



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2023 New Open-Enrollment Public Charter School Application

Pinecrest Preparatory Academy Fayetteville

Name of Proposed Charter

Initial Application - Deadline May 15, 2023, at 5:00 p.m.
Applications will not be accepted after this time.

X Final Application - Deadline July 17, 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:	Pinecrest Preparatory Academy Fayetteville
Primary Contact for Application:	Carlos Alvarez
Primary Contact Phone:	<u>(305) 362-4006</u>
Primary Contact Cell:	305 - 878 - 9993
Primary Contact Email:	calvarez@coheaedu.com cc: adri@academica.org

Name of sponsoring entity:

Pinecrest Academy Arkansas

The sponsoring entity is eligible to apply for a public-school charter under the following category:

- A public institution of higher education
- A private nonsectarian institution of higher education
- A governmental entity
- 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

Name of Charter Management Organization:

Pinecrest Academy, Inc.

Other Schools Managed by the CMO:

Name of School	Location	Year Established
Pinecrest Academy (North Campus)	Miami Dade County, FL	2010
Pinecrest Academy (South Campus)	Miami Dade County, FL	2006
Pinecrest Academy Avalon	Orange County, FL	2018
Pinecrest Preparatory Academy Charter Middle School	Miami Dade County, FL	2003
Pinecrest Cove Academy	Miami Dade County, FL	2011
Pinecrest Creek Academy	Orange County, FL	2010

Pinecrest Glades Academy	Miami Dade County, FL	2016
Pinecrest Glades Preparatory Academy Middle High School	Miami Dade County, FL	2016
Pinecrest Lakes Academy	Lake County, FL	2017
Pinecrest Preparatory Academy (0600)	Miami Dade County, FL	2001
Pinecrest Preparatory Academy Charter High School	Miami Dade County, FL	2008
Pinecrest Preparatory Academy (0155)	Orange County, FL	2010
Pinecrest Academy Four Corners	Lake County, FL	2019
Pinecrest North Preparatory (Fontainebleau)	Miami Dade County, FL	2018
Pinecrest Collegiate Academy Middle High School Charter	Orange County, FL	2019
Pinecrest Academy Tavares	Lake County, FL	2020
Pinecrest Lakes Middle High School	Lake County, FL	2020
Pinecrest Academy Wesley Chapel	Pasco County, FL	2020
Pinecrest Academy Space Coast	Brevard County, FL	2020
Pinecrest North Preparatory High School	Miami Dade County, FL	2022
Pinecrest Academy Wesley Chapel High School	Pasco County, FL	2023
Pinecrest Academy Horizon Campus	Nevada	2012
Pinecrest Academy St. Rose Campus	Nevada	2015
Pinecrest Inspirada Campus	Nevada	2015
Pinecrest Academy Cadence Campus	Nevada	2016
Pinecrest Sloan Canyon	Nevada	2019
Pinecrest Academy of Northern Nevada	Nevada	2020
Pinecrest Academy of Idaho at Twin Falls	Idaho	2021

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

Following the regulations of the Arkansas State Board of Education for public charter schools, a public hearing was organized by the applicant on May 10, 2023 at Fayetteville Public Library, located at 401 W Mountain St, Fayetteville, AR 7270. The primary aim of the hearing was to introduce the Pinecrest Academy network to the potential community. To ensure compliance with the requirements stated in 6.01.6, the applicant advertised the public hearing for four weeks in The Northwest Arkansas Democrat-Gazette and promoted it through social media. Furthermore, all Superintendents were notified within the prescribed timeframe.

Despite the expectation of attendance, there was no turnout for the hearing, which was attributed to the unexpected inclement weather that discouraged interested families from attending. As a result, the Pinecrest Academy Network plans to organize more public informational meetings in the community throughout the application process. Deeply rooted in a rich history of close cooperation with their community, Pinecrest Schools highly value the relationships forged through these community meetings. These events not only serve as a platform to showcase the school's plans, but also to ensure the school's offerings align with the community's needs. This active engagement reflects Pinecrest's commitment to creating an educational environment that truly reflects and serves its community's diversity and dynamism. These meetings will be announced in The Northwest Arkansas Democrat-Gazette, promoted through social media, and linked to the school's landing page.

Pinecrest Academy, Inc. Schools Now Accepting Applications for the 2023-2024 School Year

PINECREST ACADEMY INC.

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Pinecrest Academy schools have high expectations for student learning with multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. All Pinecrest Academy schools implement research-based instructional strategies and innovative resources in technology-rich environments in order to maximize learning for all students. This has proven highly successful in that each of the Pinecrest schools has been recognized at local and state levels and has won multiple awards annually for high academic achievement while serving a high percentage of minority students.

Varying from College Preparation to Performing Arts to Science and Engineering, each Pinecrest program follows a state standards-based curriculum unique to the community and students it serves.

Sign up below to attend our informational meeting on May 10, 2023 at 6:30pm.

Fayetteville Public Library
401 W. Mountain St. Fayetteville, AR 72701

Pinecrest Academy Fayetteville
Welcome to the Interest Form Page

Student First Name * Student Last Name *

Incoming School Year * Incoming Grade Level *

Parent/Guardian First Name * Parent/Guardian Last Name *

Parent/Guardian Email * Parent/Guardian Phone Number *

Comments:

Submit

2. Describe the educational need for the charter in the geographical area to be served. Include quantitative data related to academic achievement.

Pinecrest Academy Fayetteville is dedicated to serving families within the Fayetteville School District as well as the surrounding school districts of Springdale, Farmington, Greenland, Elkins, and Huntsville. Currently, the Fayetteville School District has limited options for school choice, with only two available charter schools. One of these schools is virtual, while the other caters to grades 7-12. With the establishment of Pinecrest Academy Fayetteville, we will proudly become the first K-12 school in the area. This offers families a convenient "one-stop shop" where they can provide education for all their children in a single location. We are excited to provide a comprehensive educational solution for families in the region.

