



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2023 District Conversion Public Charter School Application

Mountainburg High School

Name of Proposed Charter

Initial Application - Deadline June 19, 2023, at 5:00 p.m.

Applications will not be accepted after this time.

Final Application - Deadline August 21, 2023, at 5:00 p.m.

Applications will not be accepted after this time.

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 Division of Elementary and Secondary Education to provide a meaningful review.

Division of Elementary and Secondary Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501-683-5312

APPLICANT INFORMATION

Name of Proposed Charter:	Mountainburg High School
School District:	Mountainburg Public Schools
Superintendent:	Dr. Debbie Atwell
Superintendent Phone:	479-369-2121
Superintendent Email:	Debbie.atwell@mountainburg.org
Primary Contact for Application:	Courtney Cristee, Principal
Primary Contact Phone:	479-369-2146
Primary Contact Cell:	479-831-2688
Primary Contact Email:	Courtney.cristee@mountainburg.org

1. Describe the public hearing which was held for the purpose of assessing support for the establishment of this conversion public charter school. Include the number of attendees and the feedback and/or public comments that were received.

A public hearing was held at 5:00 on June 15, 2023 in the Mountainburg High School library. There were 11 people in attendance. Dr. Atwell, Superintendent, and Courtney Cristee, MHS principal, presented slides explaining what a conversion charter is and is not, suggested waivers, plans for MHS, and the process of applying. Participants then had the opportunity to ask questions and pose suggestions.

Questions that were asked:

- What about our Seniors when this project starts, will they be left out? While the Seniors will not have the opportunity to go through the charter in its entirety, they will absolutely not be “left out.” MHS already offers a College and Career course required for Seniors who get are getting essential skills in resume writing, interview skills, meeting with colleges, visiting with different companies, and preparing for the ACT WorkKeys.
- What goals and measurements would we consider? We showed the application and the goals and measurements and then discussed.
- Are we competing with other schools?
- What do the students want? Students want more course options, classes that are geared towards their interests, and to complete high school with career certifications.
- This is a successful school, how do we keep what makes us successful in place? We are not moving away from our values and traditions...we are innovating.

Participants were eager to offer suggestions about a wellness and stress management course for young people. There is value in building “people skills.” Another participant is interested in

being a business partner. Overall the participants in attendance were cordial and supportive. The unknown, of course, causes concern, but they look forward to the opportunities that MHS provides students.

2. Describe the educational need for the conversion public charter. Include quantitative data related to academic achievement.

Mountainburg High School received a “C” rating for the 2021-2022 Public School Rating System with a 62.59 rating, slightly below the state average of 64.01. The Weighted Achievement Score was 39.74. The Value Added Growth Score was 80.38. The School Quality and Student Success Score was 49.82.

MHS is comprised of .5% Hawaiian/Pacific Islander, .5% Asian, 3.5% Hispanic/Latino, 5.5% American Indian, and 90% White. 14% of students are eligible to receive Special Education Services and 68% of students are low income. 42% of students are considered to be reading at grade level, only 23% are considered to be proficient in science, and 83% are considered to be below proficient in math.

The 4 year graduation rate for MHS is 84.8%. 41% of students enroll in college post high school graduation.

Last year, 90% of our graduating seniors received an NCRC certification on the ACT Workkeys Assessment last year. Increasing the access students have to enroll in CTE courses and creating internships will help get us to our goal of 100% of graduating Seniors receiving a Silver or higher rating.

Flexibility in scheduling and offering more CTE courses that allow students to follow pathways based on their interests, but more importantly, sets them up for success in college and career after graduation.

The chart below is a break down of student achievement for the last two years at Mountainburg High School.

2022		Reading *As measured by Aspire (9 and 10) or ACT (11)	Math *As measured by Aspire (9 and 10) or ACT (11)	Science *As measured by Aspire (9 and 10) or ACT (11)	ACT Composite	On Time Cred. % of possible RC points	Attendance % of possible RC points	% of 4 Yr. Grad. Rate	CSL % of possible RV points	ACT >19 % of possible RC Points
	9 th	54.91 Below ELA Proficiency	86.28 Below Proficiency	82.35 Below Proficiency		81.25	62.00			
	10 th	56.86 Below ELA Proficiency	78.43 Below Proficiency	70.59 Below Proficiency		93.48	61.82			
	11 th	17.94 on ACT	16.75 on ACT	18.39 on ACT	17.72	100	65.74			
	9 th -12 th					91.30	63.21	4 yr: 84.8%	31.71	31.71
2021		Reading	Math	Science	ACT	On	Attendance	% of 4	CSL	ACT

		*As measured by Aspire (9 and 10) or ACT (11)	*As measured by Aspire (9 and 10) or ACT (11)	*As measured by Aspire (9 and 10) or ACT (11)	Composite	Time Cred. % of possible RC points	% of possible RC points	Yr. Grad. Rate	% of possible RV points	>19 % of possible RC Points
	9 th	55.55 Below ELA Proficiency	75.55 Below Proficiency	75.55 Below Proficiency		70.45	78.26			
	10 th	75.47 Below ELA Proficiency	88.89 Below Proficiency	72.55 Below Proficiency		95.74	76.36			
	11 th	19.35 on ACT	17.16 on ACT	19.76 on ACT	18.88	93.18	74.49			
	9 th -12 th					86.67	76.33	85.2	3.85	46.15

SCHOOL INFORMATION

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Grades to be Offered	9-12	9-12	9-12	9-12	9-12

3. What type of educational model will the school follow?

- Traditional
- 100% Virtual
- College Prep
- Credit Recovery/ALE

Other: CTE Focus

4. Provide the mission statement of the proposed conversion public charter school:

At the beginning of the 2023-2024 school year, Mountainburg High Teachers worked together to refine our mission. As a team, we needed something that was more in alignment with what we want to accomplish and live at MHS. The mission of Mountainburg High School is to *Innovate and Inspire*.

