation
● 16.02	Rules Governing the Standards of Accreditation
● 16.03	Rules Governing the Standards of Accreditation

**ADE Rules**

Section Number (if applicable)	Rule Title
● 3.01.6	Public School Student Services

**Rationale for Waiver**

PCVA students will participate in an on-line curriculum and will not need a school nurse or a media specialist. If students are on campus for field trips or community service projects, they will have access to the nurse. PCVA students will have access to all media centers if they so choose.

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**Waiver Topic: Guidance Counseling Services**

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**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

Code Number	Code Title
● 6-18-1001	Public School Student Services Act

**Standards for Accreditation**

Section Number	Section Title
● 16.01.3	Rules Governing the Standards of Accreditation

**ADE Rules**

Section Number (if applicable)	Rule Title
● 3.01.1	Public School Rules Student Services

### **Rationale for Waiver**

Each PCVA student will have a SSP developed by students, parents, the PCVA Director, and Mena School District staff. This team will work with students in scheduling and graduation requirements. Each student plan will be reviewed annually to ensure PCVA students are meeting their plan.

---

### **Waiver Topic: Flag/Period of Silence/Pledge of Allegiance**

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

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

Code Number	Code Title
● 6-10-115	Period of Silence
● 6-16-105	United States Flag
● 6-16-106	Arkansas Flag
● 6-16-108	Recitation of the Pledge of Allegiance

### **Rationale for Waiver**

The four campuses in the Mena School District display the American flag and the Arkansas flag. PCVA will be housed on the middle school campus. Since the PCVA will be a virtual environment, the period of silence or the recitation of the Pledge of Allegiance would be impossible to monitor.

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### **Waiver Topic: Eye and Vision Screening**

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

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

Code Number	Code Title
● 6-18-1501	Mandated Eye and Vision Screening Procedures and Tests for Children

##### **ADE Rules**

Section Number (if applicable)	Rule Title
●	Eye and Vision Screening Report in Arkansas Public Schools

### **Rationale for Waiver**

PCVA students will not be on campus on a regular schedule to receive eye and vision screening exams. Parents will be notified about these optional services and given the option for their children to receive eye and vision screenings.

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### **Waiver Topic: Personnel Policies**

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

Code Number	Code Title
<b><u>Arkansas Code Annotated</u></b>	
Code Number	Code Title
● 6-17-501	Teacher Fair Dismissal Act
● 6-17-501	Public School Employee Fair Hearing Act
● 6-15-1004	Qualified Teachers in every Public School Classroom
● 6-17-309	Licensure Waiver
● 6-17-401	Teacher's License Requirement
● 6-17-902	Definitions
● 6-17-919	Warrants Void Without Valid Certificate and Contract

### **Standards for Accreditation**

Section Number	Section Title
● 15.01 - 15.03	ADE Rules Governing the Standards of Accreditation

### **ADE Rules**

Section Number (if applicable)	Rule Title
●	Personnel Policies
●	Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

### **Rationale for Waiver**

For Year 1, 2, and 3, PCVA will contract with a curriculum provider who will employ teachers that are licensed in the states in which they reside. The district will use certified teachers currently employed as the after school tutors for PCVA students to ensure that high quality instruction is provided to these students. Teachers who will be in direct contact with PCVA students will already meet the requirements of background and Child Maltreatment checks. The tutors will receive the regular hourly rate of pay established on the Mena School District salary schedule.

### **Waiver Topic: Class Size and Teaching Load**

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

### **Standards for Accreditation**

Section Number	Section Title
● 10.02	ADE Rules Governing the Standards of Accreditation

### **Rationale for Waiver**

Personalized learning through the online curriculum will allow teachers to work with a larger number of students than in the traditional classroom setting. The proposed student to teacher ratio of 40:1 would accommodate the different skill levels of enrolled students.

**Waiver Topic: Food Services**

---

**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

Code Number	Code Title
● 6-18-705	Breakfast Program
● 6-20-701	School Lunch Program

**Rationale for Waiver**

Students in the PCVA will not be on campuses on a regular schedule so no meals will be prepared for these students. However, if students are enrolled in regular classes/courses at Mena Public Schools, going on field trips, or participating in a community service project, parents may choose to create a meal program account for their students.

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**Waiver Topic: Commodity Bidding**

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**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

Code Number	Code Title
● 6-21-301	Acquisition of Commodities Generally

**Rationale for Waiver**

The Mena School District will contract with one of the vendors on the Arkansas approved vendor list to provide the online curriculum for PCVA students. The selection of the best available curriculum to meet student needs and meet the goals of the virtual academy may limit the vendor selection. A waiver for the curriculum vendor selection is specifically requested.

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**Waiver Topic: Report Cards**

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**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

Code Number	Code Title
● 6-15-903 (a) (2)	Requiring Report Cards to be Mailed, Given to a Parent at a Conference, or Sent Home with the Student

**Rationale for Waiver**

Parents and students will have access to report cards through their online curriculum program.

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**Waiver Topic: Curriculum**

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**Statute/Standard/Rule to be Waived****Standards for Accreditation**

Section Number	Section Title
● 9.03.4.12	ADE Rules Governing the Standards for Accreditation
● 9.02.3.12	ADE Rules Governing the Standards for Accreditation

**Rationale for Waiver**

The Mena School District requests that all AP courses taught be included as part of the 38 units required by law for Standards and Accreditation. The waiver is requested to enable qualified students below ninth grade to take foreign languages, Algebra 1 and other similar courses. This waiver supports the personalized learning for PCVA students and accommodates the opportunity for acceleration in course options.

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**Waiver Topic: Credit for College Courses**

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**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

Code Number	Code Title
● 6-18-223	Credit for College Courses

**Rationale for Waiver**

This waiver will enable qualified students below the ninth grade to take and receive concurrent credit for college courses. This waiver support the personalized learning goals in the student's success plan.

---

### ACRONYM KEY

Advanced Placement	AP
Arkansas Department of Education	ADE
Arkansas Comprehensive School Improvement Plan	ACSIP
Alternative Education	AE
Elementary and Secondary Education Act	ESEA
English as a Second Language	ESL
Every Student Succeeds Act	ESSA
Individual Education Plan	IEP
Local Education Agency	LEA
Polk County Virtual Academy	PCVA
Student Success Plan	SSP

# LOCAL NEWS



## OBITUARIES

Edward William Gass, 41-2017.

Ed marched on to his next great adventure on Monday, June 26 when he moved on to a more joy and laughter with his mother, father and sister.

His earth-bound family and friends will miss his joy, laughter and enthusiasm for life. He is survived by his wife, 54 years, Phyllis, daughter, Thryn (Michael), his son, William (Kimberly) and many loved ones and friends.

Ed was born June 4, 1941 in Mena, Arkansas. He graduated from the University of Arkansas where he earned a BS in Electrical Engineering. Ed also managed to pick up a pretty good while at the University and they were married on September 7, 1963. Being a member of the ROTC, Ed immediately entered the Army as a Lieutenant during the Vietnam War. Once his service was completed, he moved his growing family to Duncan, OK and became a member of the United States Air Force.



Mr. Lonnie Frank Carter age 69 of Mena passed away Wednesday, July 5, 2017 in Mena, Arkansas.

Lonnie was born on April 22, 1948 in Lamesa, Texas to Roger Earl Carter and Bertha Virginia Miles Carter. He was married to Susan Love Carter for 17 years and proudly served his country in the United States Coast Guard. Lonnie also worked as a police officer for the Mesquite Police Department. Lonnie enjoyed being outdoors and going hunting, fishing and playing golf with family and friends. He also enjoyed reloading ammunition. Lonnie dearly loved his family and friends. He was a loving and kind husband, father, step-father, brother, grandfather and friend to all who knew



### Polk County Virtual Academy

Mena School District is hosting a public hearing to discuss a Conversion Charter School application for a proposed virtual school. Your input is valued as we explore additional learning opportunities for students.



### When & Where

Mena High School PAC  
1200 Dallas Avenue  
Mena, AR 71953  
Thursday, July 13, 2017  
6:00 – 8:00 PM


Visit  
<http://tinyurl.com/PCVAsurvey>  
To share your input.

MENA PUBLIC SCHOOLS	INSPIRE STUDENTS
ENGAGE COMMUNITY	PREPARE GRADUATES

Post Details




Mena Public Schools added a new photo.  
July 10 at 4:44pm ·



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✔ **Get More Likes, Comments and Shares**  
Boost this post for \$3 to reach up to 1,000 people.

2,888 people reached

Boost Post

8

30 Shares



Like

Comment

Share

2,888 People Reached

69 Reactions, Comments & Shares

27	8	19
Like	On Post	On Shares
1	0	1
Love	On Post	On Shares
4	0	4
Wow	On Post	On Shares
7	0	7
Comments	On Post	On Shares
30	30	0
Shares	On Post	On Shares

175 Post Clicks

73	0	102
Photo Views	Link Clicks	Other Clicks

NEGATIVE FEEDBACK

5 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page

Reported stats may be delayed from what appears on posts



Polk County Virtual Academy

Public Meeting Agenda

6 – 8 P.M.

July 13, 2017

- I. Welcome
- II. Introduction of District Conversion Charter School Planning Team
- III. Polk County Virtual Academy
  - A. District awareness to offer educational options for students
  - B. Goals
  - C. Curriculum
  - D. Timeline
- IV. Questions and Answers

# Polk County Virtual Academy

Thursday, July 13, 2017

6:00-8:00 pm

NAME	ROLE: parent, teacher, other
1. <u>Gaulette Sherer</u>	1. <u>administrator</u>
2. <u>Jeannie Smith</u>	2. <u>Assistant Superintendent</u>
3. <u>Off Halden</u>	3. <u>Principal</u>
4. <u>Cindy Breach</u>	4. <u>Teacher</u>
5. <u>Benny West</u>	5. <u>Superintendent</u>
6. <u>David Hy</u>	6. <u>Network Admin</u>
7. <u>Chloe Sherr</u>	7. <u>Principal</u>
8. <u>Nathan Hiron</u>	8. <u>Technology Coord</u>
9. <u>Melanie Wade</u>	9. <u>Reporter-Pulse Multi-Media</u>
10. <u>Mund Hobson</u>	10. <u>11</u>
11. <u>Ina Hobson</u>	11. <u>DMTSC</u>
12. <u>Darlene Furliss</u>	12. <u>HH</u>
13. <u>Shane Tif</u>	13. <u>Admin</u>
14. <u>Sammy Rodgers</u>	14. <u>Ed Examiner</u>
15. <u>Paula Bradley</u>	15. <u>parent</u>
16. <u>Lynley</u>	16. <u>Teacher</u>
17. <u>Moppy Billysly</u>	17. <u>Teacher</u>
18. <u>Phila Hobson</u>	18. <u>AE Director</u>

<u>Name</u>	<u>Role</u>
19. Edd Puckett	19. Board Member
20. <del>Judy Philpot</del>	20. MHS Teacher
21. Rachael Hopper	21. parent
22. _____	22. _____
23. _____	23. _____
24. _____	24. _____
25. _____	25. _____
26. _____	26. _____
27. _____	27. _____
28. _____	28. _____
29. _____	29. _____
30. _____	30. _____
31. _____	31. _____
32. _____	32. _____
33. _____	33. _____
34. _____	34. _____
35. _____	35. _____
36. _____	36. _____
37. _____	37. _____
38. _____	38. _____
39. _____	39. _____
40. _____	40. _____
41. _____	41. _____
42. _____	42. _____
43. _____	43. _____
44. _____	44. _____

Polk County Virtual Academy  
Public Meeting Minutes  
7/13/17 6PM-7:30 P.M.

(4)

Welcome by Mrs. Weston  
PCVA -

Working for # of years

One requirement in meeting

Law passed to encourage innovation  
HUB-AE

- Seat time waiver

- Cafeteria

- Virtual Reality at MMS

- Blended Learning w/ 9th grade

Information is 4 a place cost

To reach all learners, we need  
to look at alternate

Any place, Any time education  
Many options

Progressive + offer our students -  
several ...

People learn online + graduate  
without ever attending brick + mortar

We must reach all levels of learners  
- all learners do not fit in the classroom.  
There are reasons many students.  
ESSA - is our accountability system

## History of ESSA

Requires Every learner Has an ind  
learning plan

So, be proactive.

Janne Smith -

Intro Planning Team Mr Weston  
Shenier

Began planning because of Smith  
visiting w/ Parents + Students  
who are choosing homeschool  
What can we do to help these  
Students.  
Levit  
Holler  
Shenier

# Homeschool	13-14	151
There is a need	14-15	136
for all education	15-16	148
Outside our buildings	16-17	145

what about students that  
need a different type of education.

Parents have asked - How can you help us?  
There is a need.

1st wrote letter of intent to APE  
- Virtual -

Our LBA # - like HTS is...  
We will write our plan for PCHA

(3)

Process to get approved + try to help students -

we are aware of the need

Goals:

- 1) Personalized Learning  
Ongoing Support
- 2) Offer all the services of UPS  
Libraries  
Band  
Opportunities same as B+M students

Make Learning more personalized to each student

Curriculum - Vendors on approved APE list  
Certified teachers -

- 1st thought 9-12 - Then decided to  
go K-12 -- look  
multiple services

Will need to have a school person in charge

Timeline - we have a year of planning + approval process -

Asking for several waivers - #1 next time

We already have that for that  
Looking for 18-19 school year if approved

(4)

Offer a Service + in special circumstances  
internet access

Mr. Watson We already have several students attending  
VA - to get that waiver we have to be  
qualified + that allows for ...

Nathan Stone

Looking at Chrombooks + Google  
Classroom - Hotspot linked to our  
account - also technical support +  
spare ready - Turn devices in over the  
summer - Set devices etc

Shaner

Thank you for coming - Educators  
think of a child you can't reach - Make the  
choice - Can we use your curriculum -  
We can't - Not that we don't care - Yes  
we want ... But we can't do to legal  
restrictions we can't -

We offer education to each + every  
learner in education.

Last part is for questions -

Jenna

(5)

Mr Weston

K Mail

Sears

Dillard

Amazon

- Our World Has Changed - It is not slowing down - Its getting faster - There are multiple options. There is a per shift happening around us - Be wise & look & ask ourselves to.

Its easy to do what we've always done  
Its not what best for our kids -

Some students give a book

Some that need additional help

We as a district should do something to reach all levels of student If not shame on us.

I have a friend that is a Jesuit  
traveled - wonderful children - Not a threat to anyone - Reality that is not going away -

I made it because of public education  
Im all about it Education is the great equalizer - No matter you can become . If we don't . Somebody will + Someone has

It bothers me as a

3520.00

(6)

## Questions + Common

Sp Ed - Will receive services through the vendor - We will stick to the law.  
- Not related services.