The Fayetteville School District presently educates a student body of 10,349 across 16 schools. In the Fall of 2021, a demographic analysis conducted by Zonda Education showed the future growth of the Fayetteville School District. According to the analysis, there are over 5000 housing units in the planning phase within the district¹. As a result, the district anticipates that 10 out of their 16 schools will exceed capacity by the 2031-32 school year¹. This emphasizes the need for choice in the community to address the projected growth and ensure sufficient resources and facilities for the expanding student population.

Between the school years 2017-2018 and 2021-2022, a significant proportion of students in the Fayetteville School District, ranging from 40% to 53%, demonstrated below proficiency levels in ELA, Math, and Science, as indicated in Table 2.1². Specifically, Table 2.1 presents the percentage of students in grades 3-10 who fell into the categories of "Below Proficiency," "Close," or "In Need of Support." It is likely that these academic challenges can be attributed to learning setbacks caused by the COVID-19 pandemic. An in-depth analysis of the district's data in Table 2.2² reveals a pressing issue: the district's English Learners in grades 3-10 have experienced a significant decline in proficiency over the past five years. Disturbingly, 90% or more of English Learners are currently below proficiency levels across all three academic categories of ELA, Math, and Science.

Table 2.1 Local District's ACT Aspire Assessment Scores*

School Year	ELA	Math	Science	Graduation Rate
2017-2018	42.12%	40.21%	45.61%	92.24%
2018-2019	42.71%	38.95%	47.50%	87.79%
2019-2020	NA	NA	NA	90.20%
2020-2021	50.70%	49.53%	52.80%	92.30%
2021-2022	48.27%	48.12%	52.95%	89.00%

Table 2.2 Local District's ELL ACT Aspire Assessment Scores*

School Year	ELA	Math	Science	Graduation Rate
2017-2018	64.17%	53.05%	50.98%	83.08%
2018-2019	65.74%	56.59%	68.86%	83.10%
2019-2020	NA	NA	NA	83.30%
2020-2021	88.50%	82.29%	77.33%	89.50%
2021-2022	93.04%	89.55%	95.89%	74.70%

*Fayetteville School District's average annual scores by students in grades 3-10 and ELL subgroup in grades 3-10 who place in the Close or In Need of Support Categories

Pinecrest Academy's educational philosophy is firmly rooted in the Pinecrest Way, a set of principles and values that assert every student's capacity to learn with appropriate support. These beliefs serve as the catalyst for driving student performance and achieving their academic goals. Pinecrest Academy has established a track record of exceptional outcomes by implementing best practices that have consistently yielded fantastic results. The school maintains rigorous academic standards and delivers a relevant curriculum aligned with benchmarks in ELA, Mathematics, Social Studies, and Science. Pinecrest Academy is a nationally corporate accredited network of charter schools by Cognia. By incorporating the most effective strategies from the Pinecrest Network and embracing principles of essential school reform nationwide, Pinecrest Academy strives to provide students with an exemplary education that prepares them for future success.

1. Fayetteville School District Enrollment Analysis- https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1696464/Demographics_Update_Fall_2021.pdf
2. ADE Data Center- <https://myschoolinfo.arkansas.gov/SRC/32/7203000>

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

Pinecrest Academy Fayetteville plans to expand and open a new facility within the Fayetteville School District. The district serves the city of Fayetteville and surrounding areas, including Gishen, Johnson,

Elkins, and Farmington. We believe that our new school will provide even more families in these communities with access to high-quality educational programs.

We are confident that our unique curriculum, research-based instructional strategies, and innovative technology resources will help us achieve success in Fayetteville, just as we have in our other Pinecrest schools. We plan on drawing students from nearby districts such as Springdale, Farmington, Greenland, Elkins, and Huntsville. We believe that our personalized learning experiences and emphasis on college readiness will make Pinecrest Academy Fayetteville an attractive option for families seeking an exceptional education for their children.

Fayetteville School District currently serves 10,349 students in 16 schools. In order to understand the school’s targeted population more in depth, the school has examined student ethnicity demographics from Fayetteville School District. We anticipate the actual student body will reflect these findings once the school opens. Data from public schools within our targeted population was obtained through the ADE Data Center². Results were then averaged together to produce the findings shown below:

White	African American	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More
64.4%	10.3%	12.5%	2.6%	1.5%	0.4%	8.3%

We also anticipate that approximately 14% of our students will be eligible to receive special education while 8% will be English Learners (EL)². Furthermore, we expect that roughly 38% of our students will qualify for Free/Reduced Lunch (FRL) services.

The upcoming facility will feature classrooms that are designed to meet or surpass the classroom design standards set forth by the governing agency. Additionally, the proposed building will incorporate a range of program elements, including traditional classrooms, art and science labs, computer labs, a multi-purpose room for lunch and other activities, food preparation areas, as well as indoor and outdoor spaces for various activities.

We are committed to working closely with the surrounding communities to provide a supportive and collaborative learning environment for all students. We believe that Pinecrest Academy Fayetteville will be a valuable addition to the broader community.

2. ADE Data Center- <https://myschoolinfo.arkansas.gov/SRC/32/7203000>

SCHOOL INFORMATION

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Grades to be Offered	K-3,6,9	K-4,6-7,9-10	K-11	K-12	K-12
Enrollment Cap	725	1175	1675	1875	2000

Charter Site Address:	Facility has not yet been identified.
City:	Fayetteville
Chief Operating Officer:	Carlos Alvarez
Phone:	(305) 362-4006
School District Where Charter Will be Located:	Fayetteville School District
List the districts from which the charter school expects to draw students:	Fayetteville, Springdale, Farmington, Greenland, Elkins, and Huntsville.