5. Provide a list and brief description of the programmatic features that the school will implement to accomplish the mission.

Professional Learning Communities- Mountainburg High School operates as a Professional Learning Community. We focus on learning, collaboration, and results by answering the four critical questions: What do we want students to know? How will we know when they have learned it? How will we intervene when they don't? How will we extend when they do?

Teacher collaborative teams are committed to implementing high quality instructional materials, using effecting learning strategies, and helping students skill-by-skill.

House Teams- Students entering the 9th grade will be members of house teams based on their college and career interest goals identified by interest surveys and student success plans. This takes students out of the traditional team set by their grade and allows them to connect with peers and build relationships with students outside of their grade-level. This will allow for mentoring and leadership development as students grow closer to graduation.

Internships and portfolios- Students going into 11th and 12th grade would apply for internships with community partners that would allow them training in their desired field prior to graduating high school. This would lead to a higher success rate earlier in students attending college or entering the workforce since they will be able to “test” the fields of study they “think” are of interest.

More Pathways with Innovation- Currently MHS offers programs of study in Food Production and Management, Animal Systems, Agricultural Power, Structural & Technical Systems, Criminal Justice, and Computer Science. We offer level one courses of Family & Consumer Science, Survey of Ag Systems, Survey of Business, Media Communications, Introduction to Criminal Justice, and Food Safety & Nutrition. With partnerships from local businesses, professionals, and skilled trades we will offer up to 24 pathways. Just as educators go through practicums prior to internships, our students would enroll in practicums as level two courses after taking one of the above listed level one courses. The practicums would be monitored by onsite staff but would include independent study, guest speakers, zoom sessions, and on-the-job training. Students who complete practicums would then be able to apply for internships and would become mentors to 9th grade students who are entering level one courses.

Mountainburg High School will offer more CTE courses by partnering with individuals from the community who are highly qualified professionals in their field. When students enter 9th grade, they would choose a path based on their matches in career surveys and their student success plan and enroll in a level one course. Students would travel in “houses” with their peers who have similar interests. Going into their 11th grade year, students would then be able to apply for internships. Internships would require interviews, portfolios, and presentations. Students not interested in one of these paths to internships would still have the opportunity of a traditional route through high school. The goal is for students to experience more career opportunities in order to make better future decisions. Being a rural district, MHS is not able to offer these opportunities without flexibility in scheduling, licensures, and salaries.

Hybrid Options- Students wanting a virtual option could enroll in a hybrid program that allows them to attend school two days per week and complete classes virtually. Students utilizing this option would be responsible for learning each day. Students who are not attending virtually days off campus will receive support for attendance. Hybrid students would receive intervention and extension and have access to all other school related supports with the flexibility that meets their needs. Supports would be in place to return a student to campus full time should they not be successful off campus.

6. Describe a plan for school improvement that addresses how the conversion charter school will improve student learning and meet the state educational goals.

MHS will align with our District school improvement plan that has three components.

1. Deliver a guaranteed and viable curriculum. MHS will do this through the PLC process by monitoring student progress through assessment data, improving teacher effectiveness through teacher collaboration and a commitment to learning more effective instructional strategies, and providing timely feedback, intervention, and extension for students. The guaranteed and viable curriculum will also include a behavior piece. Teacher teams, in collaboration with community partners, will identify behavior skills that students are expected to exhibit prior graduating from high school. The behavior team will then coach and intervene on these behaviors.
2. Provide time and support to ensure that all learn at high-levels. MHS will have a dedicated time each day to address student, teacher, and behavior needs. During this time, teachers can draft students, using evidence, who have been identified as needing Tier 2 supports on essential skills or who are ready to extend their learning. Students are regrouped each day in order to meet their individual needs.
3. Install a culture that trains and motivates. We will live, model, teach, and celebrate the principles of our Dragon Strong R Factor culture playbook and we will maintain a focus on the Three Big Ideas of a Professional Learning Community: Focus on Learning, Focus on Collaboration, and a Focus on Results. Research indicates that when students see relevance and meaning behind what they are learning, they will then become more focused and engaged in their learning. The culture that we are establishing is that at Mountainburg High School, the possibilities are limitless and it is our responsibility as teachers to prepare students for jobs and opportunities that may not even be thought of yet.

7. Describe how the licensed employees and parents of the students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria.

The building has a guiding coalition (BGC), a team of teacher leaders, who lead the work in professional learning communities and school improvement. Teacher collaborative teams identify the needs of students through data, dissegment the data, and then make a personal action plan for each student based on skill. Teachers create assessments and plan instruction around the essential skills in the Arkansas Standards matching the complexity and rigor. The BGC will meet with parent and student interest groups at least four times per year to plan and implement improvement goals for MHS.