What about labs? - Computer labs like Hally has comp lab They can do all labs. Vendor also provides those services. They can also come to buildings. They will be our students.

Will the school be compensated? Yes & be monitored - In their time they progress. May be different for each student. Some may take 14 years to graduate & some only 10 years.

1st year we will have to work through. There will be issues & problems.

1st year will cap enrollment at 25 - As we progress we may change.

District Conversion Charter - School within a school - Study by residents Agreement

Open enrollment Charter - from the district.

7

We are not there yet - Different because

✓ What is Cap?

✓ Is GI added

✓ Is the traditional student going to have access to this?

It hard to answer that at this time -

✓ Is it intended for only Homeschool?

- Can't say that - we have other situations w/ concern student immunity issues.

✓ When I had students they may want to make a move - May have influx.  
If we have some that are not comfortable. ...

✓ Mrs. Heide was approached -

✓ Are all extra curricular open to all students?  
yes

✓ Can you go into detail on experience?

(8)

we don't have all the answers yet

✓ Some amount of funding for these students?

Yes -

✓ Commend the schools for opportunities for Parents + Flexibility - I appreciate this - Thank you - Remember I want to be informed

✓ Does this vendor follow similar lesson plans? approved by DE

~~Sherry~~

Please fill out survey for us + take some + give out to others.

Follow FB Instagram - to be informed -

✓ Are we going to find a vendor that will align to our curriculum?

We will try + align as much as possible.

Approved vendor by State

(9)

- ✓ Be like a student coming from another district
- ✓ additional duties for Mesa teachers -  
Not in the beginning - who knows
- ✓ Cost to apply? Curriculum
- ✓ Do you have estimate? I have to look  
at more vendors - went to Blended  
Learning Conf. In the process - right  
now I learn will

~~James~~ 25 students - at least \$1500.00 -  
Costs will be in budget when we  
get there. - Look on my school  
info. See how much it will cost  
Yes it will cost the school & then

Am not worried about money. - I'm all  
about the students. I believe in doing  
what's best for kids.

Anyone else? Good info.

- ✓ Will there be grant funding?  
All on us

- ✓ Fidelity of Spring Testing?  
Be tested - as a separate class

Weston

(10)

Have Son in Law taught the Law  
online for 4 years - Have met a student!

My son - - -

This is happening daily

I attend many meetings in my office  
as if I were there.

We are looking  
We are curious

We think its best for kids -

Helped the world - 1 kid at a time  
Like Starfish Story

✓ Can they go into VA in November?  
I cant tell you yes or no

Remember when we were on the  
cutting edge w/ compressed video -  
This may be old news -

Great questions - We need to  
be asked

Sherrill

We will have stakeholders on the committee setting for Application Process

✓

Graded Panel of System?  
yes

Weston

Remember: Any Place  
Any Place  
Any time

Leontine Luke: Wife on buses - working on buses -

The last sessions of leg. 14 - Educators throwing a fit over freedom - State is working on that - Now they expect us to use it -

Why Now? We have the capacity now why not us?

Innovation? Go to ABE website

Reaching Different Levels of Learners



1311C Hwy 71 North Mena, AR 71953 479-394-2266

August 1, 2017

Benny Weston, Superintendent  
Mena School District  
501 Hickory  
Mena, Ar 71953

Dear Mr. Weston,

As a graduate of Mena High School, current business owner in the community, and proud parent of two girls who have attended and are attending Mena schools, I am honored to endorse the application to create a Virtual Conversion Charter School. The opportunities this will bring to our community will be invaluable. Our community can benefit from the new and creative thinking and innovative teaching methods that are out in other communities. This can help to link students with the world in such ways that could never have been dreamed of. I want to say that Mena School District has my support in whatever is needed, as you pursue this endeavor. Please contact me anytime, if I can help in any way.

Sincerely,

Robert Hines  
President/Owner  
Southwest EMS, Inc.



## **MONTCO MANUFACTURING**

**3183 HWY 71 SOUTH**

**MENA, AR 71953**

**479-394-4500**

**1-800-297-3767**

**Fax: 479-394-1455**



Jeanne Smith  
Mena School District  
501 Hickory Ave  
Mena, AR 71953

Dear Mrs Smith,

I am pleased to support the Mena School District's application to create a Virtual Academy in our District. I feel strongly that this can help both kids that have difficult backgrounds as well as those children that are home schooled in our district.

I believe that we must remain pro-active in our methods of approaching students. We have an excellent staff and faculty at our district and any method of delivering their services needs to be utilized. This Virtual Academy should be included as another method of delivery.

I fully endorse and support the Mena School District's Application for a Virtual Academy. Please contact me if I can be of further assistance to you as you pursue this opportunity.

Sincerely,



Clint Montgomery  
Owner

# MENA PUBLIC SCHOOLS 2018-2019 Calendar

## JULY 2018

Mon	Tues	Wed	Thurs	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23/30	24/31	25	26	27

## AUGUST 2018

Mon	Tues	Wed	Thurs	Friday
		1	2	3
6	7	8	9	10
13 First Day	14	15	16	17
20	21	22	23	24
27	28	29	30	31

## SEPTEMBER 2018

Mon	Tues	Wed	Thurs	Friday
Labor Day	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

## OCTOBER 2018

Mon	Tues	Wed	Thurs	Friday
1	2	3	4	5
8	9	10	11	12 (44 d)
15	16	17	18	19
Fall Brk	23	24	25	26
29	30	31		

## NOVEMBER 2018

Mon	Tues	Wed	Thurs	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
Thanks		giving		Break
26	27	28	29	30

## DECEMBER 2018

Mon	Tues	Wed	Thurs	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21 (44 d)
24/31	25	26	27	28

## JANUARY 2019

Mon	Tues	Wed	Thurs	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

## FEBRUARY 2019

Mon	Tues	Wed	Thurs	Friday
				1
4	5	6	7	8
11	12	13	14	15
Pres Day	19	20	21	22
25	26	27	28	

## MARCH 2019

Mon	Tues	Wed	Thurs	Friday
				1
4	5	6	7	8 (44 d)
11	12	13	14	15
19 SPRING	20 BREAK	21	22	23
25	26	27	28	29

## APRIL 2019

Mon	Tues	Wed	Thurs	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

## MAY 2019

Mon	Tues	Wed	Thurs	Friday
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21 (46)	22 WD	23 WD	24 WD
Mem Day	28 WD	29 WD	30	31

## JUNE 2019

Mon	Tues	Wed	Thurs	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Blue=First Day for Students  
Yellow = End of Nine Weeks  
Green=Extra Weather Days

Red=Holidays

**2017 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL  
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Benny Weston  
Signature of Superintendent of School District

8/1/17  
Date

Benny Weston  
Printed Name



QUESTIONS

RESPONSES

20 responses



	INDIVIDUAL
--	------------

Accepting responses

Which of the following BEST describes your family.

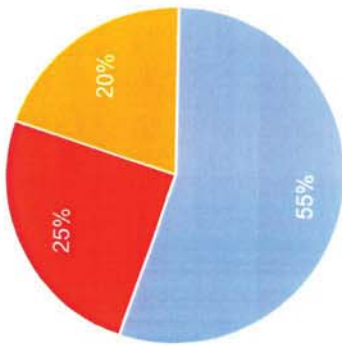
20 responses



Would your family be interested in a virtual alternative to traditional public school?

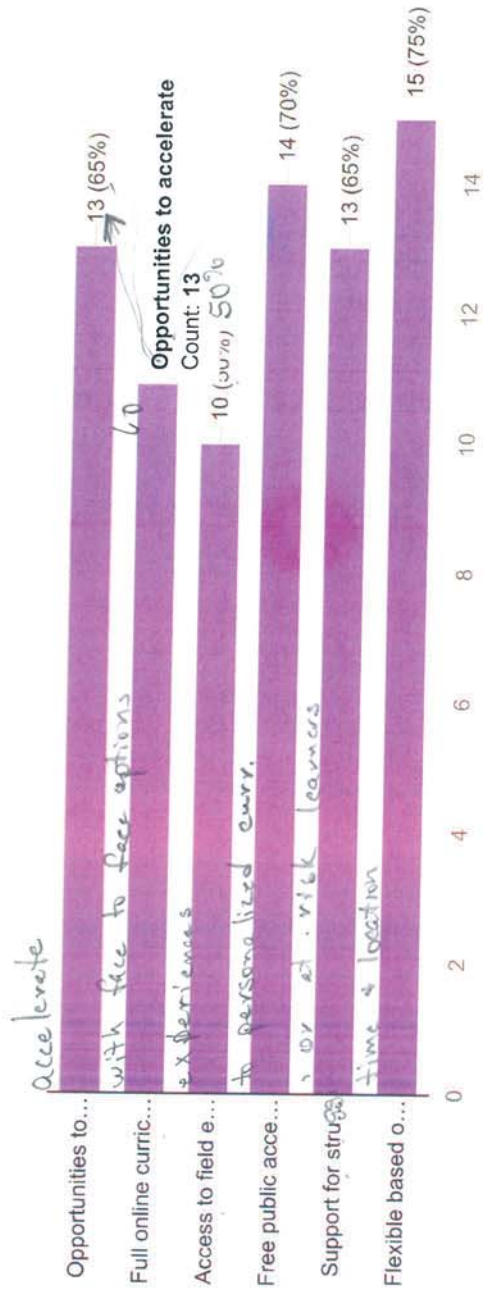
20 responses

● Yes  
 ● No  
 ● Maybe



Which of the following items do you find appealing about a virtual learning environment? Please choose all that apply:

20 responses



Please provide any additional information that you believe will help us as we explore this opportunity for students.

Who will be the teachers?

Students need to be in school, physically, to learn social skills, how to act in society and on-the-job. Otherwise, they are isolated and unable to cope with adversity and uncomfortable situations. Children need to expand their world, not narrow it. Why are children not attending school? Do they feel they do not belong? Activities, classes, teachers need to reach every student. Encourage the students to expand, invite them to clubs, activities, classes. Do not exclude any student or make them feel the school is not their school. Why aren't these students in clubs and activities? Make changes to get them involved.

Progressing faster for those students that wish to excel (even in their down/personal time) in any given field of learning is a positive starting point. Languages, Arts(example: Virtual tours of Chicago Museum and travel to other countries are just a few areas that a child/young adult should get a chance to gather knowledge. I believe math and science fields would greatly increase both males and encourage more females into these areas by virtual learning.

Need to inform everyone of all details to ensure they are comfortable with the concept of this idea.



# 2016 ESEA DISTRICT REPORT

## MENA SCHOOL DISTRICT

Superintendent: BENNY WESTON

LEA: 5703000

Enrollment: 1763

Attendance: 95.60

Poverty Rate: 68.41

Address: 501 HICKORY ST

MENA, AR 71953

Phone: (479) 394-1710

### OVERALL DISTRICT STATUS:

2014 NEEDS IMPROVEMENT

### PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1077	1081	99.63	1074	1078	99.63
Targeted Achievement Gap Group	759	762	99.61	756	759	99.60
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	15	15	100.00	15	15	100.00
Hispanic	56	56	100.00	56	56	100.00
White	981	985	99.59	978	982	99.59
Economically Disadvantaged	738	741	99.60	737	740	99.59
English Language Learners	16	16	100.00	16	16	100.00
Students with Disabilities	99	99	100.00	96	96	100.00

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	534	1038	51.45	47.86
Targeted Achievement Gap Group	310	726	42.70	36.83
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	3	14	21.43	27.81
Hispanic	22	54	40.74	41.06
White	497	948	52.43	55.3
Economically Disadvantaged	308	705	43.69	37.65
English Language Learners	7	16	43.75	29.19
Students with Disabilities	8	95	8.42	12.12

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	553	1035	53.43	43.35
Targeted Achievement Gap Group	349	723	48.27	34.22
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	7	14	50.00	23.53
Hispanic	26	54	48.15	38.01
White	507	945	53.65	50.35
Economically Disadvantaged	346	704	49.15	34.76
English Language Learners	9	16	56.25	31.1
Students with Disabilities	12	92	13.04	12.12

### 2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	148	158	93.67	84.88
Targeted Achievement Gap Group	67	74	90.54	81.87
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	400	443	90.29	85.58
Targeted Achievement Gap Group	194	222	87.39	81.76
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	1	1	100.00	77.54
Hispanic	5	6	83.33	84.52
White	136	145	93.79	87.44
Economically Disadvantaged	66	73	90.41	81.70
English Language Learners	0	0	0.00	85.88
Students with Disabilities	7	8	87.50	81.89

# 2016 ESEA SCHOOL REPORT

## LOUISE DURHAM ELEM. SCHOOL

District: MENA SCHOOL DISTRICT  
 Superintendent: BENNY WESTON  
 Grades: K - 2  
 Enrollment: 432

Principal: JIMMA HOLDER  
 Attendance: 95.27  
 Poverty Rate: 75.46

LEA: 5703009  
 Address: 106 NORTH REINE ST  
 MENA, AR 71953  
 Phone: (479) 394 - 2943

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

### PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	423	423	100.00	423	423	100.00
Targeted Achievement Gap Group	310	310	100.00	310	310	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	7	7	100.00	7	7	100.00
Hispanic	24	24	100.00	24	24	100.00
White	383	383	100.00	383	383	100.00
Economically Disadvantaged	303	303	100.00	303	303	100.00
English Language Learners	8	8	100.00	8	8	100.00
Students with Disabilities	43	43	100.00	43	43	100.00

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	168	405	41.48	47.86
Targeted Achievement Gap Group	96	295	32.54	36.83
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	1	7	14.29	27.81
Hispanic	10	24	41.67	41.06
White	153	366	41.80	55.30
Economically Disadvantaged	96	288	33.33	37.65
English Language Learners	4	8	50.00	29.19
Students with Disabilities	4	40	10.00	12.12

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	214	405	52.84	43.35
Targeted Achievement Gap Group	145	295	49.15	34.22
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	4	7	57.14	23.53
Hispanic	12	24	50.00	38.01
White	195	366	53.28	50.35
Economically Disadvantaged	144	288	50.00	34.76
English Language Learners	6	8	75.00	31.10
Students with Disabilities	7	40	17.50	15.13

# 2016 ESEA SCHOOL REPORT

## HOLLY HARSHMAN ELEM. SCHOOL

District: MENA SCHOOL DISTRICT  
 Superintendent: BENNY WESTON  
 Grades: 3 - 5  
 Enrollment: 414

Principal: TAMARA SMART  
 Attendance: 95.77  
 Poverty Rate: 71.98

LEA: 5703010  
 Address: 1000 GEYER DRIVE  
 MENA, AR 71953  
 Phone: (479) 394 - 3151