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

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

Other:

5. Provide the mission statement of the proposed charter school:

Mission Statement: The mission of Pinecrest Fayetteville K-12 School is:

Providing
Individualized instruction, in a
Nurturing environment,
Ensuring
College and career success, using
Rigor, relevance, and relationships to
Empower
Students to become
Tomorrow's global leaders

To that end, the School will:

- provide variety, relevance and rigor within a college/career preparatory curriculum
- instill values that promote self-directed responsible learners/leaders
- explore each student's individual talents in order to tap their interest and target their educational needs by providing effective and purposeful experiences and
- ignite a desire for continuous education that will continue beyond high school graduation.

The Vision of Pinecrest Fayetteville K-12 School is *Empowering lifelong learners with knowledge and values required for productive global leadership.*

The core philosophy and vision of our Pinecrest family is to empower each student to succeed in life and contribute to society in a positive manner. We envision students who will make a lasting impact on peers, communities, and are conscious of their

purpose in the world at large. In order to develop compassionate and empathetic students, we will provide a safe and nurturing environment where there is mutual respect amongst all members of our school community. Students will come to school prepared and eager to learn. By exposing our children to a diverse curricula and differentiated activities, we will develop life-long, intrinsic learners.

As such, Pinecrest Schools are required to:

- Foster an expectation of student excellence
- Instill a college-bound mindset
- Implement a rigorous standards-based instructional program building college readiness at every level
- Partner with parents to support the family through their child's academic career at the school and beyond
- Collaborate with various stakeholders and supports to ensure quality outcomes for all students and in turn the school and consequently the entire Pinecrest family.

To ensure the applicant will continue to achieve their vision and mission, Pinecrest Fayetteville K-12 School will implement a similar mission and vision as the school they wish to replicate, as follows:

Pinecrest Fayetteville K-12 School will provide a safe and nurturing learning environment in which all students are able to master state and national standards. Through ongoing assessments, engaging activities, and collaboration with students and parents, we will achieve student success.

Like the model being replicated, Pinecrest Fayetteville K-12 School will be a Positive Behavior Intervention Support (PBIS) school. PBIS is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. PBIS methods are research-based, proven to significantly reduce the occurrence of problem behaviors in schools and supported by a three-tiered model. All students will be safe, respectful and responsible.

6. Provide a list and brief description of the programmatic features that the school will implement to accomplish the mission as it pertains to its educational model.

Proposed Model:

Pinecrest Academy Fayetteville K-12 School is a replication of the highly successful Pinecrest Academy, Inc. The School will offer K-12 students in Arkansas a quality and life-changing educational experience through a seamless preparatory curriculum by fostering the development of lifelong learners and confident leaders through the use of a globally minded, individualized curriculum that will set high standards for success.

By aligning its program to the Arkansas State Standards and committing to the mission and vision, the School will provide the same high-quality elementary, middle and high school curriculum as the Pinecrest Academy, Inc. Model it seeks to replicate, with a guiding focus on preparing students for college and/or career. The school's philosophy is rooted in the Pinecrest Way, a set of beliefs and values that proclaim that all students can learn with the right support, and that will serve as the driving force for student performance and achievement goals. Pinecrest Academy has established "best practices" that have yielded fantastic results, and the school meets high standards of student achievement through a rigorous and relevant curriculum aligned with benchmarks in ELA, Mathematics, Social Studies, and Science. The school combines the best practices of the Pinecrest network with principles driving essential school reform nationwide.

Pinecrest Academy Fayetteville K-12 School offers a core curriculum in English/language arts (ELA), Mathematics, Social Science, Science, as well as specials/electives, health, physical education, world languages, and STEM programming. The governing board members of Pinecrest Academy believe in partnerships between communities, parents, and educators to prepare lifelong learners. The school upholds an educational culture where academic excellence is respected and pursued, and caring for others is intrinsic. Pinecrest Academy implements the Positive Behavior Intervention Support (PBIS) model, teaching behavioral expectations throughout the school with a team-based, systematic approach. All students are expected to be safe, responsible, and respectful, with a hands-on style coursework and STEM academy options.

The core of what Pinecrest Academy Fayetteville K-12 aims to create is a supportive learning community that extends beyond the classroom by emphasizing academic rigor, relevance of curriculum, and relationship building among stakeholders. The school envisions teachers as role models, Superintendent/Principals as mentors, and parents and community members as active volunteers invested in promoting student success and molding future leaders. This unique learning environment fosters a sense of belonging, reinforces classroom concepts through enrichment activities and real-world experiences, and instills character development through community service programs and volunteerism.

Pinecrest Academy Fayetteville K-12 will offer stimulating and challenging curriculum for all students, with differentiated instruction to address diverse learning styles. Students with disabilities and English language learners will have equal access to core curriculum in the general education classroom. The school will use state-adopted texts and research-based materials aligned to state standards and proven educational strategies to improve student achievement. Instructional technology will prepare students for college and career readiness while promoting responsible use of 21st Century technology. An overview of the curriculum program and core subject area courses and materials is provided below.

Mathematics - Mathematics instruction will be aligned to Arkansas State Standards. The school commits to adopting approved curriculum materials. The curriculum will develop students' understanding of mathematical concepts, reasoning, communication, and problem-solving skills, making them competitive in a technology-rich society. Teachers will use Pacing Guides to plan lessons that meet state standards and achieve a year's worth of learning for each student, covering all Mathematics Standards.

Science - The Science curriculum at Pinecrest will use an inquiry-based approach to learning and cover the Arkansas K-12 Science Standards. Teachers will use pacing guides to plan science instruction in nine-week clusters. Monthly Scientist of the Month projects and weekly hands-on science investigations will be conducted, and students in grades 5-8 can join Science Clubs to explore the scientific method.