8. Describe how the concerns of licensed employees and parents of students enrolled in the conversion charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan.

MHS will conduct periodic meetings, “temperature checks,” for employees, parents, and students. We will create and conduct surveys. With the feedback, we will focus on outcomes and continued improvement.

9. Establish performance criteria that will be used to measure the school’s progress in improving student learning and meeting or exceeding the state educational goals. The mission of the school should be reflected in the performance criteria.

Goal	Measuring Instrument
Increase in student achievement in Literacy by at least 50%	Annually with state required assessment

Increase in student achievement in Math and Science by at least 50%	Annually with state required assessment
Increase the number of students receiving ontime credits by at least 50%	Assessed at the end of each semester with report cards
Increase graduation rate to 100%	Annually with graduation
Increase in average student attendance from 92.61% to 95% or higher	SmartData Dashboard and Student Success Plans
Increase the number of students receiving a National Career Readiness Certification of Silver or higher on the ACT WorkKeys assessment	Annually with state required assessment

CURRICULUM

10. Will the school provide the required courses as outlined in the Standards for Accreditation and the 38 Required High School Course Offerings? If not, explain what changes will be made. What additional electives will be offered?

Yes, we will provide the required courses outlined in the Standards for Accreditation and the 38 Required High School Course Offerings.

Additional electives will be CTE courses. Currently, the programs of study offered by our 3 CTE teachers include: "Agricultural Power, Structural, and Technical Systems," "Animal Systems," "Food Production, Management, and Services," "Criminal Justice," and "Computer Science." With a charter and the flexibility to partner with businesses and hire individuals to teach one or two courses instead of carrying a full course load we could add many more offerings.

The potential programs of study, based on high demand areas, currently offered level one courses (denoted with * below), and student interest, include:

Level 1- Survey of Business*

- Retail Management
- Marketing Business Enterprise
- Digital Marketing
- Hospitality and Tourism
- Business Finance
- Banking
- Accounting
- Office Administration
- Medical Office Administration
- Management

Level 1- Media Communications*

- Radio Broadcasting
- Digital Cinema

- Commercial Photography
- Advertising & Graphic Design
- A/V Technology and Film

Level 1- Family and Consumer Sciences*

- Human and Social Services
- Nutrition Science and Dietetics
- Consumer Services
- Fashion and Housing Design

Level 1- Survey of Ag Systems*

- Agribusiness Systems
- Food Products & Processing Systems
- Natural Resources/Environmental Service Systems
- Plant Systems

Pre-Educator

All of the programs of study are already currently approved by the state. The constraint is having the resources to provide these programs. In order to ensure HQIM for these courses, we would use the DCTE Playbooks along with the expertise of the Highly Qualified Community Professional hired to teach the courses.

11. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Academic Standards?

MHS follows the PLC process and uses High Quality Instructional Materials. Time is built in for collaborative teacher teams to meet, pace and align their curriculum and instruction in all courses, and discuss data. Teams focus on the four critical questions, “What is it students should know?”, “How do we know when they have learned it?”, “How will we respond when they don’t?”, and “How will we extend when they do?”. Teachers break down essential learning standards into targets and cycles from the Arkansas Standards, create formative and summative assessments, and collect the data to improve student learning. Students are retaught essential standards to mastery.

12. Describe how reading instruction and literacy will be addressed. Address each of the following questions.

a) What curricula are used that are aligned to the Science of Reading and are there any limitations to the selected materials?

Collegeboard’s Springboard and PreAP is used in both ELA and Math. Social Studies and Science use Collegeboard’s PreAP model lessons. These curriculums embed writing and incorporate effective vocabulary strategies as well. There are no limitations.

b) What is the plan for ensuring that all teachers will be trained in the Science of Reading?

All teachers are trained to the appropriate awareness level for high school. Teachers submit their completion certificates to administration. New staff will complete awareness levels as they are onboarded or supply the appropriate documentation.

c) Will there be Science of Reading assessors in the charter school?

Yes, the Special Education Supervisor is a Science of Reading Assessor.

STUDENT SERVICES

13. Describe how the school will provide comprehensive school counseling services for all students. Include a description of the services, who will be providing the services, how the provider(s) will be trained, and the time allotment to carry out the counseling program.

Mountainburg High School will utilize the school counseling services currently in place. We employ a full time counselor to serve students in grades 9-12 and partnership agreement with a mental health care provider for on-site mental health counselors.

14. Describe how the school will provide library media services for all students. Make sure to address the following questions.

a) How will access to materials that support curriculum, research, and recreational reading be provided to students and teachers.

Students and teachers have access to our school library which includes fiction and non-fiction print materials. Students are also 1-1 with Chromebooks with internet capabilities.

b) If there will be no librarian who will provide instruction in the use of the library and the Library Media Standards, and how will they be trained to teach the standards?

N/A

c) If there is no librarian, who will provide professional development in new and emerging technologies, integration of technology into the instructional programs, and in the laws and policies pertaining to the use and communication of ideas and information, including copyright law?

N/A

d) Will the school have written policies for selection, removal, and retention of materials as well as a policy for addressing challenged materials, and who will be responsible for implementing those policies?

Yes, the school librarian and administration is responsible for implementing the policies.