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

### PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	423	423	100.00	423	423	100.00
Targeted Achievement Gap Group	310	310	100.00	310	310	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	7	7	100.00	7	7	100.00
Hispanic	24	24	100.00	24	24	100.00
White	383	383	100.00	383	383	100.00
Economically Disadvantaged	303	303	100.00	303	303	100.00
English Language Learners	8	8	100.00	8	8	100.00
Students with Disabilities	43	43	100.00	43	43	100.00

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

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Targeted Achievement Gap Group	145	295	49.15	34.22
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	4	7	57.14	23.53
Hispanic	12	24	50.00	38.01
White	195	366	53.28	50.35
Economically Disadvantaged	144	288	50.00	34.76
English Language Learners	6	8	75.00	31.10
Students with Disabilities	7	40	17.50	15.13

# 2016 ESEA SCHOOL REPORT

## MENA MIDDLE SCHOOL

District: MENA SCHOOL DISTRICT  
 Superintendent: BENNY WESTON  
 Grades: 6 - 8  
 Enrollment: 398

Principal: MICHAEL HOBSON  
 Attendance: 97.72  
 Poverty Rate: 67.34

LEA: 5703011  
 Address: 700 SOUTH MORROW  
 MENA, AR 71953  
 Phone: (479) 394 - 2572

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

### PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	391	393	99.49	391	393	99.49
Targeted Achievement Gap Group	270	272	99.26	270	272	99.26
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	4	4	100.00	4	4	100.00
Hispanic	21	21	100.00	21	21	100.00
White	354	356	99.44	354	356	99.44
Economically Disadvantaged	263	265	99.25	263	265	99.25
English Language Learners	5	5	100.00	5	5	100.00
Students with Disabilities	34	34	100.00	34	34	100.00

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	228	379	60.16	47.86
Targeted Achievement Gap Group	132	259	50.97	36.83
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	0	3	0.00	27.81
Hispanic	9	20	45.00	41.06
White	212	344	61.63	55.30
Economically Disadvantaged	132	252	52.38	37.65
English Language Learners	3	5	60.00	29.19
Students with Disabilities	1	34	2.94	12.12

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	256	379	67.55	43.35
Targeted Achievement Gap Group	158	259	61.00	34.22
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	1	3	33.33	23.53
Hispanic	11	20	55.00	38.01
White	235	344	68.31	50.35
Economically Disadvantaged	156	252	61.90	34.76
English Language Learners	3	5	60.00	31.10
Students with Disabilities	4	34	11.76	15.13

# 2016 ESEA SCHOOL REPORT

## MENA HIGH SCHOOL

District: MENA SCHOOL DISTRICT  
 Superintendent: BENNY WESTON  
 Grades: 9 - 12  
 Enrollment: 519

Principal: SHANE TORIX  
 Attendance: 94.12  
 Poverty Rate: 60.50

LEA: 5703012  
 Address: 700 SOUTH MORROW  
 MENA, AR 71953  
 Phone: (479) 394 - 1144

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	263	265	99.25	260	262	99.24
Targeted Achievement Gap Group	179	180	99.44	176	177	99.44
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	4	4	100.00	4	4	100.00
Hispanic	11	11	100.00	11	11	100.00
White	244	246	99.19	241	243	99.18
Economically Disadvantaged	172	173	99.42	171	172	99.42
English Language Learners	3	3	100.00	3	3	100.00
Students with Disabilities	22	22	100.00	19	19	100.00

### 2016 STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	138	254	54.33	47.86
Targeted Achievement Gap Group	82	172	47.67	36.83
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	2	4	50.00	27.81
Hispanic	3	10	30.00	41.06
White	132	238	55.46	55.30
Economically Disadvantaged	80	165	48.48	37.65
English Language Learners	0	3	0.00	29.19
Students with Disabilities	3	21	14.29	12.12

### 2016 STUDENT PERFORMANCE -- MATHEMATICS

ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	State Average % Achieved
All Students	83	251	33.07	43.35
Targeted Achievement Gap Group	46	169	27.22	34.22
ESEA Subgroups	# Achieved	# Tested	Percentage	State Average % Achieved
African American	2	4	50.00	23.53
Hispanic	3	10	30.00	38.01
White	77	235	32.77	50.35
Economically Disadvantaged	46	164	28.05	34.76
English Language Learners	0	3	0.00	31.10
Students with Disabilities	1	18	5.56	15.13

### 2015 SCHOOL GRADUATION RATE

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	148	158	93.67	84.88
Targeted Achievement Gap Group	67	74	90.54	81.87
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
All Students	400	443	90.29	85.58
Targeted Achievement Gap Group	194	222	87.39	81.76
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2015 State Average Percentage
African American	1	1	100.00	77.54
Hispanic	5	6	83.33	84.52
White	136	145	93.79	87.44
Economically Disadvantaged	66	73	90.41	81.70
English Language Learners	0	0	0.00	85.88
Students with Disabilities	7	8	87.50	81.89

## 2017 ESEA DISTRICT REPORT MENA SCHOOL DISTRICT

**Superintendent:** BENNY WESTON  
**LEA:** 5703000  
**Enrollment:** 1716

**Attendance:** 96.72  
**Poverty Rate:** 68.24

**Address:** 501 HICKORY ST  
MENA, AR 71953  
**Phone:** (479) 394-1710

### 2017 PERCENT TESTED

	ELA			MATHEMATICS		
ESEA Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1023	1035	98.84	1024	1035	98.94
Targeted Achievement Gap Group	732	738	99.19	733	738	99.32
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
Black or African American	9	9	100.00	9	9	100.00
Hispanic/Latino	53	55	96.36	54	55	98.18
White	924	933	99.04	924	933	99.04
Economically Disadvantaged	714	720	99.17	715	720	99.31
English Learners	18	18	100.00	18	18	100.00
Students with Disabilities	107	108	99.07	108	108	100.00

### 2017 STUDENT ACHIEVEMENT -- ENGLISH LANGUAGE ARTS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite Percentage
	2016	2017	2016	2017	2016	2017	
All Students	526	544	1019	968	51.62	56.20	53.85
Targeted Achievement Gap Group	308	333	713	683	43.20	48.76	45.92
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	3	5	9	9	33.33	55.56	44.44
Hispanic/Latino	22	30	54	52	40.74	57.69	49.06
White	489	487	934	870	52.36	55.98	54.10
Economically Disadvantaged	306	328	692	665	44.22	49.32	46.72
English Learners	7	11	16	18	43.75	61.11	52.94
Students with Disabilities	8	13	94	99	8.51	13.13	10.88

### 2017 STUDENT ACHIEVEMENT -- MATHEMATICS

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite Percentage
	2016	2017	2016	2017	2016	2017	
All Students	544	518	1016	968	53.54	53.51	53.53
Targeted Achievement Gap Group	345	325	710	683	48.59	47.58	48.10
ESEA Subgroups	# Achieved		# Tested		Percentage		Two year Composite
Black or African American	5	6	9	9	55.56	66.67	61.11
Hispanic/Latino	26	27	54	52	48.15	51.92	50.00
White	500	468	931	870	53.71	53.79	53.75
Economically Disadvantaged	342	319	691	665	49.49	47.97	48.75
English Learners	9	8	16	18	56.25	44.44	50.00
Students with Disabilities	12	23	91	99	13.19	23.23	18.42

### 2016 DISTRICT FOUR-YEAR ADJUSTED COHORT GRADUATION RATE

ESEA Indicators	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
All Students	109	126	86.51	88.94
Targeted Achievement Gap Group	62	72	86.11	87.2
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	Three year Composite
Black or African American	0	0	0.00	100
Hispanic/Latino	3	3	100.00	80
White	103	119	86.55	89.23
Economically Disadvantaged	58	68	85.29	86.7
English Learners	0	0	0.00	
Students with Disabilities	9	10	90.00	91.67

## 2017 ESEA DISTRICT REPORT MENA SCHOOL DISTRICT

**Superintendent:** BENNY WESTON

**LEA:** 5703000

**Enrollment:** 1716

**Attendance:** 96.72

**Poverty Rate:** 68.24

**Address:** 501 HICKORY ST

MENA, AR 71953

**Phone:** (479) 394-1710

### AVERAGE STATE PERCENTAGE

	2017 ELA	2017 MATHEMATICS	2016 GRADUATION RATE
ESEA Indicators	State Average Percentage	State Average Percentage	State Average Percentage
All Students	52.56	47.12	87.02
Targeted Achievement Gap Group	41.87	37.89	83.79
ESEA Subgroups	State Average Percentage	State Average Percentage	State Average Percentage
Black or African American	31.85	26.04	81.53
Hispanic/Latino	46.45	41.95	85.71
White	60.16	54.57	89.20
Economically Disadvantaged	42.60	38.42	83.79
English Learners	39.62	37.10	85.71
Students with Disabilities	14.34	16.94	84.29

### Percent Tested: Source and Use of Enrollment

For percent tested and school/district achievement calculations, student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 05, 2017.

When students' test and enrollment records were matched by school and student state identifier, the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record, but a matching enrollment record was not found, the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record, the demographic values from the student's enrollment record were used in ESEA percent tested calculations.

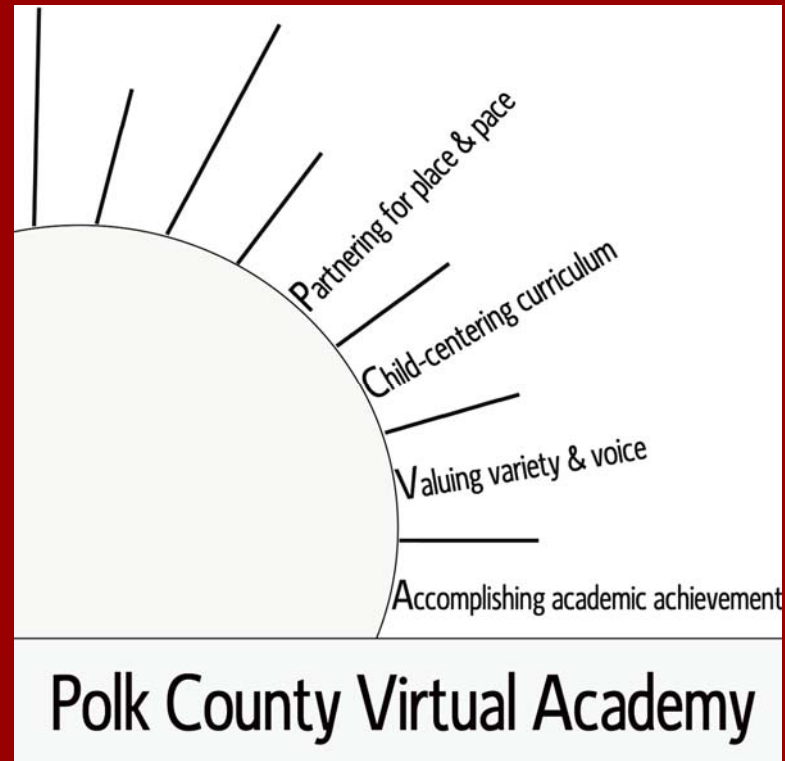
### School Achievement

The school achievement results in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the school achievement for each subject.

### Average State Achievement

The average state achievement statistics listed in this report include students who completed a full academic year (not highly mobile) and completed a regular or alternate assessment. Students who were considered highly mobile were excluded from the calculations. All grades are included in the state averages for each subject.

Report created on: 08/25/2017

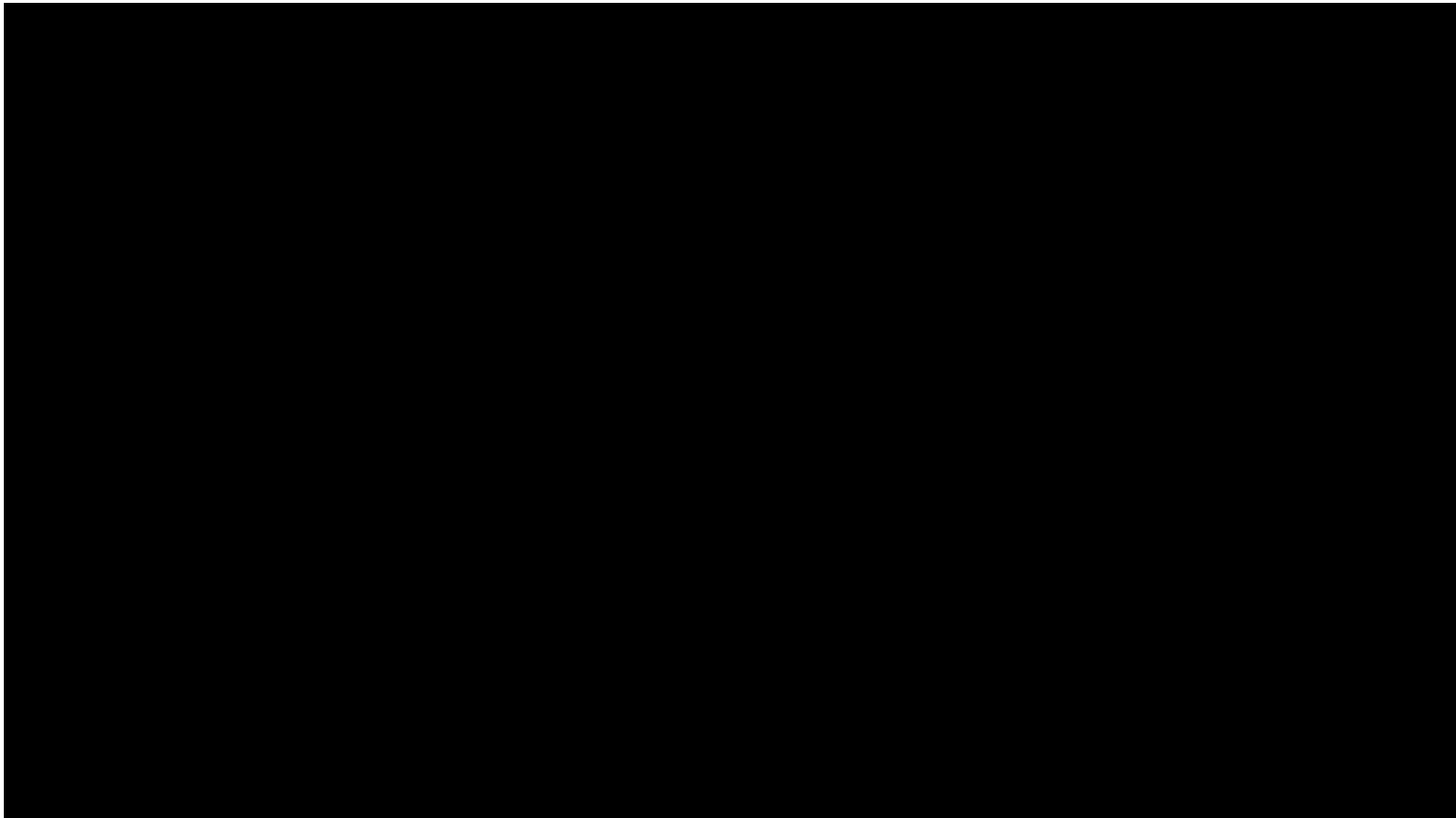
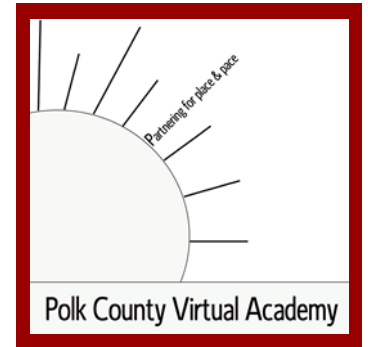