STEM initiatives – The school plans to offer STEM education programs through elective courses that empathize STEM practices to prepare students for the challenges of tomorrow. Middle school student can choose either a Future City or Robotics elective as follows:

- **Robotics Courses:** Robotics courses feature teaching software, programming, writing code, and program building. In the robotics program, students are provided with real-world problems, which they need to solve by using critical thinking to design and program their own robots. They learn to collaborate with peers to explore solutions, work through robotics programming and design phases, create and evaluate their models. Students also learn to document their research and findings just as an engineer would in the real world.
- **Future City:** Future City is a national, project-based learning program where students imagine, research, design, and build cities of the future. Keeping the engineering design process and project management front and center, students work in teams to ask and answer an authentic, real-world question: How can we make the world a better place? This course will use the Future City's engineering design process as a framework to guide students through the creation of their cities. Students apply specific project management methods to plan and complete their projects for competition.
- **Project Lead the Way:** Project Lead The Way provides transformative learning experiences for K-12 students and teachers across the U.S. We create an engaging, hands-on classroom environment and empower students to develop in-demand knowledge and skills they need to thrive. We also provide teachers with the training, resources, and support they need to engage students in real-world learning. Middle school students will be participating in courses in 3D Design and Modeling, Robotics, and Computer Science.

- **The Robotics Club** will be an extra-curricular activity offered twice a week after school. The club will allow students to explore real-world scientific concepts through research, teamwork, construction, and imagination as students prepare for local and state competitions.

Reading/English Language Arts (ELA) - The school's English Language Arts program aims to make students college and career ready by mastering Arkansas State Standards and developing 21st century literacy. Teachers will provide instruction in Reading, Speaking & Listening, and Language to promote academic excellence. Standards will guide instruction at each grade level, ensuring that students encounter increasingly complex texts and tasks. The courses will develop the writing process, effective communication skills, critical thinking, and literacy skills for post-secondary studies.

Writing - The grade level standards for writing emphasize text types, responding to reading, and research, preparing students for college and career readiness. The curriculum develops students' ability to use writing to offer opinions, convey experiences, and demonstrate understanding. Students learn specific writing skills for argument, informative/explanatory texts, and narratives, while adapting their writing to communicate clearly and achieve a purpose. Teachers will provide ample opportunities for students to write and build knowledge through research projects and literary analysis.

The Pinecrest model provides all students with opportunities for advanced academic coursework, including remediation for struggling students and acceleration for those who are at or above grade level. Teachers and support staff will use data analysis to target instruction. The school will incorporate best practices from model schools and principles driving essential school reform nationwide. Rigor, Relevance, and Relationships will be the core of pedagogy, preparing students for success in meeting the demands of the 21st century.

Rigor, Relevance and Relationships (3Rs) - The Rigor, Relevance and Relationships Framework serves as the fundamental core of pedagogy and drives teaching and learning, preparing students for success in meeting the demands of college and careers that have yet to be defined. The school approaches the “3 Rs” by implementing the following best “R” practices:

Rigor:

- Offer advanced and dual enrollment courses, as approved/applicable;
- Offer “Pre-AP Curriculum” to students in 6th - 8th grade, as approved/applicable;
- Administer PSAT 8-9 to all 8th and 9th grade students;
- Embed “College Instruction” in the curriculum;
- Offer an SAT/ACT preparation class for sophomores and juniors;
- Offer on & off Campus Dual Enrollment;
- Grow AP course offerings, to match student interest/demand;
- Use AP potential to drive student placement;
- Utilize Reading and Writing in the content area strategies;
- Implement high expectations for all students;
- Encourage participation and competition in Career & Technical Education (CTE);
- Encourage student participation in National Student Organization(s) (e.g. NJHS, NHS, etc.);
- Implement instructional pacing of essential standards based on nine-week intervals, per content area and subject; and
- Implement data-driven and differentiated instructional methodologies, including data chats amongst leadership, teachers, and students.

Relevance:

- Implement pacing of essential standards based on nine-week intervals, in each content area;
- Provide group and individualized academic counseling and student data chats;
- Offer Career Technical Education (CTE) courses in high demands fields that lead to successful school to career pathways;

- Offer High school courses for credits at middle school level (Math, Science, and World Languages) as approved/applicable;
- Offer career and education planning course;
- Offer an Arkansas College Tours to high schoolers;
- Offer electives that may lead to industrial certification;
- Offer opportunities for students to exercise curricular **autonomy** (whenever possible):
- Offer an educationally-nurturing environment:
- Offer opportunities for all students to advance, despite entry level (e.g. Before and After school targeted-tutoring; Saturday tutoring enrichment for i-Ready, ATLAS, and Advanced Placement);
- Build student-teacher relationships;
- Vertical and horizontal curriculum alignment;
- Administrative availability and visibility;
- Walkthroughs; and Open door policy.

Relationships:

- Deliver Project-Based Learning initiatives emphasizing individual and collaborative projects as the foundation for learning;
- Create a “second home” culture – offering students a sense of belonging;
- Foster student interest driven extra-curricular activities such as: dance, chess club, robotics, drama, photography, art, Students Against Destructive Decisions (SADD), etc.
- Offer student-driven Service clubs (e.g. SGA, Honor Societies, etc.) to encourage community engagement;
- Offer student-driven Service clubs (e.g. SGA, Key Club, SECME, FBLA, Honor societies, etc.) to encourage community engagement;
- Encourage parental and community partnerships; and
- Build student-teacher and student-admin relationships via faculty and administrative availability and visibility through consistent walkthroughs and through an open-door policy.

The school will offer an Advanced Placement (AP) course in each of the core content areas, thereby providing students with rigorous, college-level academic opportunities.

Pinecrest ensures alignment of its accelerated and Pre-AP coursework with the changes put forth by the College Board, guaranteeing that students are always prepared for the most current academic standards and expectations. This commitment to maintaining current educational standards and adapting accordingly exemplifies the school's dedication to providing the highest quality education.