15. Describe how the school will provide special education services for all students. Address each of the following areas.

a) Describe how you will identify students who have a disability and may need special education and related services (Child Find).

MHS teachers intervene on students individual needs. When interventions are not proving successful students are referred to the Special Education Director. The director will suggest other supports and/or necessary testing. MHS will have the same Child Find Plan as the rest of the district and provides information and support to all stakeholders.

b) Describe the Least Restrictive Environment continuum available.

MHS provides services for all special education needs by offering the full continuum of placement.

c) Describe your plan for adhering to all federal and state special education laws and rules.

All special education laws and rules will be adhered. The Special Education Director will advise and approve plans that would interfere with special education students.

d) Describe how you will provide related services such as Speech-Language Therapy, Occupational Therapy, and Physical Therapy. (Medicaid cannot be the sole funding source for related services. The district must have their own Medicaid number if related services are billed through Medicaid. The charter is responsible for paying Medicaid match.)

The district provides Speech-Language Therapy, Occupational Therapy, and Physical Therapy through contracted services. Mountainbug Public Schools has a Medicaid number for billing and applies the match.

16. Describe how the school will provide dyslexia screening and services for all students.

The district employs a full time dyslexia interventionist. Students are screened with teacher and/or parent recommendation. MHS uses a research based, approved dyslexia intervention as per rules and regulations.

17. Describe how the school will provide for the needs of English Learners.

a) How will you be screening, placing, notifying parents/guardians of placements, and annually reviewing English Learners/Former English Learners as per the Arkansas English Learner Entrance and Exit Procedures?

MHS will provide English Language Learners instruction, including appropriate assessment for English Language Proficiency, as per rules and regulations. MHS surveys all newly enrolled students with the Home Language Usage Survey. Students who are identified as LMS will be screened for proficiency and then placed as needed. MHS uses the ELPA21 Screener. Parents are notified of their child's identification and then students are monitored yearly.

MHS follows the Arkansas English Learner Entrance and Exit Procedures and the DESE District English Plan.

b) How do you plan to provide English Language Development and Access to Core instruction aligned with the Arkansas English Language Proficiency Standards to each English Learner?

English Language Learners are included in T1 core instruction with support as needed. English Learners are provided English Language Development through Tier 1 instruction and extra support is provided during the Tier 2 intervention time that is built into each day. Students who need more support can be provided with a Tier 3 intervention "pull-out" period. The EL interventionist, who is also the dyslexia interventionist, provides support using the ELP standards.

c) How will you communicate information to limited English proficient parents in a language and manner they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English?

MHS will use translations as needed for families with limited English proficiency. MHS surveys

all newly enrolled students with the Home Language Usage Survey. The results of the survey and communications that are had with parents will identify parents in need of alternate communications.

18. Describe how the school will address the needs of gifted and talented students.

Mountainburg Public Schools employs a full time gifted and talented coordinator. GT students meet with the coordinator once per month. Gifted and talented students are also served through AP and concurrent courses. MHS will continue to follow guidelines that keeps the school in compliance with GT Program Approval Standards.

19. Describe the plan for developing and implementing Student Success Plans that assist students with achieving readiness for college, career, and community engagement.

Student Success Plans will have a major role at MHS. We will use the Kuder platform for support and interest inventories. SSPs will be digital and housed in Google Classroom. Parents will have access to their students' SSP at any time. Students will complete interest surveys, update their course work frequently, and track their performance. Students will meet in small groups with an advisor that is familiar with their planned pathways. The counselor will oversee and provide guidance. Advisory teachers will follow students throughout their time at MHS. Each year, advisory teachers and the student will meet with parents to continue developing and maintaining the Student Success Plan.

20. Describe how food services will be provided for students.

MHS will continue with its current food service program. We are a CEP school and provide 100% of students with free breakfast and lunch.