# Polk County Virtual Academy

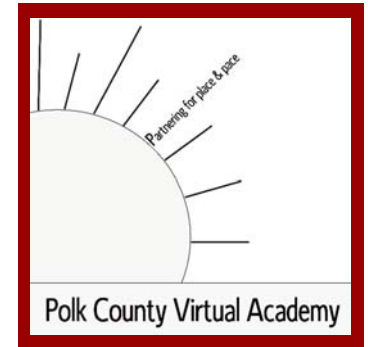
Charter Authorizing Panel Hearing

October 19, 2017

**P** = Partnering for Place & Pace

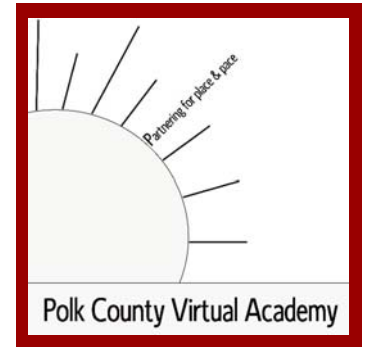


# P = Partnering for Place & Pace

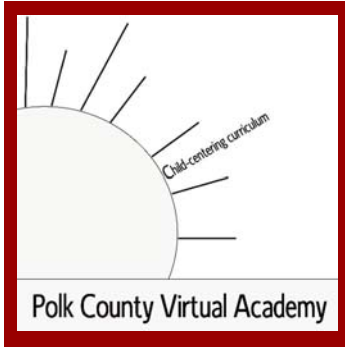


- "We have a group of students unable or unwilling to participate in our current educational system. PCVA will allow us to reach out to meet their unique needs." - Louise Durham Elementary Administrator
- "I commend the district for pursuing opportunities for parents and the flexibility it offers our students." - Mother of current student enrolled in our district

# **P** = Partnering for Place & Pace



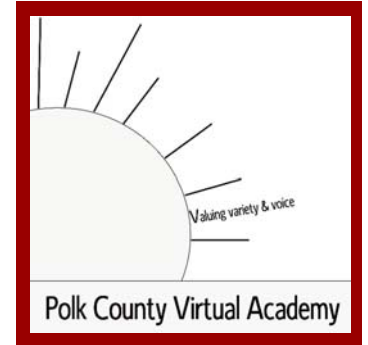
- "I would enroll my two children in PCVA to keep them academically on target with their peers."  
- Mother of two current homeschooled children
- "My daughter is medically unable to attend daily traditional classes. This would allow her to complete her coursework and graduate on time."  
- Mother of current student enrolled in our district



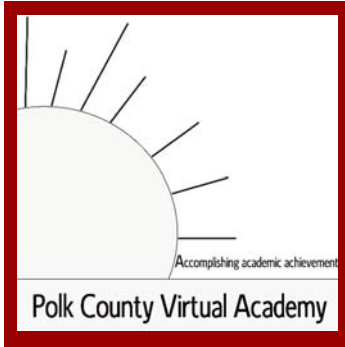
## **C** = Child-Centering Curriculum

- Student Success Plan
- Alternative Form of Education
- Core Academic Classes
- Grade Level Appropriate Electives
- Advance Placement Courses in Grades 9-12

# **V** = Valuing Variety & Voice



- On-line Classroom Platform
- Flexibility in Learning
- Face-to-Face Interactions
- Field Experience
- Extra-curricular Opportunities

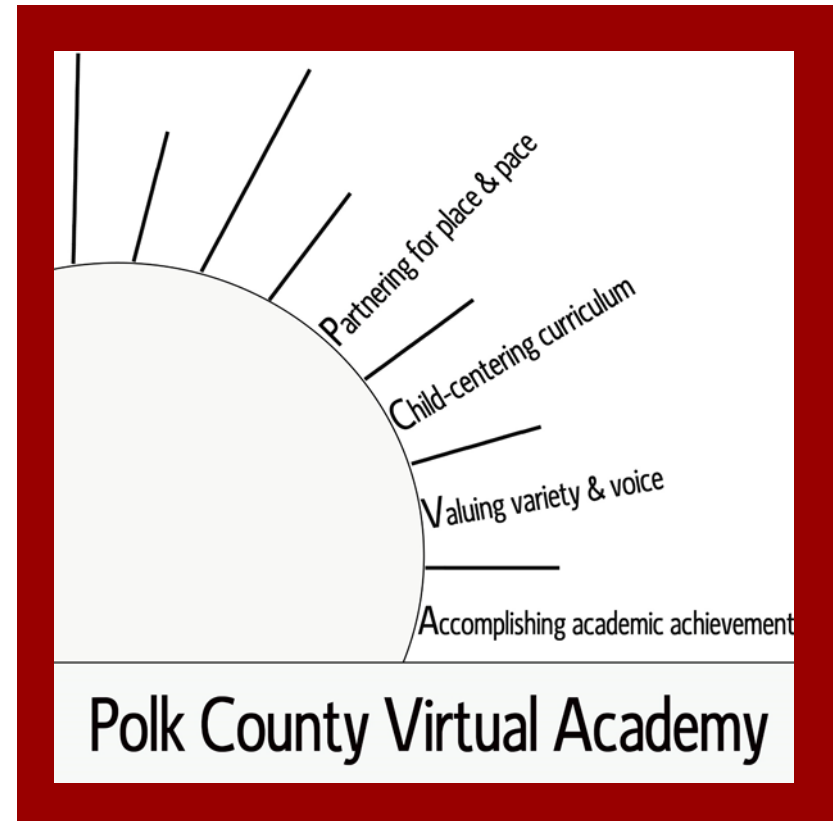


# **A** = Accomplishing Academic Achievement

- Instruction offered through various methods:  
on-line and face-to-face
- Courses fully aligned with Arkansas State Standards
- State ACT Readiness Levels:  
Exceeding or Ready Percentages met annually

*“There's a way to do it better - find it.”*

THOMAS EDISON



*“We think we’ve found it - PCVA.”*

## ARKANSAS DEPARTMENT OF EDUCATION

### REQUIREMENTS FOR LETTER OF INTENT

#### To Apply for an **Open-Enrollment** Public Charter School

Applicants for open-enrollment public charter schools are required to send a one-page “**Letter of Intent to Apply for an Open-Enrollment Public Charter School**” to the Arkansas Department of Education.

Submit the signed letter of intent, via email, to the Arkansas Department of Education at the following email address no later than 4:00 p.m. **on Tuesday, March 7, 2017**, in order for the application to be considered by the authorizer during the 2017 application cycle:

[ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov)

#### **Required format to be followed for the letter of intent:**

1. The letter of intent is to be a one-page document;
2. Include the full legal name of the eligible entity which intends to apply for a charter. If the sponsoring entity is a non-profit organization, specify the name exactly as submitted on the Internal Revenue Service (IRS) application for non-profit status through 501(c)(3) of the Internal Revenue Code, and state whether the entity has already received 501(c)(3) status or has applied for 501(c)(3) status.
3. Include a contact person's name, full mailing address, daytime telephone number, and email address;
4. Give a description of the eligible entity that is sponsoring the application;
5. Give the name of the proposed open-enrollment public charter school;
6. Describe the location of the proposed open-enrollment public charter school and state the school district in which the charter school would be located;
7. Identify the grade levels of students intended to be served by the open-enrollment public charter school;
8. Identify the number of students intended to be served by the open-enrollment public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The designated contact person must sign the letter of intent to apply.

**A copy of the letter of intent must be sent, via the same email transmission that the letter is sent to the Arkansas Department of Education, to the superintendent of the public school district where the proposed public charter school will be located. Superintendent email addresses can be found here:**  
<https://adedatabeta.arkansas.gov/spd/Home/districts>



# ARKANSAS DEPARTMENT OF EDUCATION

## **Arkansas Department of Education Instructions for Completing the 2017 Open-Enrollment Public Charter School Application**



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

## **2017 Open-Enrollment Public Charter School Application Timeline**

### **Tuesday, March 7, 2017**

A letter of intent to apply for an open-enrollment charter must be received at the Arkansas Department of Education by 4:00 p.m.

### **Thursday, March 9, 2017**

An open-enrollment charter applicant workshop will be hosted by the Charter School Office in Little Rock, Arkansas.

APPLICANT ATTENDANCE IS MANDATORY.

### **Dates to Be Determined by the Applicant**

The applicant publishes notice of a public hearing about the proposed charter once a week for three consecutive weeks in a newspaper having general circulation in the public school district in which the school will be located. The notice must not be in the classified or legal section of the newspaper.

The notice of the public hearing about the proposed charter is emailed to the superintendent of each district from which the open-enrollment public charter school is likely to draw students and the superintendent of any district that is contiguous to the district in which the school will be located within seven calendar days of the first publication.

### **Thursday, April 27, 2017**

Open-enrollment applications must be received by the Arkansas Department of Education and the superintendent of each public school district likely to be affected by proposed charter school by 4:00 p.m.

### **May/June/July**

The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns.

The applicant responds to Charter Internal Review Committee comments.

The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.

### **August 16-17, 2017**

Open-enrollment charter applicant hearings are conducted by the Charter Authorizing Panel.

### **Thursday, September 14, 2017**

The State Board of Education decides whether to review the panel's decisions.

### **Date to Be Determined by the State Board of Education**

If the State Board of Education decides to review a charter applicant decision made by the Charter Authorizing Panel, the State Board conducts an applicant hearing.

\*Note - All information must be received in the Charter School Office of the Arkansas Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to adhere to all charter application deadlines. **It is the applicant's responsibility to consider the length of the time that may be required for electronic submissions to reach the Charter School Office.**

## GENERAL INSTRUCTIONS ON COMPLETING THE APPLICATION

If acronyms are used throughout the application, please provide an acronym key as an attachment.

The application must be completed using the fillable form and the templates provided.

- There are a limited number of characters allowed for each response.  
It is advisable to ensure that each response fits into the space allowed. Text that does not fit in the text boxes cannot be reviewed.
- Use the font and font size that are set for responses. If you type responses in another program, make certain that Arial font, size 10 is used and copied into the text boxes.
- Include a response in every section.
- A complete application includes the fillable form with all other required documents attached at the end.
- When the fillable form is complete, create a flattened PDF by using a 'print to PDF' function, or by printing the completed fillable form and scanning it as a new PDF.
- The following documents must be scanned; signed as required; and attached, **in the order listed**, to the PDF after the completed application form:

### REQUIRED ATTACHMENTS

#### APPLICANTS MUST USE ALL TEMPLATES THAT ARE PROVIDED.

- Evidence that the sponsoring entity is eligible to apply for a charter (non-profit entities must provide the determination letter from the Internal Revenue Service showing that that sponsoring entity is exempt from taxation under 501(c)(3) of the Internal Revenue Code or the sponsoring entity's application to the Internal Revenue Service for exemption from taxation under 501(c)(3) of the Internal Revenue Code);
- Documentation showing that all requirements pertaining to the public hearing were met;
- Evidence of parental and community support (five-page limit);
- The proposed school's 2018-2019 calendar;
- The 2018-2019 and 2019-2020 Salary Schedule and Budget template;
- The signed Facilities Utilization Agreement template; and
- The signed Statement of Assurances template.

#### ATTACHMENTS TO BE INCLUDED ONLY IF APPROPRIATE

- A Prior Charter Involvement template for each individual associated with the proposed charter who has prior charter experience;
- A facility lease;
- If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of the order; and
- Documentation demonstrating that funds listed on the budget template as "Other Sources of Revenue" **have already been awarded for the operation of the proposed school.**
- Documentation demonstrating formal agreements between the entity and other organizations as described in the application, especially as it relates to providing student services, in Prompt 8.

Save the PDF as "**Proposed Charter School's Name** 2017 Application."

In order for the application to be considered by the authorizer during the 2017 application cycle, submit the named PDF, via email, to the Arkansas Department of Education at the following email address so that it is received no later than **4:00 p.m., Thursday, April 27, 2017:**

[ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov).

**It is imperative that the email transmission time is considered as the application must be received at the Arkansas Department of Education by the deadline.**

An application must be sent, via the same email transmission that the application is sent to the Arkansas Department of Education, to the superintendent of the public school district where the proposed public charter school will be located and the superintendents of other districts from which the charter is likely to draw students. Superintendent email addresses can be found here: <https://adedatabeta.arkansas.gov/spd/Home/districts>

**Any application that is substantially incomplete will not be reviewed by Arkansas Department of Education staff or 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.**

## APPLICATION NOTES ON SELECTED SECTIONS OF THE APPLICATION

### Cover Page

Include the name of the proposed charter school in the text box.

### Section A - General Information

If the sponsoring entity is a non-profit organization, the name of the sponsoring entity in this section of the application must match the name on the determination letter from the Internal Revenue Service or the application to the Internal Revenue Service.

The determination letter from the Internal Revenue Service showing that the sponsoring entity is exempt from taxation under 501(c)(3) of the Internal Revenue Code or the sponsoring entity's application to the Internal Revenue Service for exemption from taxation under 501(c)(3) of the Internal Revenue Code must be included as part of the application.  
**NO ARKANSAS STATE DOCUMENTS SUBSTITUTE FOR THIS REQUIREMENT.**

**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.**

Applicants who have applied to the Internal Revenue Service for exemption from taxation under 501(c)(3) of the Internal Revenue Code should note that it can be a lengthy process to obtain a determination letter from the Internal Revenue Service. If awarded a charter, students may not be served and a local education agency (LEA) number will not be issued until a copy of the determination letter from the Internal Revenue Service is received at the Arkansas Department of Education.

### Section B - Executive Summary

Include the key programmatic features that are considered the most important for anyone to know about the charter school and make certain that the features listed in the executive summary are discussed in other sections of the application.

### Section C - Narrative Description

When responding to the prompts, refer to the Arkansas Department of Education 2017 Open-Enrollment Public Charter School Application Scoring Rubric found at the end of this document. This is a valuable tool as it includes the criteria for each section of the application.