7. 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
<p>Students in grades K-2 will meet or exceed high standards in ELA and Math, as evidenced by learning gains and proficiency levels met on iReady assessemnts.</p>	<p>i-Ready, and/or current state assessment. The students’ average from the previous year from the local school district will be used for first-year comparisons. Weekly testing of knowledge attained will be done in the classroom by the teacher.</p> <p>Goal allows Pinecrest Academy Fayetteville to demonstrate student growth on an individual and cohort basis, thus ensuring clearly visible and attainable targets for student and their families.</p>

<p>Students in grades 3-10 will meet or exceed high standards in ELA, mathematics and science as evidenced by meeting or exceeding the district or State average, whichever is higher, on the ATLAS Assessment*</p>	<p>ATLAS and/or current state assessment. The students' average from the previous year from the local school district will be used for first-year comparisons. Weekly testing of knowledge attained will be done in the classroom by the teacher.</p> <p>Goal allows Pinecrest Academy Fayetteville to demonstrate student growth on an individual and cohort basis, thus ensuring clearly visible and attainable targets for student and their families.</p>
<p>Students in 11th grade will meet high standards in ELA, as evidenced by scoring proficient or higher on the ACT Assessment in the School's first year of operation.</p>	<p>ACT and/or current state assessment. The students' average from the previous year from the local school district will be used for first-year comparisons. Weekly testing of knowledge attained will be done in the classroom by the teacher.</p> <p>End of year ACT and/or SAT average test scores taken by 11th graders, we will meet or exceed Arkansas State Average.</p> <p>Goal allows Pinecrest Academy Fayetteville to demonstrate student growth on an individual and cohort basis, thus ensuring clearly visible and attainable targets for student and their families.</p>
<p>Reduction of achievement gaps in targeted at-risk student subgroups</p>	<p>If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, Students with Disabilities and other at-risk groups) and the general student population, the School will work to decrease the achievement gap between each subgroup and the general student population by at least thirty (30) percent (without reducing the rigor and performance of the general student population). This goal will be measured by state assessments.</p>
<p>Student Engagement</p>	<p>Student engagement will be measured by monitoring student attendance.</p>
<p>Parental and Community Involvement / Satisfaction Goal</p>	<p>At least 80% of parents/guardians of students enrolled at the School will indicate a high level of satisfaction with their child's schooling experience, evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of</p>

	each school year.
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Pinecrest Academy is dedicated to aligning its coursework with the required and newly adopted state assessments of Arkansas. This commitment ensures that the school's curriculum stays relevant and supports the overarching educational goals set by the state. In order to maintain high educational standards, special emphasis is placed on progress monitoring and measuring learning gains. This approach allows the school to continuously assess student progress, tailor instruction to individual needs, and ultimately, improve educational outcomes for all students.

CURRICULUM

8. 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?

The School's curriculum will focus on clear and measurable expectations for student learning and will address the core subject areas of Reading/Language Arts, Mathematics, Social Studies, Science, among other things (e.g. Foreign Languages, Business Technology, Career Technical Education; "STEM", Performing and Visual Arts, etc.). The curriculum will continuously reflect high quality instruction and implement research-based strategies, innovations and activities that facilitate achievement for all students, given differentiated instructional support.

Pinecrest Academy Fayetteville will align its coursework to the Arkansas Academic Standards and Standards for Accreditation, where applicable.

At a minimum, the following courses will be offered to students to ensure alignment with Arkansas state law.

Grades K-4, all students shall receive instruction annually in each of the following content areas):

English Language Arts;

Mathematics;

Social Studies – including Arkansas History;

Science;

Fine Arts; and

Health and Safety Education and Physical Education.

For Grades 5-8, all students shall receive instruction annually in each of the following content areas:

English Language Arts;

Mathematics;

Science;

Social Studies - including Arkansas History;

Fine Arts;

Health and Safety and Physical Education;

and Career and Technical Education.

Grades 9-12

A curriculum waiver will be required initially. As the school increases grade levels to offer the full 9-12 program, the courses will be offered.

English Language Arts - 6 units;

Science - 5 units;

Mathematics - 6 units;

Computer Science - 1 unit;

Foreign Languages - 2 units of the same language; Fine Arts - 3 1/2 units;

Social Studies - 4 units;

Health and Safety Education and Physical Education - 1 1/2 units; and

Career and Technical Education - 9 units of sequenced career and technical education courses representing three (3) occupational areas.

Courses offerings shall include advanced educational courses in accordance with the laws of the State of Arkansas and the rules of the Division. The school commits to offering an AP course in each of the core content areas.

Electives that may be offered at the school include:

- Digital Art Design 1, 2 & 3
- Two & Three Dimensional Arts 1, 2 & 3
- Music Technology
- Research 1-3 (Robotics, Technical Design, Computer Applications)
- Critical Thinking, Problem Solving, & Learning Strategies (Future City)
- Creative Photo 1-3
- Chorus 1-3
- Digital Information Technology
- Foundations for Robotics
- AP Computer Science A
- AP Computer Science Principles

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

Pinecrest Academy Fayetteville’s program is aligned to the Arkansas Academic Standards and by commitment of the School to the founder’s mission and vision, the School will deliver a high quality curriculum. The school leader will oversee the alignment of all curriculum materials with the Arkansas Academic Standards.

Core content will be delivered using state-approved, researched-based instructional materials, strategies and best practices that have proven successful at Pinecrest Academy schools throughout the country. The Arkansas Academic Standards are the recipe the School will employ to bring the mission to fruition. The educational design is based on the design the Pinecrest model, which has proven highly successful in raising student achievement and student mastery of standard.