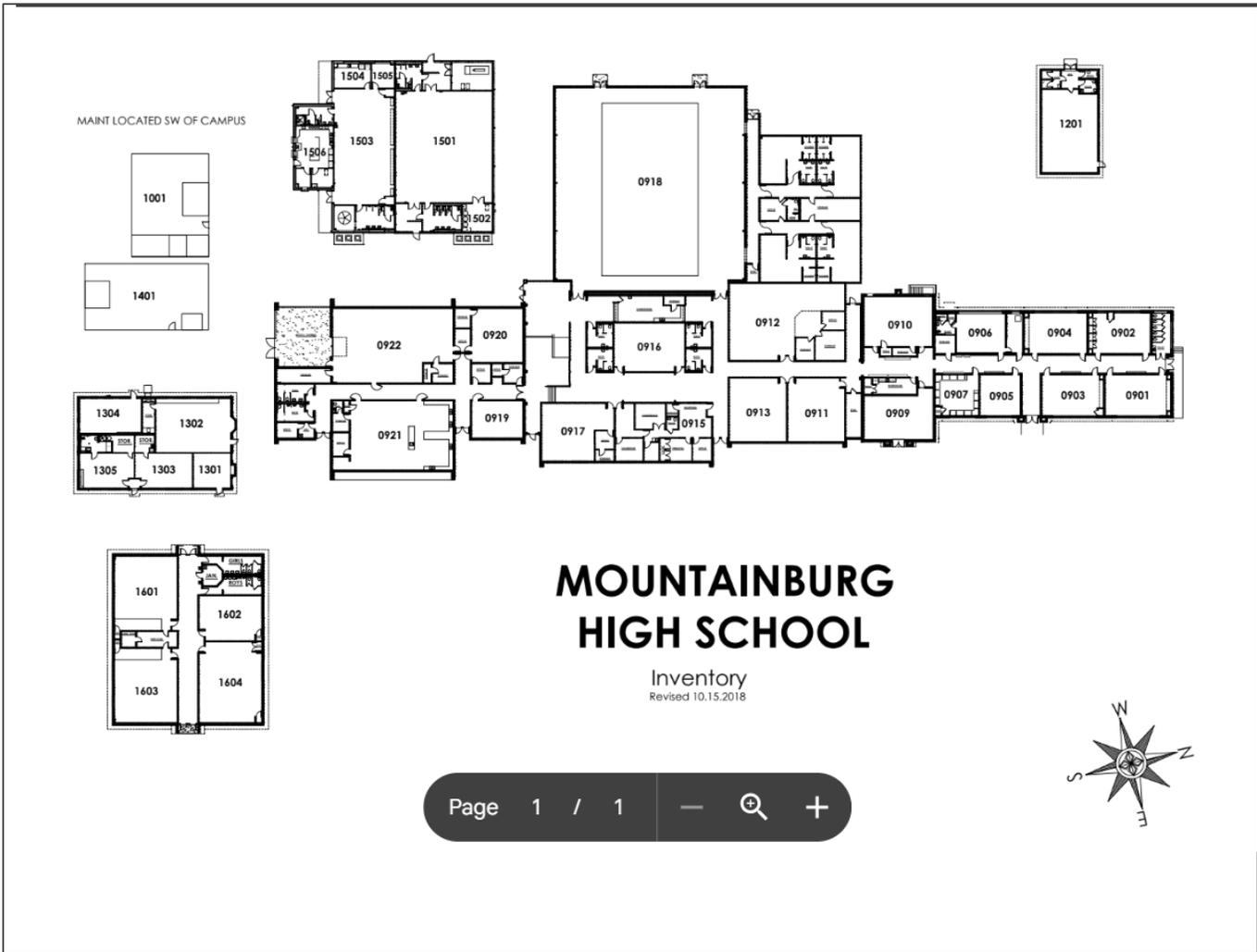
SCHOOL GOVERNANCE AND OPERATIONS

21. Describe the student recruitment process and timeline that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed conversion public charter school.

MHS is open to all students within the community per public school regulations. During the Spring of 2024, we will advertise and promote the charter and prepare incoming 8th graders and current 9th through 11th graders.

22. Describe the facility where the school will be located.

The school will be located at Mountainburg High School. 129 Highway 71 SW, Mountainburg, AR 72946. Mountainburg High School is a traditional school building with classrooms, a gymnasium, football field, and band room. Students have access to lockers as requested. Some of our buildings are disconnected, but have covered walkways. We are installing new fencing for security to better connect our campus.



23. If a waiver of teacher licensure is requested, describe the process for vetting applicants.

a. How will Arkansas Qualified Teacher requirements be ensured for core areas of Math, Science, English, Social Studies, Elementary Ed., Art, Music, and Foreign Languages?

Applicants will be High Qualified Community Professionals for CTE courses. These applicants would need to work and show success in their applicable field before being hired. Teachers for core areas and non-core areas outside of the CTE pathways requested would still meet AQT requirements. We support any teacher who is not AQT with an ALP and other licensure routes, as needed.

24. If a waiver of class size and teaching load is requested, describe how this will be used.

Students following specific career paths could participate in seminar style classes to accommodate more students. Due to shared staff among campuses, it is sometimes necessary to put more students in a class to meet the needs of the students.

WAIVERS

Complete the following tables indicating all sections of Title 6 of the Arkansas Code Annotated, the Division of Elementary and Secondary Education rules, and the Standards for Accreditation of Arkansas Public Schools and School Districts from which the public charter school seeks to be exempted to meet the goals of the school.

Please use the wavier list provided below. This list includes the appropriate waiver topic and citations to the applicable Arkansas Code Section, Rules, and Standards to fully effectuate the requested waiver.

Each of your waiver requests must include a rationale. Failure to provide a rationale will result in your application being marked as incomplete.

Waiver #1 Topic	Salaries and Compensation
Arkansas Code Annotated	6-17-807, 6-17-908, 6-21-303(b)
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	In order to offer multiple CTE programs of study, MHS will need multiple highly qualified partners in multiple industries. This will allow us to partner with trained professionals in multiple career fields to teach trades in which they are experts and offer potential stipends that are less than the minimum teacher pay. This waiver request does not imply or assume that the waiver would apply to full-time, traditional classroom teachers.

Waiver #2 Topic	Teacher License and Certification
Arkansas Code Annotated	6-15-1004, 6-17-309, 6-17-401, 6-17-418, 6-17-902, 6-17-908, 6-17-919
Standard for Accreditation	4-D.1
ADE Rules	DESE Rules Governing Educator Licensure
Rationale for Waiver	In order to offer multiple CTE programs of study, MHS will need highly qualified professionals who are experts in their field but not necessarily licensed teachers. This allows students to gain knowledge from professionals who have/are still working in the profession of which they are instructing. Students will gain current knowledge of the skills and attributes of which employers are hiring. The waiver request is only for professionals who would be teaching one course. Anyone teacher who is teaching a full class load would fulfill the license and certification requirements.