### Prompt 3

ESEA reports and Report Cards are located at the following:

<https://adedata.arkansas.gov/arc/>.

### **Prompt 8 D**

In accordance with federal guidelines, students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

### **Prompt 11**

Be certain that a Prior Charter Involvement template is completed for each individual listed.

### **Prompt 12 and Prompt 13**

The personnel discussed in these sections of the application must be included with the personnel listed in the Salary Schedule and Budget template unless it is clearly explained that the position will not be filled until after the second year of operation.

### **Prompt 16**

Complete the Facilities Utilization Agreement template that is provided.  
A lease may be included, but is not required.

An open-enrollment public charter school shall not commence operations with students in any facility unless the school has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of any facility are determined by the local code official or state fire marshal.

## **NOTES ON SELECTED ATTACHMENTS REQUIRED TO BE ADDED TO THE END OF THE FILLABLE FORM**

### **Evidence of parental and community support**

Limit the response to five pages.

If petitions in support of the proposed charter school have been signed and or letters in support of the proposed charter school have been received, include documents, but do not exceed the five-page limit. If the support documents received by the applicant exceed five pages, include no more than four pages and include a fifth page that includes the following:

- The number of individuals who signed petitions supporting the proposed school; and/or
- The name, title, and affiliation of others who wrote letters of support for the proposed school.

Copies of these documents will be requested at a later date.

**The Salary Schedule and Budget Template**

See pages 8-10 for specific guidance in completing this template.

**Facilities Utilization Agreement Template**

This form must be completed, signed, and included as part of the application.

**Statement of Assurances Template**

This form must be completed, signed, and included as part of the application.

## COMPLETING THE SALARY SCHEDULE AND BUDGET TEMPLATE

### Personnel Salary Schedule

- As requested, list positions.
- In the cell immediately to the right of each position, state the number of full time equivalents (FTEs) to be employed by the charter school in 2018-2019.

#### NOTES

The number of positions must be stated as the full time equivalent (FTE) of each position. A full time position is 1.00; a half time position is .50. For example, if the charter will have 5 full time positions at 1.00 FTE each and 3 half time positions at .50 FTE each, the 5 positions equal a total of 5.00 FTEs, and the 3 positions equal a total of 1.50 FTEs, for a grand total of 6.50 positions.

The salary schedule must include the positions included in response to Prompts #12 and #13 unless it is clearly explained in the responses to the prompts that a position will not be filled until after the second year of operation.

- In the cell to the right of the number of FTE positions for 2018-2019, list the 2018-2019 salary to be budgeted for **1.00 FTE** in that position.
- In the cell to the right of the salary for 2018-2019, state the number of FTEs to be employed by the charter school in that position in 2019-2020.
- In the cell to the right of the number of FTE positions for 2019-2020, list the 2019-2020 salary to be budgeted for **1.00 FTE** in that position.

#### NOTES

The salary for 1 FTE will show in the template, and the template will automatically multiply the salary by the number of positions and include all of these calculations, by year, in the subtotal lines of each section of the salary schedule.

- Include the percentage of the salaries to be used to calculate fringe benefits.

At a minimum, fringe benefits should include amounts required by the Federal Insurance Contributions Act (FICA), teacher retirement, health insurance, and unemployment obligations.

- The budget totals, by year, are automatically calculated in each section.
- Each section total, by year, is automatically added so that the TOTAL EXPENDITURES FOR SALARIES are calculated and included at the end of the salary schedule.

## The Budget

The budget template is intended to require the applicant to consider the many expenses likely to be incurred in the operation of a school and should be completed as an estimate of the revenues and expenditures associated with the operation of the public charter school.

Two columns in the budget template must be completed, one for the school's first year of operation and one for the school's second year of operation.

## REVENUES

All public schools in Arkansas receive state foundation funding in a set amount of money per student based upon average daily membership.

- The number of students for Line #1 and Line #2 is the number of students expected to be enrolled in the public charter school in 2018-2019.

### NOTES

The number must match the 2018-2019 enrollment number provided in other sections of the application.

After the number of students is entered in Line #1 and Line #2, the template will automatically calculate the state foundation funding in Line #1 and the professional development funding in Line #2.

Be conservative with estimates for state revenue. A charter that overestimates its number of students will have to return funds after the "truing up" process occurs. A charter that underestimates the number of students will receive additional funds after the "truing up" process occurs.

**The per pupil amounts included in the budget template for foundation funding and professional development may change, but these are reasonable estimates to be used for planning purposes.**

- The number of students in Line #3 is the number of national school lunch students expected to be enrolled in the public charter school in 2018-2019.

### NOTE

National school lunch students are those students who qualify for free or reduced-priced lunches.

- Use the dropdown menu to select the following amount that corresponds to the estimated percentage of NSL students:

90% or greater NSL students	\$1,576
70-89% NSL students	\$1,051
Less than 70% NSL students	\$ 526

After the number of NSL students and the rate are entered in Line #3, the template will automatically calculate the NSL funding.

**The per pupil rates for NSL funding may change, but these are reasonable estimates to be used for planning purposes.**

- If the charter will serve another student population for which there is state categorical funding, contact the Arkansas Department of Education Charter School Office for the funding amount to include.
- Provide the enrollment projections for the second year of operation in the 2018-2019 section.

#### **NOTE**

The number of students must match the 2019-2020 enrollment number provided in other sections of the application.

- Other Sources of Revenue must include only those funds that are guaranteed at the time that the application is submitted.

#### **NOTES**

**If an applicant has a guaranteed revenue source, it can be included in the budget, but documentation of the revenue must be included as the last attachment behind the application form in the PDF file. The documentation must show that the funds have already been awarded for the operation of the proposed charter school.**

- Totals from the two revenue sections, by year, are automatically added and populate as total revenues.

#### **EXPENDITURES**

- Totals for the salaries and benefits, as calculated on the salary schedule, will populate the appropriate expenditure lines in the budget.
- List specific vendors by name and include the amount to be paid, by year, to each vendor.
- If expenditures include a charter management organization fee, itemize the services included in that fee. If a draft contract outlining the management agreement exists, submit that draft contract as an attachment.
- If the applicant anticipates no expenditures in an area, type a brief explanation where vendors and/or items would be listed. If no expenditures are included for a particular program, the applicant should state the reason.
- Expenses are automatically added and totaled, by year, in each section.
- Each section total, by year, is automatically added so that the TOTAL EXPENDITURES are calculated and included.

#### **THE BOTTOM LINE**

- By year, the expenditure totals are subtracted from the revenue totals and included as the NET REVENUE OVER EXPENDITURES at the end of the template.

#### **NOTES**

Revenue must exceed expenditures.

It is important to maintain a positive balance so that funds are always available for unexpected expenses.

Upon the approval of a public charter school, staff in the Arkansas Department of Education Public School Fiscal and Administrative Services Division will provide technical assistance to assist in developing a detailed budget, specific to the terms of the charter, that also meet the data reporting requirements of the Arkansas Public School Computer Network.

## **Open-Enrollment Public Charter School Application Checklist**

- ☐ Email the one-page letter of intent to apply for an open-enrollment charter to the Arkansas Department of Education Charter School Office and the superintendent of the district where the charter would be located so that it is **received by the Charter School Office no later than 4:00 p.m., on March 7.**

**Be certain that the superintendent's email address is visible as a recipient of the email, as this will serve as evidence that the letter was sent to superintendent. Superintendent email addresses can be found here: <https://adedatabeta.arkansas.gov/spd/Home/districts>**

- ☐ Publish the notice of public hearing following all requirements.
  - A. The notice of the public hearing was published on a weekly basis in a newspaper having general circulation in the school district in which the school will likely be located for at least three (3) consecutive weeks prior to the date of the hearing.
  - B. The notice of public hearing is not published in the classified or legal notice section of the newspaper.
  - C. The last publication of notice is no less than seven (7) days prior to the public meeting.
  - D. Within seven (7) calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing are sent to the superintendents 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 superintendents of any district that is contiguous to the district in which the open-enrollment public charter school will be located. Be sure to cc the Charter School Office to these emails: [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov).

**Documentation that these requirements have been met is included in the charter school application.**

- ☐ Results of the public hearing are included in the charter school application.

#### Additional check points for the charter application

- ☐ All sections of the fillable form are complete.
- ☐ Each complete response is visible in the text box.
- ☐ Each response has been prepared considering the evaluation criteria of the corresponding section of the rubric.
- ☐ Evidence that the sponsoring entity is eligible to apply for a charter is included.
- ☐ Documentation that all requirements pertaining to the public hearing were met is included.
- ☐ Evidence of parental and community support is included.
- ☐ A copy of the proposed school's year 1 calendar is included.
- ☐ The Salary Schedule and Budget template is complete and included.
- ☐ The signed Facilities Utilization Agreement is included.
- ☐ The signed Statement of Assurances Form is included.
- ☐ A Prior Charter Involvement template is included for each individual with prior charter experience.
- ☐ If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of the order is included.
- ☐ If acronyms are used throughout the application, an acronym key is attachment.

Submit the application, via email, to the Arkansas Department of Education, to the superintendent of the public school district where the proposed public charter school will be located and the superintendents of other districts from which the charter is likely to draw students so that it is received no later than **4:00 p.m. on Thursday, April 27, 2017**. Be certain that the superintendents' email addresses are visible as recipients of the email, as this will serve as evidence that the application was sent to superintendents. Superintendent email addresses can be found here: <https://adedatabeta.arkansas.gov/spd/Home/districts>

**It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the Arkansas Department of Education Rules Governing Charter Schools, and the requirements outlined in the application for an open-enrollment public charter school. Contact the Arkansas Department of Education Charter School Office with questions and for assistance in developing the application.**

**Arkansas Department of Education Charter School Office 501.683.5313**

## **Arkansas Department of Education**

### **2017 Open-Enrollment Public Charter School Application Review**

The charter application should reflect a thorough understanding of key issues and demonstrate capacity to open and operate a quality charter school. Each response should address the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of the ways in which the school will operate.

With that in mind the initial review of open-enrollment charter applications will be conducted by Arkansas Department of Education staff from various divisions that routinely interact with charter school personnel. This group, known as the Charter Internal Review Committee, will assess the application for complete and clear responses and provide technical assistance to the applicants. While the committee will request additional information or clarification, identify concerns with the applications, and review the applicant revisions based on this technical assistance, the goal of the committee is to determine if each response is fully responsive, partially responsive; or not responsive. The Charter Authorizing Panel is tasked with judging the quality of each application and determining what applicants are likely to open and operate high quality charter schools.

A rubric that identifies the criteria for each section of the application follows. These criteria should be carefully considered when writing the application and each applicant should self-assess the draft application based on the criteria and revise the application based on the self-assessment prior to submitting it.

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

**SCORING RUBRIC**

**PART A      GENERAL INFORMATION**

Name of Proposed Charter School:

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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

### **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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

### 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

### 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

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

### **Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

### **Concerns and Additional Questions**

## 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**

**Not Responsive**

### **Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

### **Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **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**

**Partially Responsive**

**Not Responsive**

### **Concerns and Additional Questions**

## **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

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

### **Concerns and Additional Questions**

## 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

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**



# ARKANSAS DEPARTMENT OF EDUCATION

## 2017 Application Open-Enrollment Public Charter School

**Deadline for Receipt of Submission: Thursday, April 27, 2017, 4:00 p.m.**

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



**Name of Proposed Charter School:**

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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  
2017 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: \_\_\_\_\_

Grade Level(s) for the School: \_\_\_\_\_ Student Enrollment Cap: \_\_\_\_\_

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grades to be Offered at the Charter					
Enrollment Cap at the Charter					

Name of Sponsoring Entity: \_\_\_\_\_

**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: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

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

Email: \_\_\_\_\_

Charter Site Address: \_\_\_\_\_

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

Date of Proposed Opening: \_\_\_\_\_

Chief Operating Officer of Proposed Charter (if known): \_\_\_\_\_

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

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

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

The proposed charter will be located in the \_\_\_\_\_ School District.

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

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

\_\_\_\_\_

Describe the geographical area to be served by the charter.

Applicant Response:

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: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

## **B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

Applicant Response:

Explain how the mission statement was developed.

Applicant Response:

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

Applicant Response:

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:

## 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:

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.

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:

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:

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:

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

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:

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): \_\_\_\_\_

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

**MIDDLE SCHOOL COURSES**

GRADE(S): \_\_\_\_\_ YEAR OFFERED: \_\_\_\_\_

REQUIRED COURSES

- \_\_\_\_\_

ELECTIVE COURSES

- \_\_\_\_\_

\_\_\_\_\_

## HIGH SCHOOL COURSES

### Language Arts (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-
			-
			-
Total Language Arts Units			0

### Science (5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-
			-
Total Science Units			0

### Fine Arts (3.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-
Total Fine Arts Units			0

### Social Studies (4 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-

Course Name	Grades Offered	Year of Introduction	Credit Unit
Total Social Studies Units			0

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

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-
			-
			-
			-
			-
			-
Total Career & Technical Education Units			0

### Mathematics (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-
			-
			-
Total Mathematics Units			0

### Other Courses (4.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-
			-
Total Other Units			0

High School Course Requirement Checklist	Units Listed
Language Arts (6 Units Required)	0
Science (5 Units Required)	0
Fine Arts (3.5 Units Required)	0
Social Studies (4 Units Required)	0
Career & Technical Education (9 Units Required)	0
Mathematics (6 Units Required)	0
Other (4.5 Units Required)	0
<b>Total (38 Required)</b>	<b>0</b>

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

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

Applicant Response:

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:

B) Health services;

Applicant Response:

C) Media center;

Applicant Response:

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

Applicant Response:

E) Transportation;

Applicant Response:

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

G) English Language Learner (ELL) instruction; and

Applicant Response:

H) Gifted and Talented Program.

Applicant Response:

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:

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:

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:

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:

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:

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:

12. 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.