Below is a sample list of curriculum materials that may be used at the school:

Research Based Instruction Materials				
Grades	Content	CORE Selected Curricula	Supplemental and Technology	Rationale
K-5	English Language Arts	Core Knowledge Language Arts (CKLA) ; Amplify ; 2015 Edition	Wonderworks Intervention; i-Ready; Wordly Wise (vocabulary); Orton-Gillingham (Wilson Reading)	Adopted program designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text for Differentiated Instruction (DI)
6-12	English Language Arts	College Board <i>Springboard</i> for 6-12; Houghton Mifflin Harcourt, <i>Collections 6-12</i>	i-Ready; Holt McDougal; Reading Plus; SAT Advantage; SBAC Writing Rubrics	Adopted program designed to meet the individual needs of all learners, students read and analyze a wide range of texts in genres and also learn to write in various forms and is aligned to Advanced Placement coursework and prepares students for high-stakes assessments and college courses.

K-5	Mathematics	Curriculum Associates, <i>Ready Mathematics</i>	i-Ready; ST Math	Adopted program designed to meet the individual needs of all learners, includes multiple resources to ensure that all students are meeting state requirements for math and provides comprehensive interventions.
6-12	Mathematics	College Board <i>Springboard</i> for 6-12	Carnegie Learning's Cognitive Tutor Programs; Springboard Pre-AP Program	Adopted program fully aligned with NCTM Principles and NV Standards for Mathematics and designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving, prepares students for high-stakes assessments and college courses.
K-12	Science	Delmar Learning, <i>Project Lead the Way for K- 12</i> ; Cengage Accelerate Learning, <i>STEMScopes for K- 12</i>	Gizmos	Adopted program taught via modules to empower students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them.

The governing board and Pinecrest Academy Inc.'s administrative staff will oversee the implementation of the following practices/activities to ensure that the program is replicated implement with fidelity:

- Teachers/representatives from the Pinecrest network schools will meet periodically (in person, conference call or via Zoom or a similar program) by grade level and/or subject area to plan and share best practices and creating lesson plans to be submitted to lead teachers for review and administration for approval; (through Pinecrest Inc. workshops and on teacher planning days)
- Teachers will be trained on common board configuration - outlining the objectives, agenda, essential questions, and home learning assignments for each class
- Principals will ensure implementation through modeling, mentoring, and classroom walkthroughs
- Ensuring that the new school implements the same curriculum, materials, and scheduling process
- Implementing the same cornerstone elements: high expectations; individualized instructional models; targeted tutoring; and parental involvement through School Advisory Council and an active PTSA;
- Fidelity of instructional programming by using appropriate grade/subject level pacing guides and focus calendars and implementing the same state-approved curriculum in content areas.
- Ensuring teachers are on task and effective as measured by various processes such as: Formal observations conducted annually (bi-annually for new teachers), informal observations through classroom walkthroughs conducted daily, and ongoing review (at least quarterly) of student performance data and results as a means to inform instruction;
- Using qualitative and quantitative data to inform and guide instructional planning

The educational program to be implemented at the School is also founded on research-based practices of the National Association of Secondary School Principal's (NASSP) and Center for Secondary Schools Redesign (CSSR) Breaking Ranks II research-based educational initiatives, which emphasize:

- Collaborative leadership: professional learning communities, shared leadership, and student and staff

leadership development;

- Personalization: attention to all students, mentoring, and school/community connections;
- Curriculum, instruction and assessment: providing access to rigorous coursework, utilizing differentiated instruction techniques and using multiple assessments for data-driven decision making.

10. 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?

The school's Language Arts program aims to promote academic excellence in reading by providing instruction aligned with the Arkansas State ELA Standards. The program will be guided by the R.I.S.E. Arkansas initiative, and curriculum materials will be selected based on the Approved Reading Curriculum Guidance Document. The school will offer ELA instruction at each grade level, ensuring students are exposed to a range of texts and tasks that increase in complexity as they progress through grades. A Literacy plan will also be developed as part of the school's improvement plan.

Here is a sample of research-based programs used in Pinecrest schools:

Grades	Content	CORE Selected Curricula	Supplemental and Technology	Rationale
K-5	English Language Arts	Core Knowledge Language Arts (CKLA) ; Amplify ; 2015 Edition	Wonderworks Intervention; i-Ready; Wordly Wise (vocabulary); Orton-Gillingham (Wilson Reading)	Adopted program designed to meet the individual needs of all learners, utilizing small group instruction, leveled text, and differentiated instruction.
6-12	English Language Arts	College Board Springboard for 6-12; Houghton Mifflin Harcourt, Collections 6-12	i-Ready; Holt McDougal; Reading Plus; SAT Advantage; SBAC Writing Rubrics	Adopted program aligned to Advanced Placement coursework, preparing students for high-stakes assessments and college courses.

The Language Arts program will encompass various components, including reading, writing, speaking, listening, viewing, and oral interpretation of literature. It will also cover the application of the writing process, effective use of speaking and listening skills, higher-order critical thinking, and literacy skills, ensuring students are prepared for success in high school and beyond.

The instructional strategies employed in the Language Arts program include:

1. Universal Design of Learning: The school will use the Universal Design of Learning framework to design and deliver instruction, allowing for flexible methods of presentation, expression, active learning, and student engagement. This approach ensures all students, including those with

- disabilities and English Language Learners (ELLs), can fully participate in core instruction.
2. **Systematic & Explicit Instruction:** Formative and summative assessment data will be used to align the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading using grade-appropriate complex texts.
 3. **Differentiated Instruction (DI):** Various grouping methods and flexible settings will be utilized to accommodate different reading levels and learning styles. Teachers will employ whole-group instruction, small-group instruction, individual instruction, and independent reading to address the diverse needs of students. Reading goals will be set with students during data chats, and their progress will be monitored through independent reading and accountability strategies.
 4. **CRISS Strategies (Creating Independence through Student-owned Strategies):** Project CRISS strategies, such as word walls, graphic organizers, marginal note-taking, and reader response logs, will be integrated into all lessons to support content learning across the curriculum.
 5. **Writing Strategies:** Writing will be integrated across the curriculum, including ELA instruction. Writing strategies may include reader response logs, two-column notes, perspective journal entries, framed paragraphs, or RAFT (Role, Audience, Format, Topic) essays. Students will engage in various writing activities after reading, such as quick-writes, mapping, brainstorming, essay questions, journal entries, summary writing, and peer responses.