	While technical permits are available for CTE, we would waive this requirement for professionals who are only teaching 1 or 2 courses or who are providing instruction through the practicums and internships. Since we will be partnering with companies, there could be multiple professionals teaching students and having every one of them go through the process is a deterrent for potential partners.
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Waiver #3 Topic	Professional Development
Arkansas Code Annotated	6-17-703, 6-17-704, 6-17-705
Standard for Accreditation	4-G.1
ADE Rules	DESE Rules Governing Professional Development
Rationale for Waiver	Part-time highly qualified community professionals would not be subject to the required PD hours of full-time licensed teachers. These professionals would be supported and trained in order to acclimate to the teaching environment and work with other teachers to support the mission and goals of Mountainburg High School. They would still receive PD in Child Maltreatment and Mandated Reporter, Parent Involvement, Teen Suicide Awareness, and Human Trafficking. Safety Procedures for our campuses would be included during the onboarding process.

Waiver #4 Topic	Instructional Day
Arkansas Code Annotated	6-16-102
Standard for Accreditation	1-A.4.2
ADE Rules	
Rationale for Waiver	Students participating in internships may not attend traditional classes for a full day. Instead, their course may be taught in an industry location with professionals working in the field. Students needing to be onsite for core courses would be able to accelerate their day to be able to leave and receive on-the-job training and we could adjust their schedule as necessary to better serve their educational experience. Students learning in a hybrid model may only be on campus two days per week, but would still be responsible for the demonstrating proficiency in classwork.

Waiver #5 Topic	Daily Planning Period
Arkansas Code Annotated	6-17-114
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Teachers who are hired part-time to teach specific CTE courses would not be required to have a regularly scheduled, built in planning period.

Waiver #6 Topic	Duty-Free Lunch Period
Arkansas Code Annotated	6-17-111
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	This waiver would allow teachers to build more rapport with students. Spending professional time with students outside of the structures of the classrooms builds relationships that in turn increase engagement and motivation in the classroom.

Waiver Topic Names with Arkansas Code Annotated, Standards, and DESE Rules (when applicable)

<p style="text-align: center;"><u>178 Instructional Days – standard only</u></p> <p>Standard 1-A.4.1</p>	<p style="text-align: center;"><u>Acquisition of Commodities</u></p> <p>Ark. Code Ann. § 6-21-303</p>	<p style="text-align: center;"><u>Adopt School Calendar</u></p> <p>Ark. Code Ann. § 6-10-106</p>	<p style="text-align: center;"><u>Alternative Learning Environment (ALE)</u></p> <p>Ark. Code Ann. §§ 6-15-1005(b)(5) 6-18-503(a)(1)(C)(i) 6-48-102 6-48-103</p> <p>DESE Rules Governing Student Special Needs Funding – Section 4</p> <p>Standard 2-I.1</p>	<p style="text-align: center;"><u>Arkansas History</u></p> <p>Ark. Code Ann. §§ 6-16-124(a)(2) 6-17-418 6-17-703</p> <p>Standard 1-A.1.2.8</p>
<p style="text-align: center;"><u>Attendance</u></p> <p>Ark. Code Ann. § 6-18-213(a)(2)</p>	<p style="text-align: center;"><u>Board of Directors</u></p> <p>Ark. Code Ann. §§ 6-13-608 6-13-611 6-13-612(c) 6-13-613 6-13-615 6-13-616(a) 6-13-617 6-13-618 6-13-619(a), (c), (d)(1)(A), (d)(4) 6-13-620(5) 6-13-622(b) 6-13-630 6-13-631 6-13-634 6-13-635 6-13-1303 6-14-101, et seq.</p>	<p style="text-align: center;"><u>Body Mass Index (BMI) Assessment</u></p> <p>DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, Section 5.02.5, 12.00</p>	<p style="text-align: center;"><u>Class Size & Teaching Load</u></p> <p>Ark. Code Ann. § 6-17-812</p> <p>Standard 1-A.5 (Class Size) Standard 1-A.6 (Teaching Load)</p> <p>DESE Rules Governing Class Size and Teaching Load</p>	<p style="text-align: center;"><u>Classified Employee Minimum Salary</u></p> <p>Ark. Code Ann. §§ 6-17-2201, et seq. 6-17-2403</p>
<p style="text-align: center;"><u>Clock Hours</u></p> <p>Standard 1-A.2</p>	<p style="text-align: center;"><u>Comprehensive School Counseling Program & School Counselor</u></p> <p>Ark. Code Ann. §§ 6-18-2002(2)(A) 6-18-2003(a)(2)(A) Standard 4-E.1, 4-E.2</p>	<p style="text-align: center;"><u>Credit for College Courses</u></p> <p>Ark. Code Ann. § 6-18-223</p>	<p style="text-align: center;"><u>Curriculum – Advanced Placement Courses</u></p> <p>Ark. Code Ann. §§ 6-16-1203(a) 6-16-1204(a), (c), and (d)</p>	<p style="text-align: center;"><u>Curriculum – Career & Technical Education</u></p> <p>Standard 1-A.1.2.7 (5-8) 1-A.1.3.9 (9-12)</p>