Applicant Response:

## **ADMINISTRATORS**

**Administrator Position:** \_\_\_\_\_

**Reports to:** \_\_\_\_\_

**Salary Range:** \_\_\_\_\_

### **Minimum Qualifications Required**

**Education Required:**

**Experience Required:**

**Certification Required:**

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

●

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## **TEACHERS**

Teacher Position: \_\_\_\_\_

Reports to: \_\_\_\_\_

Salary Range: \_\_\_\_\_

### **Minimum Qualifications Required**

Education Required:

Experience Required:

Certification Required:

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

●

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## **SUPPORT STAFF**

Support Staff Position: \_\_\_\_\_

Reports to: \_\_\_\_\_

Salary Range: \_\_\_\_\_

### **Minimum Qualifications Required**

Education Required:

Experience Required:

Certification Required:

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

●

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13. 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:

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

Applicant Response:

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:

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:

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

☐ Yes

☐ No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school 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 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 but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Identify 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 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 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:

17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

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:

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:

19. Explain how the success of the charter school, in perpetuity, will be ensured.

Applicant Response:

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:

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:** \_\_\_\_\_

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

**Arkansas Code Annotated**

Code Number	Code Title
●	

**Standards for Accreditation**

Section Number	Section Title
●	

**ADE Rules**

Section Number (if applicable)	Rule Title
●	

**Rationale for Waiver**

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**2017 Application  
Open-Enrollment Public Charter School  
Personnel Salary Schedule**

<b>Administrative Positions:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
Line #					
1					
2	<b>Subtotal:</b>				
3	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
4	<b>Total Administrative Positions:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Regular Classroom Instruction:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
5	Teachers				
6	Aides				
7	<b>Subtotal:</b>				
8	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
9	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
10	<b>Total Regular Classroom Instruction:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Special Education:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
11	Teachers				
12	Aides				
13	<b>Subtotal:</b>				
14	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
15	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
16	<b>Total Special Education:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Gifted and Talented Program:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
17	Teachers				
18	Aides				
19	<b>Subtotal:</b>				
20	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
21	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
22	<b>Total Gifted and Talented Program:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Alternative Education Program/ Alternative Learning Environments:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
23	Teachers				
24	Aides				
25	<b>Subtotal:</b>				
26	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
27	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
28	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>		<b>\$0.00</b>		<b>\$0.00</b>

<b>English Language Learner Program:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
29					
30	<b>Subtotal:</b>				
31	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
32	<b>Total English Language Learner Program:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Guidance Services:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
33					
34	<b>Subtotal:</b>				
35	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
36	<b>Total Guidance Services:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Health Services:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
37					
38	<b>Subtotal:</b>				
39	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
40	<b>Total Health Services:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Media Services:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
41					
42	<b>Subtotal:</b>				
43	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
44	<b>Total Media Services:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Fiscal Services:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
45					
46	<b>Subtotal:</b>				
47	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
48	<b>Total Fiscal Services:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Maintenance and Operation:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
49					
50	<b>Subtotal:</b>				
51	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
52	<b>Total Maintenance and Operation:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Pupil Transportation:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
53					
54	<b>Subtotal:</b>				
55	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
56	<b>Total Pupil Transportation:</b>		<b>\$0.00</b>		<b>\$0.00</b>

<b>Food Services:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
57					
58	<b>Subtotal:</b>				
59	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
60	<b>Total Food Services:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Data Processing:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
61					
62	<b>Subtotal:</b>				
63	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
64	<b>Total Data Processing:</b>		<b>\$0.00</b>		<b>\$0.00</b>
<b>Substitute Personnel:</b>		<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>	<b>2019-2020 No. FTEs</b>	<b>2019-2020 Salary</b>
65	Number of <b>Certified</b> Substitutes _____				
66	Number of <b>Classified</b> Substitutes _____				
67	<b>Subtotal:</b>				
68	Certified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
69	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
70	<b>Total Substitute Personnel:</b>		<b>\$0.00</b>		<b>\$0.00</b>
71	<b>TOTAL EXPENDITURES FOR SALARIES:</b>		<b>\$0.00</b>		<b>\$0.00</b>

**2016 Application  
Open-Enrollment Public Charter School  
Estimated Budget Template**

**REVENUES**

<b>State Public Charter School Aid:</b>			<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
<i>Line #</i>	<b>2018-2019</b>			
1	Number of Students _____ X <u>\$6,781.00</u> State Foundation Funding		<u>\$0.00</u>	
2	Number of Students _____ X <u>\$26.00</u> Professional Development		<u>\$0.00</u>	
3	Number of Students _____ X _____ NSL Funding (Select One)			
4	Number of Students _____ X _____ Other: <i>Explain Below</i>			
<b>2019-2020</b>				
5	Number of Students _____ X <u>\$6,781.00</u> State Foundation Funding			<u>\$0.00</u>
6	Number of Students _____ X <u>\$26.00</u> Professional Development			<u>\$0.00</u>
7	Number of Students _____ X _____ NSL Funding (Select One)			
8	Number of Students _____ X _____ Other: <i>Explain Below</i>			
9	<b>Total State Public Charter School Aid:</b>		<u>\$0.00</u>	<u>\$0.00</u>
<b>Federal Charter School Aid:</b>				
			<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
10	Title I			
11	Special Education			
12	Child Nutrition			
	Other:			
13	_____			
14	<b>Total Federal Charter School Aid:</b>			
<b>Other Sources of Revenues:</b>				
	(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
15	Private Donations or Gifts			
16	Special Grants ( <i>List the amount</i> )			
	Other ( <i>Specifically Describe</i> )			
17	_____			
18	<b>Total Other Sources of Revenues:</b>			
19	<b>TOTAL REVENUES:</b>		<u>\$0.00</u>	<u>\$0.00</u>

**EXPENDITURES**

<b>Administration:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
20	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
21	V - AD 1 _____		
22	Supplies and Materials		
23	Equipment		
	Other (List Below)		
24	_____		
25	<b>Total Administration:</b>	<u>\$0.00</u>	<u>\$0.00</u>

<b>Regular Classroom Instruction:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
26	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
27	V - CI 1 _____		
28	Supplies and Materials		
29	Equipment		
	Other (List Below)		
30	_____		
31	<b>Total Regular Classroom Instruction:</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Special Education:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
32	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
33	V - SE 1 _____		
34	Supplies and Materials		
35	Equipment		
	Other (List Below)		
36	_____		
37	<b>Total Special Education:</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Gifted and Talented Program:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
38	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
39	V - GT 1 _____		
40	Supplies and Materials		
41	Equipment		
	Other (List Below)		
42	_____		
43	<b>Total Gifted and Talented Program:</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Alternative Education Program/ Alternative Learning Environments:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
44	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
45	V - ALE 1 _____		
46	Supplies and Materials		
47	Equipment		
	Other (List Below)		
48	_____		
49	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>English Language Learner Program:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
50	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
51	V - ELL 1 _____		
52	Supplies and Materials		
53	Equipment		
	Other (List Below)		
54	_____		
55	<b>Total English Language Learner Program:</b>	<b>\$0.00</b>	<b>\$0.00</b>

<b>Guidance Services:</b>		<b>2018-2019 Amount:</b>	<b>2019-2020 Amount:</b>
56	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
57	V - GS 1		
58	Supplies and Materials		
59	Equipment		
	Other (List Below)		
60			
61	<b>Total Guidance Services:</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Health Services:</b>		<b>2018-2019 Amount:</b>	<b>2019-2020 Amount:</b>
62	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
63	V - HS 1		
64	Supplies and Materials		
65	Equipment		
	Other (List Below)		
66			
67	<b>Total Health Services:</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Media Services:</b>		<b>2018-2019 Amount:</b>	<b>2019-2020 Amount:</b>
68	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
69	V - MS 1		
70	Supplies and Materials		
71	Equipment		
	Other (List Below)		
72			
73	<b>Total Media Services:</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Fiscal Services:</b>		<b>2018-2019 Amount:</b>	<b>2019-2020 Amount:</b>
74	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
75	V - FS 1		
76	Supplies and Materials		
77	Equipment		
	Other (List Below)		
78			
79	<b>Total Fiscal Services:</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Maintenance and Operation:</b>		<b>2018-2019 Amount:</b>	<b>2019-2020 Amount:</b>
80	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
81	V - MO 1		
82	Supplies and Materials		
83	Equipment		
	Other (List Below)		
84			
85	<b>Total Maintenance and Operation:</b>	<b>\$0.00</b>	<b>\$0.00</b>

<b>Pupil Transportation:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
86	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
87	V - PT 1		
88	Supplies and Materials		
89	Equipment		
	Other (List Below)		
90			
91	<b>Total Pupil Transportation:</b>	\$0.00	\$0.00
<b>Food Services:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
92	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
93	V - FD 1		
94	Supplies and Materials		
95	Equipment		
	Other (List Below)		
96			
97	<b>Total Food Services:</b>	\$0.00	\$0.00
<b>Data Processing:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
98	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
99	V - DP 1		
100	Supplies and Materials		
101	Equipment		
	Other (List Below)		
102			
103	<b>Total Data Processing:</b>	\$0.00	\$0.00
<b>Substitute Personnel:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
104	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
105	V - SB 1		
106	<b>Total Substitute Personnel:</b>	\$0.00	\$0.00
<b>Facilities:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
107	Lease/Purchase Contract for One Full Year		
	Facility Upgrades (List Upgrades Below)		
108			
109	Property Insurance for One Full Year		
110	Content Insurance for One Full Year		
111	<b>Total Facilities:</b>		
<b>Debt Expenditures:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
	List Debts Below		
112			
113	<b>Total Debt Expenditures:</b>		

<b>Other Expenditures:</b>		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
114	List Other Expenditures Below		
115	<b>Total Other Expenditures:</b>		
116	<b>TOTAL EXPENDITURES:</b>	\$0.00	\$0.00
117	<b>NET REVENUE OVER EXPENDITURES:</b>	\$0.00	\$0.00

## **2017 APPLICATION OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space- available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

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*Signature of President of the Sponsoring Entity Board of Directors*

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*Date*

---

*Printed Name*

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner):

Lessee(Tenant):

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Address of Premises:

Square Footage:

Terms of Lease:

Rental Amount:

Contingency:      The terms of this agreement are contingent upon

\_\_\_\_\_  
*Sponsoring Entity*

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20\_\_\_\_

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:

By: \_\_\_\_\_ Date \_\_\_\_\_

Lessor:

By: \_\_\_\_\_ Date \_\_\_\_\_

ARKANSAS DEPARTMENT OF EDUCATION

**REQUIREMENTS FOR LETTER OF INTENT**

To Apply for a **District Conversion**  
Public Charter School

Applicants for district conversion public charter schools are required to send a one-page **“Letter of Intent to Apply for a District Conversion Public Charter School”** to the Arkansas Department of Education.

Submit the signed letter of intent, via email, to the Arkansas Department of Education at the following email addresses no later than 4:00 p.m. **on Tuesday, March 7, 2017** in order for the application to be considered by the authorizer during the 2017 cycle:

[ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov)

**Required format to be followed for the letter of intent:**

1. The letter of intent is to be a one-page document;
2. Identify the school district that intends to apply for the charter;
3. Include the contact person's name, full mailing address, daytime telephone number, and email address;
4. Give the name of the school that the district wants to convert to charter status;
5. Provide the name of the proposed public charter school;
6. Describe the location of the proposed public charter school.
7. Identify the grade levels of students intended to be served by the public charter school;
8. Identify the number of students intended to be served by the public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

**The superintendent of the school district applying for the charter must sign the letter of intent to apply.**



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

**Arkansas Department of Education  
Instructions for Completing the  
2017 District Conversion Public Charter School Application**



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

## **Timeline**

### **Tuesday, March 7, 2017**

District conversion public charter school letters of intent must be filed with the Arkansas Department of Education by 4:00 p.m.

### **Thursday, March 9, 2017**

A district conversion public charter school applicant technical assistance conference call will be held.

**APPLICANT PARTICIPATION IS MANDATORY.**

### **Dates to Be Determined by the Applicant**

The applicant publishes notice of a public hearing about the proposed district conversion charter in a newspaper having general circulation district at least three weeks before the hearing.

The notice of the public hearing must be distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district is initiating the application.

### **Thursday, August 3, 2017**

District conversion public charter school applications must be filed with the Arkansas Department of Education by 4:00 p.m.

### **August/September 2017**

The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns.

The applicant responds to Charter Internal Review Committee comments.

The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.

### **October 18-20, 2017**

District conversion charter applicant hearings are conducted by the Charter Authorizing Panel.

### **November 2017**

The State Board of Education decides whether to review the panel's decisions.

### **Date to Be Determined by the State Board of Education**

If the State Board of Education decides to review a charter applicant decision made by the Charter Authorizing Panel, the State Board conducts an applicant hearing.

**\*Note - All information must be received in the Charter School Office of the Arkansas Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to adhere to all charter application deadlines. Please take under consideration the length of the time that may be required for electronic submissions to reach the Charter School Office**

## GENERAL INSTRUCTIONS ON COMPLETING THE APPLICATION

If acronyms are used throughout the application, please provide an acronym key as an attachment.

The application must be completed using the fillable form and the templates provided.

- There are a limited number of characters allowed for each response. It is advisable to ensure that each response fits into the space allowed. Text that does not fit in the text boxes cannot be reviewed.
- Use the font and font size that are set for responses. If you type responses in another program, make certain that Arial font, size 10 is used and copied into the text boxes.
- Include a response in every text section.
- A complete application includes the fillable form with all other required documents attached at the end.
- When the fillable form is complete, create a flattened PDF by using a 'print to PDF' function, or by printing the completed fillable form and scanning it as a new PDF.
- The following documents must be scanned; signed as required; and attached, **in the order listed**, to the PDF after the completed application form:

### REQUIRED ATTACHMENTS

#### APPLICANTS MUST USE ALL TEMPLATES THAT ARE PROVIDED.

- Documentation showing that all requirements pertaining to the public hearing were met;
- Evidence of parental and community support (five-page limit);
- The proposed school's 2018-2019 calendar; and
- The signed Statement of Assurances template.

### ATTACHMENTS TO BE INCLUDED ONLY IF APPROPRIATE

- If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of the order; and
- A Prior Charter Involvement template for each individual associated with the charter who has prior charter experience.
- Documentation demonstrating formal agreements between the district and other organizations as described in the application, especially as it relates to providing student services, in Prompt 6.

**Save the PDF as “Proposed Charter School’s Name (District Name) 2017 Application.”**

In order for the application to be considered by the authorizer during the 2016 application cycle, submit the named PDF, via email, to the Arkansas Department of Education at the following email address so that it is received no later than **4:00 p.m. on Thursday, August 3, 2017**:

[ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov)

**It is imperative that the email transmission time is considered as the application must be received at the Arkansas Department of Education by the deadline.**

**Any application that is substantially incomplete will not be reviewed by Arkansas Department of Education staff or 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.**

## **NOTES ON SELECTED SECTIONS OF THE APPLICATION**

### **Cover Page**

Include the name of the proposed charter school in the text box.

### **Section B - Executive Summary**

Include the key programmatic features that are considered the most important for anyone to know about the charter school and make certain that the features listed in the executive summary are discussed in other sections of the application.

### **Section C - Narrative Description**

When responding to the prompts, refer to the Arkansas Department of Education District Conversion Public Charter School Application 2017 Scoring Rubric found at the end of this document. This is a valuable tool as it includes criteria for each section of the application.