The school also plans to integrate technology into all disciplines, especially in English/Language Arts, through real-world application activities. Technology resources will supplement instruction, allowing students to engage in group forums, communicate with teachers and peers, and apply acquired skills and knowledge in meaningful ways.

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

The school will ensure that core content is delivered using researched-based instructional materials, strategies, and best practices that have proven successful at Pinecrest Academy schools. The Arkansas standards will serve as the foundation for the school's educational design and mission. As part of the R.I.S.E. Arkansas Science of Reading goals, the school will prioritize professional development opportunities for teachers. In alignment with Act 1063 of 2017, the Right to Read Act, as amended by Act 489 of 2021, all teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction; and all other teachers shall demonstrate awareness in knowledge and practices of scientific reading instruction.

The school will ensure that teachers have completed the required pathways as listed on <https://dese.ade.arkansas.gov/Offices/learning-services/rise-arkansas/prescribed-pathway-credentials>.

To replicate the successful Pinecrest model, the governing board and Pinecrest Academy Inc.'s administrative staff will oversee the implementation of the following practices and activities with fidelity:

- **Collaboration and Best Practices:** Teachers and representatives from Pinecrest network schools will meet periodically to plan, share best practices, and create lesson plans. These collaborative meetings can take place in person, via conference calls, or using platforms like Skype. Workshops and teacher planning days facilitated by Pinecrest Inc. will support this collaboration.
- **Common Board Configuration:** Teachers will be trained on common board configuration, which includes outlining objectives, agenda, essential questions, and homework assignments for each class.

This practice promotes consistency and clarity in instructional delivery.

- Superintendent/Principal Support: Superintendents and principals will ensure the implementation of best practices through modeling, mentoring, and conducting classroom walkthroughs. They will provide guidance and support to teachers to maintain high standards.
- Consistent Curriculum and Materials: The new school will implement the same curriculum, materials, and scheduling process used in the Pinecrest model. This consistency ensures that students receive the same high-quality education across the network.
- Cornerstone Elements: The school will implement the cornerstone elements that have proven successful, including high expectations, individualized instructional models, targeted tutoring, and parental involvement through the School Advisory Council and an active PTSA.
- Fidelity of Instructional Programming: The school will maintain fidelity in instructional programming by using grade/subject level pacing guides, focus calendars, and state-approved curriculum. Regular review of student performance data will inform instruction and ensure alignment with student needs.
- Effective Teaching Practices: Teachers' effectiveness will be measured through formal observations conducted annually (bi-annually for new teachers), daily informal classroom walkthroughs, and ongoing review of student performance data. These processes will guide instructional planning and professional growth.
- Data-Informed Instruction: Qualitative and quantitative data will be used to inform and guide instructional planning. Teachers will analyze student performance data to identify areas of improvement and adjust instruction accordingly.

In terms of curriculum development and instructional strategies, teachers will play an integral role. They will contribute to the development of the core curriculum, integrating technology, accommodating different learning styles, and promoting individualized learning. This involvement increases their investment in the pedagogical process and aligns with the successful practices observed in the replicated school.

The school will also establish Professional Learning Communities (PLCs) for English/Language Arts, Math, Science, and Social Studies teachers. These PLCs will provide a platform for teachers to collaborate, develop pacing guides, analyze network and school data, identify student understanding levels, set goals, and share best practices. This collaborative approach fosters continuous improvement and professional growth among teachers.

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

Yes, the school commits to having a licensed Science of Reading assessor in the school.

STUDENT SERVICES

11. Describe how the school will provide comprehensive 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.

School counseling is an integral part of the school's vision and mission with a Whole Child Approach philosophy. The school's counseling services will follow the American School Counselor Association's (ASCA) model which helps maximize student academic achievement, plan for the future, and develop socially and emotionally (<https://schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs>). The school will implement Act 190 (Comprehensive School Counseling in Arkansas) with fidelity. The school's program will be based on data-informed decision making, delivered to all students systematically, include a developmental appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success, close the achievement and opportunity gaps, which will result in improved student achievement, attendance, and discipline. For example, the school will hold School Counseling Advisory Council Meetings every semester to discuss the progress on the annual student outcome goals that were identified based on data. Action Plans will be created to ensure attainment of the annual student outcome goals. This council will also create an Annual Calendar of Student Activities (Direct and Indirect) to be implemented throughout the school year. Each month an activity will be identified and persons responsible for the activity will be designated, for example: September – Safety, October – Friendship/Being a Bully-free school, and November – Cultural Diversity. The school's administration will use an appropriate school counselor performance appraisal process utilizing the ASCA's model components to evaluate the school's counselor on a yearly basis.

The school's comprehensive counseling program will be provided through direct services to students 90% of their work time,, including classroom guidance, academic advisement, individual student planning, responsive services and system support, , intervention and orientation, career planning, as well as indirect services on behalf of a student. Direct services will include large group and classroom lessons on Social Emotional Learning (SEL). Large group lessons will be in the form of assemblies. Classroom lessons will be based on the SEL curriculum chosen as the school will follow its curriculum. The appropriate program will be grade appropriate and CASEL approved (https://pg.casel.org/?_gl=1%2Ahgp85i%2A_ga%2AMTg3NTUzNDcyMS4xNjc2MDQ3MzMzMy%2A_ga_WV5CMTF83E%2AMTY4NDEyNDAYNS41LjAuMTY4NDEyNDAYNS4wLjAuMA). The counselor will provide the large group lessons. The counselor will train the classroom teachers on the SEL curriculum so they can implement. Students that are identified as needing more individualized support will also receive direct services in a small group through a referral by teachers to the counselor. Examples of small group counseling will include social skills, emotional awareness and self-regulation, grief and loss, attendance/truancy, and organization and study skills. Individual counseling will also be provided to students based on their need. For example, students in the special education program that have a counseling goal on their Individualized Education Plan (IEP) or students with a 504 Plan.. Indirect services will be provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations. Most importantly, the school will collaborate with families as partnerships between schools and families can improve students' grades, attendance, persistence, and motivation. Examples of collaboration will include Open House, monthly parent workshops (in person or virtual), and parent conferences. In addition, the counselor will provide guidance in interpreting

augmented, criterion-referenced, or norm-referenced assessments for students and parents. The time allotted to carry out the school's counseling program will be 30 hours weekly. The school's counselor will create a monthly schedule of his/her activities which will be reviewed by the school's administration to ensure the majority of the workday is supporting the school's counseling program.