			DESE Rules Governing Grading and Course Credit – Sections 4-1.00 & 6.00 Standard 1-A.1.3-10	
<u>Curriculum – Concurrent Credit</u> Ark. Code Ann. §§ 6-16-1203(b) 6-16-1204(b) and (e) DESE Rules Governing Grading and Course Credit – Sections 5.00	<u>Curriculum – CPR</u> Ark. Code Ann. § 6-16-143 Standard 1-C.2.5 Under Ark. Code Ann. § 6-23-401(b) this is NOT waivable unless the charter is fully virtual.	<u>Curriculum – Fine Arts</u> Standard 1-A.1.1.5 (K-4) 1-A.1.2.5 (5-8) 1-A.1.3.6 (9-12)	<u>Curriculum – Foreign Language 9-12</u> Standard 1-A.1.3.5	<u>Curriculum – Visual Art or Music</u> Ark. Code Ann. §§ 6-16-130(a) – elementary 6-16-130(b) – grades 7-8 and some 6 th grade DESE Rules Governing Visual Art and Music Standard 1-A.1.1.5, 1-A.1.2.5, & 1-A.1.3.6
<u>Eye and Vision Screening</u> Ark. Code Ann. §§ 6-18-1501 6-18-1502 DESE Rules Governing Eye & Vision Screening Report in Arkansas Public Schools	<u>Financial Management – Business Manager</u> Ark. Code Ann. § 6-15-2302(b) DESE Rule Governing the Arkansas Fiscal Assessment and Accountability Program – Section 12	<u>Flag Display</u> Ark. Code Ann. §§ 6-16-105 6-16-106	<u>Flexible Schedule</u> Ark. Code Ann. § 6-16-102, except (a)(5)	<u>Food Services</u> Ark. Code Ann. §§ 6-18-705 (breakfast program) 6-20-701, et seq. (school lunch program) DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools Standard 3-D.1
<u>Gifted and Talented</u> Ark. Code Ann. §§ 6-20-2208(c)(6) 6-42-109 DESE Rules Governing Gifted and Talented Program Approval Standards Standard 2-G.1	<u>Grading Scale</u> Ark. Code Ann. § 6-15-902(a) DESE Rules Governing Grading and Course Credit – Section 2-2.01	<u>Health Services – School Nurse</u> Ark. Code Ann. § 6-18-706	<u>Health and Safety Services</u> Standard 2-E.1, 2-E.2	<u>Instructional Day (includes delay/early release of school and recess)</u> Ark. Code Ann. §§ 6-16-102 6-10-126 – Delay or early release of school due to emergency circumstances Standards 1-A.4.2 1-A.4.3 (Recess)

<p><u>Instructional Materials</u></p> <p>Ark. Code Ann. § 6-21-413</p> <p>DESE Rules Governing Instructional Materials – Sections 5.01, 5.01.2</p>	<p><u>Leased Academic Facilities</u></p> <p>Ark. Code Ann. § 6-21-117(2)-(5)</p> <p>Standard 6-A.1, 6-A.2</p>	<p><u>Library Media Services – includes standard for balance of instructional materials</u></p> <p>Ark. Code Ann. § 6-25-103</p> <p>Standard 2-D.1</p>	<p><u>Library Media Specialist</u></p> <p>Ark. Code Ann. § 6-25-104</p> <p>Standard 4-F.1, 4-F.2</p>	<p><u>Maintain School Facilities</u></p> <p>Standard 6-A.1</p>
<p><u>Parent & Family Engagement Plan</u></p> <p>Ark. Code Ann. § 6-15-1701, et seq.</p> <p>DESE Rules Governing Parental Involvement Plans and Family and Community Engagement</p> <p>Standard 5-A.1</p>	<p><u>Period of Silence</u></p> <p>Ark. Code Ann. § 6-10-115</p>	<p><u>Personnel Policies – Classified Employees Personnel Policies</u></p> <p>Ark. Code Ann. §§ 6-17-2301(c) 6-17-2301(c)(1) & (d)(2) 6-17-2302 6-17-2303 6-17-2304 6-17-2305</p>	<p><u>Personnel Policies – Committee on Personnel Policies</u></p> <p>Ark. Code Ann. §§ 6-17-203 6-17-205 6-17-209</p>	<p><u>Personnel Policies – Daily Planning Period</u></p> <p>Ark. Code Ann. § 6-17-114</p>
<p><u>Personnel Policies – Duty-Free Lunch Period</u></p> <p>Ark. Code Ann. § 6-17-111</p>	<p><u>Personnel Policies – Employment of Licensed Personnel</u></p> <p>Ark. Code Ann. § 6-17-301</p>	<p><u>Personnel Policies – Grievance Procedure</u></p> <p>Ark. Code Ann. §§ 6-17-208 6-17-210</p>	<p><u>Personnel Policies – Non-instructional Duties</u></p> <p>Ark. Code Ann. § 6-17-117</p>	<p><u>Personnel Policies – Personnel Policies Incorporated into Teacher Contracts</u></p> <p>Ark. Code Ann. § 6-17-204</p>
<p><u>Personnel Policies – Public School Employees’ Fair Hearing Act</u></p> <p>Ark. Code Ann. §§ 6-17-1701, et seq.</p>	<p><u>Personnel Policies – Requirements</u></p> <p>Ark. Code Ann. § 6-17-201(a) & (c)</p>	<p><u>Personnel Policies – Right to Join Professional Organization</u></p> <p>Ark. Code Ann. § 6-17-202</p>	<p><u>Personnel Policies – School Employees’ Minimum Sick Leave</u></p> <p>Ark. Code Ann. §§ 6-17-1301, et seq.</p>	<p><u>Personnel Policies – Teachers’ Minimum Sick Leave</u></p> <p>Ark. Code Ann. §§ 6-17-1201, et seq.</p>
<p><u>Personnel Policies – Teachers’ Fair Dismissal Act</u></p> <p>Ark. Code Ann. §§ 6-17-1501, et seq.</p>	<p><u>Personnel Policies – Teacher Excellence and Support System (TESS)</u></p> <p>Ark. Code Ann. §§ 6-17-2801, et seq.</p> <p>DESE Rules Governing Educator Support and Development</p>	<p><u>Personnel Policies – Use of Personal Leave</u></p> <p>Ark. Code Ann. § 6-17-211</p>	<p><u>Personnel Policies – Website Requirements</u></p> <p>Ark. Code Ann. § 6-11-129</p> <p>DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites – Sections 5&6</p>	<p><u>Physical Education</u></p> <p>Ark. Code Ann. § 6-16-132</p> <p>DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools – Sections 7.01, 7.01.1, 7.01.1.1, 7.01.1.2, 7.01.3, 7.09</p> <p>Standards 1-A.1.1.6, 1-A.1.2.6, & 1-A.1.3.8</p>