### **Prompt 2**

ESEA reports and Report Cards are located at the following:

<https://adedata.arkansas.gov/arc/>.

### **Prompt 6**

Use the chart provided to demonstrate and explain how the key features of the educational program will be afforded. Provide explanations as to how funds will be reallocated when appropriate. Variances should be avoided.

### **Prompt 7**

Explain why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus.

### **Prompt 11 D**

In accordance with federal guidelines, students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

### **Prompt 14**

Be certain that a Prior Charter Involvement template is completed for each individual listed.

## **NOTES ON SELECTED ATTACHMENTS REQUIRED TO BE ADDED TO THE END OF THE FILLABLE FORM**

### **Evidence of parental and community support**

Limit the response to five pages.

If petitions in support of the proposed charter school have been signed and or letters in support of the proposed charter school have been received, include documents, but do not exceed the five-page limit. If the support documents received by the applicant exceed five pages, include no more than four pages and include a fifth page that includes the following:

- The number of individuals who signed petitions supporting the proposed school; and/or
- The name, title, and affiliation of others who wrote letters of support for the proposed school.

Copies of these documents will be requested at a later date.

### **Statement of Assurances Template**

This form must be completed, signed, and included as part of the application.

## Check points for the charter application

- ☐ All sections of the fillable form are complete.
- ☐ Each complete response is visible in the text box.
- ☐ Each response has been prepared considering the evaluation criteria of the corresponding section of the rubric.
- ☐ Documentation that all requirements pertaining to the public hearing were met is included.
- ☐ Evidence of parental and community support is included.
- ☐ A copy of the proposed school's year 1 calendar is included.
- ☐ The signed Statement of Assurances Form is included.
- ☐ A Prior Charter Involvement template is included for each individual with prior charter experience.
- ☐ If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of the order is included.
- ☐ If acronyms are used throughout the application, an acronym key is attachment.

Submit the application, via email, to the Arkansas Department of Education so that it is received no later than **4:00 p.m. on Thursday, August 3, 2017.**

**It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the Arkansas Department of Education Rules Governing Charter Schools, and the requirements outlined in the application for a district conversion public charter school. Contact the Arkansas Department of Education Charter School Office with questions and for assistance in developing the application.**

**Arkansas Department of Education Charter School Office 501.683.5313**

## **Arkansas Department of Education**

### **2017 District Conversion Public Charter School Application Review**

The charter application should reflect a thorough understanding of key issues and demonstrate capacity to open and operate a quality charter school. Each response should address the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of the ways in which the school will operate.

With that in mind the initial review of district conversion charter applications will be conducted by Arkansas Department of Education staff from various divisions that routinely interact with charter school personnel. This group, known as the Internal Charter Review Committee, will assess the application for complete and clear responses and provide technical assistance to the applicants. While the committee will request additional information or clarification, identify concerns with the applications, and review the applicant revisions based on this technical assistance, the goal of the committee is to determine if each response is fully responsive, partially responsive; or not responsive. It is the Charter Authorizing Panel tasked with judging the quality of each application and determining what applicants are likely to open and operate high quality charter schools.

A rubric that identifies the criteria for each section of the application follows. These criteria should be carefully considered when writing the application and each applicant should self-assess the draft application based on the criteria and revise the application based on the self-assessment prior to submitting it.

**Arkansas Department of  
Education**

**District Conversion Charter School  
2017 Application**

**SCORING RUBRIC**

**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 was filed with Arkansas Department of Education on time and included all the necessary information

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

**PART B EXECUTIVE SUMMARY**

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

**Evaluation Criteria:**

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **PART C    NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER**

### **C1:    PUBLIC HEARING RESULTS**

All districts must conduct a public hearing before applying for a district conversion or limited 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 notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

### **C2:    MISSION STATEMENT**

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

#### **Evaluation Criteria:**

- A mission statement that is clear and succinct

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

### **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.

#### **Evaluation Criteria:**

- Valid, reliable, and verifiable data substantiate an educational need for the charter; and
- Innovations that would distinguish the charter from other schools

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

### **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 and mathematics 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

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES**

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

### **Evaluation Criteria:**

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associate with the curriculum

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **C7: 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;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A clear explanation of how the key program features will be afforded

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **C8: CHARTER MODEL**

### **Evaluation Criteria:**

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **C9: AUTONOMY**

### **Evaluation Criteria:**

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **C10: SCHOOL IMPROVEMENT PLAN**

### **Evaluation Criteria:**

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan; and
- A plan that addresses how the charter school will improve student learning and meet the state education goals

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C11: 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

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C12: 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 special education students 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

Partially Responsive

Not Responsive

Concerns and Additional Questions

### C13: 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, **separate from the district's annual report to the public**, that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

### C14: 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 provide assurances for a 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; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## **C15: 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

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **C16: STAFFING PLAN**

The Staffing Plan section should describe the job duties of the school administrator(s) 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 administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- 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

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **C17: 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**

**Not Responsive**

**Concerns and Additional Questions**

## **C18: FACILITIES**

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

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C19: 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C20: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### Evaluation Criteria:

- 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C21: 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

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C22: 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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## **C23: 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 request; 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

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**



# ARKANSAS DEPARTMENT OF EDUCATION

## 2017 Application District Conversion Public Charter School

**Deadline for Receipt of Submission: Thursday, August 3, 2017, 4:00 p.m.**

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



**Name of Proposed Charter School:**

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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  
2017 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: \_\_\_\_\_

Grade Level(s) for the School: \_\_\_\_\_ Student Enrollment Cap: \_\_\_\_\_

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grades to be Offered at the Charter					
Enrollment Cap at the Charter					

Name of School District: \_\_\_\_\_

Name of Primary Point of Contact: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

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

Email: \_\_\_\_\_

Charter Site Address: \_\_\_\_\_

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

Date of Proposed Opening: \_\_\_\_\_

Name of Superintendent: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

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

**B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

Applicant Response:

Explain how the mission statement was developed.

Applicant Response:

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

Applicant Response:

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:

## 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:

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located **at least three weeks prior to the date of the meeting.**

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

Explain the educational need for the charter in the district and/or 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:

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

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:

3. On the following table, list the specific measurable goals in reading, English, writing, mathematics, and science, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
  - The level of performance that will demonstrate success; and
  - The timeframe for the achievement of the goal.

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>

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:

4. 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): \_\_\_\_\_

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

## MIDDLE SCHOOL COURSES

GRADE(S): \_\_\_\_\_ YEAR OFFERED: \_\_\_\_\_

### REQUIRED COURSES

- \_\_\_\_\_

### ELECTIVE COURSES

- \_\_\_\_\_

## HIGH SCHOOL COURSES

### Language Arts (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-
			-
			-

Total Language Arts Units 0

**Science (5 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-
			-

**Total Science Units**      0

**Fine Arts (3.5 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-

**Total Fine Arts Units**      0

**Social Studies (4 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-

**Total Social Studies Units**      0

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

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-
			-
			-
			-

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
Total Career & Technical Education Units			0

### Mathematics (6 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-
			-
			-
Total Mathematics Units			0

### Other Courses (4.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
			-
			-
			-
			-
			-
Total Other Units			0

High School Course Requirement Checklist	Units Listed
Language Arts (6 Units Required)	0
Science (5 Units Required)	0
Fine Arts (3.5 Units Required)	0
Social Studies (4 Units Required)	0
Career & Technical Education (9 Units Required)	0
Mathematics (6 Units Required)	0
Other (4.5 Units Required)	0
<b>Total (38 Required)</b>	<b>0</b>

5. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

6. Describe the educational program to be offered by the charter school

Applicant Response:

Complete the chart to explain how the key features of the program will be afforded.

**EXPENSES TO BE INCURRED BY NEW CHARTER**

Specific Item/Program/Service	Estimated Cost	
<b>Description of New Funds to Pay for Item/Program/Service</b> <i>If private, include an attachment to demonstrate commitment.</i>		<b>Amount</b>
<b>Prior Year Item/Program/Service Expense Reduced to Fund Charter</b> <i>If applicable.</i>		<b>Amount of Reduction</b>
Explanation	No variance.	

7. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

8. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
  - B) Developing and controlling the charter school budget;
  - C) Managing day-to-day charter school operations;
  - D) Developing and controlling the school calendar; and
  - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

9. Describe the school improvement plan by addressing the following:
- A) Explain how and how often the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

10. Describe the ongoing process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

11. 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:

- B) Health services;

Applicant Response:

C) Media center;

Applicant Response:

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

Applicant Response:

E) Transportation;

Applicant Response:

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

G) English Language Learner (ELL) instruction; and

Applicant Response:

H) Gifted and Talented Program.

Applicant Response:

12. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives.  
(See Arkansas Code Annotated 6-23-202.)

Applicant Response:

13. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

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

14. Name any district personnel, 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:

15. 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.

Applicant Response:

## **ADMINISTRATORS**

**Administrator Position:** \_\_\_\_\_

**Reports to:** \_\_\_\_\_

**Salary Range:** \_\_\_\_\_

### **Minimum Qualifications Required**

**Education Required:**

**Experience Required:**

**Certification Required:**

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

●

## **TEACHERS**

Teacher Position: \_\_\_\_\_

Reports to: \_\_\_\_\_

Salary Range: \_\_\_\_\_

### **Minimum Qualifications Required**

Education Required:

Experience Required:

Certification Required:

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

●

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## **SUPPORT STAFF**

Support Staff Position: \_\_\_\_\_

Reports to: \_\_\_\_\_

Salary Range: \_\_\_\_\_

### **Minimum Qualifications Required**

Education Required:

Experience Required:

Certification Required:

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

●

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16. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

☐ Yes

☐ No

17. Describe the facilities to be used. Give the present use of the facility.

Applicant Response:

The facility 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 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:

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

19. Explain how the success of the charter school, in perpetuity, will be ensured.

Applicant Response:

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:

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 #3), and explain how those goals will be achieved if the waiver is not granted.**

Applicant Response:

**Waiver Topic:** \_\_\_\_\_

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

**Arkansas Code Annotated**

Code Number	Code Title
●	

**Standards for Accreditation**

Section Number	Section Title
●	

**ADE Rules**

Section Number (if applicable)	Rule Title
●	

**Rationale for Waiver**

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**2017 APPLICATION  
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL  
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

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*Signature of Superintendent of School District*

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*Date*

---

*Printed Name*

## OPEN-ENROLLMENT PUBLIC CHARTER RENEWAL APPLICATION INSTRUCTIONS 2017

In accordance with Arkansas Code Annotated § 6-23-307, the authorizer may renew open-enrollment public school charters on a one-year or multi-year basis, not to exceed 20 years. The authorizer may place a charter school on probation or may modify, revoke, or deny renewal of its charter if the authorizer determines that the persons operating the school:

- Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
- Failed to satisfy generally accepted accounting standards of fiscal management; or
- Failed to comply with this chapter or other applicable law or regulation.

The application for charter renewal must be approved by the governing board(s) of the charter prior to being submitted to the Arkansas Department of Education for review and consideration. The board(s) should review the completed application and the assurances.

An application form specific to each charter up for renewal has been prepared. Follow the directions on the form. The Charter Renewal Rubric should be used as a guide in the preparation of responses. The application, with any attachments and the signed assurance document, must be received, via email, by **4:00 p.m., Thursday, September 28, 2017**. Be certain to carefully review all documents and **redact any student identifiable information prior to the submission of the renewal application**.

The application must be sent to the Arkansas Department of Education via email at [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov) and to the superintendent of the district in which the charter resides so that it is **received** by deadline. Be certain that the superintendent is copied so that the email address is viewable.

A technical assistance conference call via Zoom will be held on **Tuesday, August 1, 2017, at 9:00 a.m.** At least one charter representative is expected to participate. Following is the information for the call:

Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/256239684>

Or Telephone:

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 520 575 4007

The Charter Authorizing Panel is scheduled to conduct renewal hearings in December 2017. When preparing for the renewal hearing, it is important to note that, in addition to the application, the authorizer may be provided other available reports and documents about the charter including the following:

- ESEA Reports;
- School Performance Report Cards;
- School Letter Grade Reports
- Special Education monitoring documents;
- Accreditation Reports;
- Arkansas Comprehensive School Improvement Plans (ACSIP) and letter of approval;
- Equity Compliance Reports;
- Financial documents as submitted in the Arkansas Public School Computer Network (APSCN);

- Annual financial audits; and
- Prior and current Facilities Usage Agreements and/or accompanying leases.

### **RENEWAL APPLICATION TIMELINE**

For Charters with Contracts Expiring on June 30, 2018

Thursday, July 27, 2017

Renewal applications emailed to charters.

Thursday, August 1, 2017, 9:00 a.m.

Mandatory technical assistance conference call, via ZOOM

Thursday, September 28, 2017, 4:00 p.m.

Renewal applications due to the Arkansas Department of Education

December 2017

Renewal hearings conducted by the Charter Authorizing Panel

**Arkansas Department of Education  
Open-Enrollment Public Charter School  
Renewal Application Rubric**

**Name of School:**

***CONTACT INFORMATION***

Applicants are requested to provide complete contact information.

**Evaluation Criteria:**

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board's approval of the renewal application.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

***SECTION 1: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD  
AND RELATIONSHIPS TO OTHERS***

**Part A: Composition of Governing Board**

Applicants are requested to describe the charter school's governance structure.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

**Part B: Disclosure Information**

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

**Evaluation Criteria:**

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

## SECTION 2: SCHOOL MISSION AND PERFORMANCE GOALS

### Part A: School Mission

Applicants are requested to evaluate the progress toward maintaining the charter's current mission and provide a revised mission, if needed.

#### Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward maintaining the mission; and
- A revised mission, if needed.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

### Part B: Current Performance Goals

Applicants are requested to evaluate the progress toward achieving each of the charter's current performance goals and provide supporting documentation that demonstrates the progress.

#### Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

### Part C: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

#### Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals -
  - Measureable student academic performance goals;
  - The specific tool that will be used to measure academic performance for each goal;
  - The level of performance that will demonstrate success; and
  - The timeframe for achieving each goal.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

## SECTION 3: WAIVERS

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

### Part A: New Waiver Requests

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or **a statement saying that no new waivers are requested.**

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

**Part B: Waivers to Be Rescinded**

Applicants are requested to identify any waiver that is no longer needed.