<p><u>Pledge of Allegiance</u></p> <p>Ark. Code Ann. § 6-16-108</p>	<p><u>Principal</u></p> <p>Ark. Code Ann. § 6-17-302</p> <p>Standards 4-C.1, 4-C.2</p>	<p><u>Professional Development</u></p> <p>Ark. Code Ann. §§ 6-17-703 6-17-704 6-17-705</p> <p>DESE Rules Governing Professional Development</p> <p>Standard 4-G.1</p>	<p><u>Report Cards</u></p> <p>Ark. Code Ann. § 6-15-903(a)(2)</p>	<p><u>Required Instruction</u> <u>K-4</u></p> <p>Standard 1-A.1.1</p>
<p><u>Required Instruction</u> <u>5-8</u></p> <p>Standard 1-A.1.2</p>	<p><u>Required Instruction</u> <u>9-12</u></p> <p>Standard 1-A.1.3</p>	<p><u>Salaries and Compensation</u></p> <p>Ark. Code Ann. §§ 6-17-807 6-17-812 6-17-908 6-17-2401 et seq. 6-21-303(b)</p>	<p><u>School Calendar – School</u> <u>Start Date</u></p> <p>Ark. Code Ann. § 6-10-106</p>	<p><u>School Counselor</u></p> <p>Standard 4-E.1 & 4-E.2</p>
<p><u>School Property and</u> <u>Supplies – Rules</u></p> <p>Ark. Code Ann. § 6-21-303(b)</p>	<p><u>School Safety</u> <u>Policies & Procedures</u></p> <p>Standard 6-A.2</p>	<p><u>Statewide Assessment</u> <u>System</u></p> <p>Ark. Code Ann. § 6-15-2907</p> <p>Under Ark. Code Ann. § 6-23-401(b) this is NOT waivable.</p>	<p><u>Written Student Discipline</u> <u>Procedures</u></p> <p>Ark. Code Ann. 6-18-503(b)(2)</p> <p>DESE Rules Governing Student Discipline and School Safety, 4.11</p>	<p><u>Superintendent</u></p> <p>Ark. Code Ann. §§ 6-13-109 6-17-427</p> <p>DESE Rules Governing the Superintendent Mentoring Program</p> <p>Standard 4-B.1, 4-B.2</p>
<p><u>Teacher Excellence &</u> <u>Support System (TESS)</u></p> <p>Ark. Code Ann. §§ 6-17-2801, et seq.</p> <p>DESE Rules Governing Educator Support and Development</p>	<p><u>Teacher Licensure</u></p> <p>Ark. Code Ann. §§ 6-15-1004 6-17-309 6-17-401 6-17-418 6-17-902 6-17-908 6-17-919</p> <p>DESE Rules Governing Educator Licensure – Section 7</p> <p>Standard 4-D.1</p>	<p><u>Teachers’ Salaries –</u> <u>12-mo. Contract for</u> <u>Vocational Agri Teachers</u></p> <p>Ark. Code Ann. § 6-17-802</p>	<p><u>Tornado & Earthquake</u> <u>Safety Drills</u></p> <p>Ark. Code Ann. § 6-10-121</p> <p>Under Ark. Code Ann. § 6-23-401(b) this is NOT waivable unless the charter is fully virtual.</p>	<p><u>Transportation</u></p> <p>Ark. Code Ann. §§ 6-19-101, et seq.</p>

REQUIRED ATTACHMENTS

1. Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated § 6-23-201(b)(1)(B) was met:
 - a. The notice of public hearing was distributed to the community, licensed personnel, and the parents of all students enrolled at the public school for which the public school district initiated the application; and
 - b. The notice of the public hearing was published in a newspaper having general circulation in the public school district at least three (3) weeks before the date of the meeting.