**Evaluation Criteria:**

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or **a statement saying that the charter wishes to maintain all currently approved waivers.**

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

**SECTION 4: REQUESTED AMENDMENTS**

Applicants are requested to identify and explain amendment requests.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested;**
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

**SECTION 5: DESEGREGATION ANALYSIS**

Applicants are requested to describe the current and potential impact of the charter 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

**Evaluation Criteria:**

A response that is fully responsive will include:

- 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.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

## **Open-Enrollment Public Charter School Renewal Application**

**Deadline for Submission: 4:00 PM on September 29, 2016**



**Charter School: Charter School Name**

**Arkansas Department of Education**

**Charter School Office**

**Four Capitol Mall**

**Little Rock, AR 72201**

**501.683.5313**

## Contact Information

<b>Sponsoring Entity:</b>	
<b>Name of Charter School:</b>	
<b>School LEA #</b>	
<b>Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:</b>	
<b>Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:</b>	

**Number of Years Requested for Renewal (1-20)** \_\_\_\_\_

**Renewal Application Approval Date by the School/Entity Board(s)** \_\_\_\_\_

## **Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others**

### **Part A: Composition of Governing Board**

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Respond below in 11 point Times New Roman font. This response can be no longer than 5 pages.

### **Part B: Disclosure Information**

Identify any contract, lease, or employment agreement in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator’s or board member’s family member has or had a financial interest.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Complete the table on the following page.

## Relationship Disclosures

In the first column, provide the name and contact information of each board member and/or administrator. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member/administrator or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

<b>Charter School Board Member's/ Administrator's Name and Contact Information</b>	<b>Name and Title of Individual Related to Board Member</b>	<b>Relationship</b>

**Duplicate this page, if necessary.**

## **Section 2 – School Mission and Performance Goals**

### **Part A: Current School Mission**

The charter's school mission, as approved by the authorizer, is provided. Describe the charter's progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

**Part B: Current Performance Goals**

Each of the charter’s performance goals, as approved by the authorizer, is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION.**

*Goals as stated in the prior application:*

Describe the charter’s progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

**Goals**

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Year 5	Met Goal Yes or No
1.									
2.									
3.									
4.									

1. State Goal 1 here.  
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.
2. State Goal 2 here.  
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.
3. State Goal 3 here.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

4. State Goal 4 here.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

**Part C: New Performance Goals**

Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

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

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

**Goals**

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1.								
2.								
3.								
4.								

## Section 3 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

### Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

**If no new waivers are requested, state this.**

Respond below in 11 point Times New Roman font.

### Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

**If the charter wishes to maintain all currently approved waivers, state this.**

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

## Section 4 – Requested Amendments

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

A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

**A request to add or change a location must be accompanied by a Facilities Utilization Agreement.**

**If no charter amendments are requested, state this.**

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

## Section 5 –Desegregation Analysis

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

Respond below in 11 point Times New Roman font.

**PUBLIC CHARTER SCHOOL  
STATEMENT OF ASSURANCES  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL RENEWAL**

The signature of the charter leader of the public charter school certifies that the following statements are true and will continue to be addressed through policies adopted by the public charter school; and, staff of the public school shall abide by the same statements:

1. I have approval and authority to submit this application on behalf of the sponsoring entity.
2. The information submitted in this application is true to the best of my knowledge and belief.
3. The open-enrollment public charter school is open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district if approved by the authorizer to do so.

If the open-enrollment charter school becomes over-subscribed, meaning more students apply for admission than can be accommodated given the enrollment cap, the charter school will hold one annual random and public lottery. The results of the lottery will be used to fill the open seats and populate a waitlist to remain in use for the duration of the school year. Any students that apply for admission after the lottery has been conducted will be added to the end of the waitlist in the order in which they apply. All admissions policies and procedures used, including the time and location of the lottery, will be advertised to the public.

4. In accordance with federal and state laws, the public charter school hiring and retention policies of administrators, teachers, and other employees do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The public charter school operates in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.

6. The open-enrollment public charter school does not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school does not impose taxes or charge students tuition or fees that are not be allowable charges in traditional public school districts.
8. The open-enrollment public charter school is not religious in its operations or programmatic offerings.
9. The open-enrollment public charter school ensures that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program are covered under those systems to the same extent any other qualified employee of a traditional school district is covered.
10. The open-enrollment public charter school complies with all health and safety laws, rules and regulations of the federal, state, county, region, or community that apply to the facilities and school property.
11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
12. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
13. Open-enrollment charter board members and other leaders understand that certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;

- (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the open-enrollment public charter school comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
15. Should the open-enrollment public charter school voluntarily or involuntarily close, it is understood that that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

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*Signature of Charter Board President*

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*Date*

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*Printed Name/Position*

## **DISTRICT CONVERSION PUBLIC CHARTER RENEWAL APPLICATION INSTRUCTIONS 2017**

In accordance with Arkansas Code Annotated § 6-23-204, the authorizer may renew open-enrollment public school charters on a one-year or multi-year basis, not to exceed 5 years. The authorizer may place a charter school on probation or may modify, revoke, or deny renewal of its charter if the authorizer determines that the persons operating the school:

- Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
- Failed to satisfy generally accepted accounting standards of fiscal management; or
- Failed to comply with this chapter or other applicable law or regulation.

The application for charter renewal must be approved by the governing board(s) of the charter prior to being submitted to the Arkansas Department of Education for review and consideration. The board(s) should review the completed application and the assurances.

An application form specific to each charter up for renewal has been prepared. Follow the directions on the form. The Charter Renewal Rubric should be used as a guide in the preparation of responses. The application, with any attachments and the signed assurance document, must be received, via email, by **4:00 p.m., Thursday, September 28, 2017**. Be certain to carefully review all documents and **redact any student identifiable information prior to the submission of the renewal application**.

The application must be sent to the Arkansas Department of Education via email at [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov) and to the superintendent of the district in which the charter resides so that it is **received** by deadline. Be certain that the superintendent is copied so that the email address is viewable.

A technical assistance conference call via Zoom will be held on **Tuesday, August 1, 2017, at 10:00 a.m.** At least one charter representative is expected to participate. Following is the information for the call:

Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/256239684>  
Or Telephone:  
Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)  
Meeting ID: 520 575 4007

The Charter Authorizing Panel is scheduled to conduct renewal hearings in December 2016. When preparing for the renewal hearing, it is important to note that, in addition to the application, the authorizer may be provided other available reports and documents about the charter including the following:

- ESEA Reports;
- School Performance Report Cards;
- School Letter Grade Reports
- Special Education monitoring documents;
- Accreditation Reports;
- Arkansas Comprehensive School Improvement Plans (ACSIP) and letter of approval;
- Equity Compliance Reports;
- Financial documents as submitted in the Arkansas Public School Computer Network (APSCN);

- Annual financial audits; and
- Prior and current Facilities Usage Agreements and/or accompanying leases.

### **RENEWAL APPLICATION TIMELINE**

For Charters with Contracts Expiring on June 30, 2018

Thursday, July 27, 2017

Renewal applications emailed to charters.

Tuesday, August 1, 2017, 9:00 a.m.

Mandatory technical assistance conference call, via ZOOM

Thursday, September 28, 2017, 4:00 p.m.

Renewal applications due to the Arkansas Department of Education

December 2017

Renewal hearings conducted by the Charter Authorizing Panel

**Arkansas Department of Education  
District Conversion Public Charter School  
Renewal Application Rubric**

**Name of School:**

***CONTACT INFORMATION***

Applicants are requested to provide complete contact information.

**Evaluation Criteria:**

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board's approval of the renewal application.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

***SECTION 1: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD  
AND RELATIONSHIPS TO OTHERS***

**Part A: Composition of Governing Board**

Applicants are requested to describe the charter school's governance structure.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

**Part B: Disclosure Information**

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

**Evaluation Criteria:**

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

## SECTION 2: SCHOOL MISSION AND PERFORMANCE GOALS

### Part A: School Mission

Applicants are requested to evaluate the progress toward maintaining the charter's current mission and provide a revised mission, if needed.

#### Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward maintaining the mission; and
- A revised mission, if needed.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

### Part B: Current Performance Goals

Applicants are requested to evaluate the progress toward achieving each of the charter's current performance goals and provide supporting documentation that demonstrates the progress.

#### Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

### Part C: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

#### Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals -
  - Measureable student academic performance goals;
  - The specific tool that will be used to measure academic performance for each goal;
  - The level of performance that will demonstrate success; and
  - The timeframe for achieving each goal.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

## SECTION 3: WAIVERS

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

### Part A: New Waiver Requests

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or **a statement saying that no new waivers are requested.**

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

**Part B: Waivers to Be Rescinded**

Applicants are requested to identify any waiver that is no longer needed.

**Evaluation Criteria:**

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or **a statement saying that the charter wishes to maintain all currently approved waivers.**

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

**SECTION 4: REQUESTED AMENDMENTS**

Applicants are requested to identify and explain amendment requests.

**Evaluation Criteria:**

A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested;**
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**

**SECTION 5: DESEGREGATION ANALYSIS**

Applicants are requested to describe the current and potential impact of the charter 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

**Evaluation Criteria:**

A response that is fully responsive will include:

- 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.

Fully Responsive	Partially Responsive	Non-Responsive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and Additional Questions:**



**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

## **District Conversion Public Charter School Renewal Application**

**Deadline for Submission: 4:00 PM on September 28, 2016**



**Charter School: Charter School Name**

**Arkansas Department of Education**

**Charter School Office**

**Four Capitol Mall**

**Little Rock, AR 72201**

**501.683.5313**

## Contact Information

<b>Sponsoring Entity:</b>	
<b>Name of Charter School:</b>	
<b>School LEA #</b>	
<b>Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:</b>	
<b>Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:</b>	

**Number of Years Requested for Renewal (1-5) \_\_\_\_\_**

**Renewal Application Approval Date by the School/Entity Board(s) \_\_\_\_\_**

## **Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others**

### **Part A: Composition of Governing Board**

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Respond below in 11 point Times New Roman font. This response can be no longer than 5 pages.

### **Part B: Disclosure Information**

Identify any contract, lease, or employment agreement in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator’s or board member’s family member has or had a financial interest.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Complete the table on the following page.

## Relationship Disclosures

In the first column, provide the name and contact information of each board member and/or administrator. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member/administrator or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

<b>Charter School Board Member's/ Administrator's Name and Contact Information</b>	<b>Name and Title of Individual Related to Board Member</b>	<b>Relationship</b>

**Duplicate this page, if necessary.**

## **Section 2 – School Mission and Performance Goals**

### **Part A: Current School Mission**

The charter's school mission, as approved by the authorizer, is provided. Describe the charter's progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

**Part B: Current Performance Goals**

Each of the charter’s performance goals, as approved by the authorizer, is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION.**

*Goals as stated in the prior application:*

Describe the charter’s progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

**Goals**

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Year 5	Met Goal Yes or No
<u>1.</u>									
<u>2.</u>									
<u>3.</u>									
<u>4.</u>									

1. State Goal 1 here.  
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.
2. State Goal 2 here.  
Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.
3. State Goal 3 here.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

4. State Goal 4 here.

Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.

**Part C: New Performance Goals**

Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

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

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

**Goals**

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
<u>1.</u>								
<u>2.</u>								
<u>3.</u>								
<u>4.</u>								

## Section 3 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

### Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

**If no new waivers are requested, state this.**

Respond below in 11 point Times New Roman font.

### Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

**If the charter wishes to maintain all currently approved waivers, state this.**

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

## Section 4 – Requested Amendments

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

A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

**A request to add or change a location must be accompanied by a Facilities Utilization Agreement.**

**If no charter amendments are requested, state this.**

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

## Section 5 –Desegregation Analysis

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

Respond below in 11 point Times New Roman font.

## **RENEWAL APPLICATION DISTRICT CONVERSION PUBLIC CHARTER SCHOOL STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district requesting renewal of the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by the following statements:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

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*Signature of Superintendent of School District*

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*Date*

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*Printed Name*



## Charter Amendment Request Form

### Instructions

The Charter Amendment Request Form, with any additional documentation pertaining to the amendment request, must be received, via email, at the Arkansas Department of Education at least 35 days prior to the meeting of the Charter Authorizing Panel.

#### Documentation to be included with all amendment requests:

Budget projections that include the costs associated with the amendment request and demonstrate that the approval of the request will not place an unduly financial burden on the charter

Current Year to Date Enrollment by Race and Grade

Current Year to Date Percent Free and Reduced Lunch

#### Additional documentation for requests to add a campus or relocate an existing campus:

Map of present location

Map of proposed location

Signed Facilities Utilization Agreement

Desegregation Analysis

#### Additional documentation for requests to increase enrollment cap and/or change grade levels served:

Desegregation Analysis

**Amendment requests by open-enrollment charter schools must include the superintendent of the school district in which the charter is located as a recipient of the email sent to the Arkansas Department of Education.**

To complete and submit the Charter Amendment Request Form, fill in the applicable areas on the form, checking the box(es) of the amendment(s) requested. When finished, print the form to PDF or print to paper and scan as a PDF. The instruction page and any unchecked boxes will not print, leaving only the necessary information. Attach all backup documents to the amendment form and submit as a single PDF packet to the Charter Office at the following email address:

[ADE.CharterSchools@arkansas.gov](mailto:ADE.CharterSchools@arkansas.gov)



**Charter Amendment Request Form**

**Charter Name:** \_\_\_\_\_

**LEA Number:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_ **Submission Date:** 09/29/2017

**Charter Leader:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Type of Amendment Requested:**

☒ **Add a new campus**

**Address** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**School district in which the campus will be located** \_\_\_\_\_

☒ **Relocate existing campus**

**Current campus address** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Proposed campus address** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**School district in which the campus will be located** \_\_\_\_\_

☒ **Increase enrollment cap**

**Current cap** \_\_\_\_\_

**Proposed cap** \_\_\_\_\_

☒ **Change grade levels served**

**Current grade levels served** \_\_\_\_\_

**Proposed grade levels** \_\_\_\_\_

☒ **Waiver**

**Waiver Topic:** \_\_\_\_\_

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

**Arkansas Code Annotated**

Code Number	Code Title
●	

**Standards for Accreditation**

Section Number	Section Title
●	

**ADE Rules**

Section Number (if applicable)	Rule Title
●	

**Rationale for Waiver**



**Other**

## FACILITIES UTILIZATION AGREEMENT

*To be completed and submitted with an amendment request  
to add a new campus or relocate an existing campus*

Lessor(Owner): \_\_\_\_\_

Lessee(Tenant): \_\_\_\_\_

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Address of Premises:

Square Footage: \_\_\_\_\_

Terms of Lease: \_\_\_\_\_

Rental Amount: \_\_\_\_\_

Contingency:      The terms of this agreement are contingent upon

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*Charter School*

receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

### Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

We affirm that the facility is, or will be prior to charter occupancy, compliant with ADA/IDEA accessibility regulations, and will remain so while the charter occupies the location.

Lessee: \_\_\_\_\_

By: \_\_\_\_\_ Date \_\_\_\_\_  
*Signature*

Lessor: \_\_\_\_\_

By: \_\_\_\_\_ Date \_\_\_\_\_  
*Signature*