The school's administration and counselor will develop a Crisis Plan as statistically, schools experience a wide variety of crises that may have the potential to harm the mental and physical health, learning environment, and safety of the students, faculty and staff. The school will follow the National Education Association's (NEA) School Crisis Guide to develop its manual of what to do before, during, and after a crisis (<https://www.nea.org/sites/default/files/2020-07/NEA%20School%20Crisis%20Guide%202018.pdf>).

The school will also implement a Suicide Prevention and Anti-Bullying Program.

Suicide Prevention

The school will develop a Model School District Policy on Suicide Prevention based on the guidance from the American Foundation for Suicide Prevention (<https://afsp.org/model-school-policy-on-suicide-prevention>). The policy will be adopted by the school's board and reviewed with the school's faculty, staff, students and their families on a yearly basis.

The school will access all resources provided by the Arkansas Department of Education and implement (<https://dese.ade.arkansas.gov/Offices/learning-services/guidance-and-school-counseling/student-support>) as needed. For example, the counselor will work with the administration to follow the SAMHSA's Preventing Suicide: A Toolkit for High Schools (https://store.samhsa.gov/sites/default/files/SAMHSA_Digital_Download/sma12-4669.pdf). The school's faculty and staff will be trained on Youth Mental Health First Aid (YMHFA) (<https://www.mentalhealthfirstaid.org>) in year 1 and then new faculty and staff will be trained the following years. This training is valid for three years. Upon the fourth year, faculty and staff will re-certify with the Relias mental health course (<https://www.relias.com/industry/behavioral-health>).

Anti-Bullying Program

The physical, social, and emotional well-being of students can be impacted by unwanted aggressive behavior or bullying. In accordance with A.C.A. § 6-18-514, all public school students have the right to receive their education in an environment that is reasonably free from substantial intimidation, harassment, or harm or threat of harm by another student, in person or by electronic means. The school understands the mandates (Act 190 and Act 1029) and importance of implementing an Anti-Bullying Program and will use the DESE Bullying Prevention Guidance (https://dese.ade.arkansas.gov/Files/FINAL_2022_AR_DESE_Bullying_Prevention_GuidanceRV_Legal.pdf) to deliver the program. The school's administration and counselor will create their Anti-Bullying program so that the school's board can adopt (<https://www.schoolsafety.gov/bullying-and-cyberbullying>). The school's administration and counselor will annually conduct a reevaluation, reassessment, and review its bullying policies and make any necessary revisions and additions. The school's administration and counselor shall investigate and respond to all incidents of bullying. Parents will be notified in a timely manner.

In an effort to comply with the "S" School Safety from the LEARNS Act (SB294/ACT 237) (<https://learns.ade.arkansas.gov>), the school will also implement the Comprehensive-School Threat Assessment Guidelines (C-STAG) as a violence prevention strategy that emphasizes early attention early attention to problems such as bullying, teasing, and other forms of student conflict before they escalate into violent behavior. The guidelines follow a five-step decision tree to determine if the student poses a threat and the recommended steps that must be taken to ensure the school remains safe

(<https://education.virginia.edu/research-initiatives/research-centers-labs/research-labs/youth-violence-project/yvp-projects-resources/comprehensive-school-threat-assessment-guidelines>).

Note – Additional Administrative Activities will be 10% of the Counselor’s workday and will include activities such as coordination or programs, data input, chairing committees and meetings, and assigned duties such as monitoring students in common areas.

Professional development and technical assistance will be provided to the school counselor and administration to ensure implementation of the national and state counseling standards and state mandates. They will access state trainings and trainings provided by the ASCA to be prepared to implement the school’s counseling program. For example, Bullying: Separation Fact and Fiction offered through the Internet Delivered Education for Arkansas Schools (IDEAS) (https://ideas.myarkansaspbs.org/course_catalog?subject=Health&tess=2a).

The Comprehensive School Counseling Plan will be posted on the school’s district website under “State Required Information” by August 1st of each year. The school acknowledges the Arkansas-specific requirements under Act 190, and will ensure the four components (Foundation, Management, Delivery and Accountability) are reviewed, and updated in their plan on a yearly basis.

12. 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.

The school is requesting a waiver for the requirements of a Media Specialist and a complete Media Center for the first charter application. As the school has not identified a facility and cannot attest to the complete media center, the school will provide classrooms with computers and books. The classroom library will have a good balance of grade appropriate fiction and nonfiction books labeled by categories of common themes and topics selected in accordance with the school’s selection policy, to wit; materials are selected to promote intellectual freedom, problem-solving and critical thinking, and access to information and ideas. The Superintendent or their designee shall form a selection committee chaired by the Library Media Specialist and instructional personnel. The committee will select materials that coincide with the mission and vision of the school, provide diverse viewpoints, and support the growth and development of students while supporting curriculum, research and recreational reading.. Although initially these materials will reside in classrooms, they are the responsibility of the Library Specialist.

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?

The school’s administration will will hire a Library Media Specialist, however is asking for a waiver for A.C.A. § 6-25-103(3)D.

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?

The school will hire a Library Media Specialist. In addition, the school's administration will join the Arkansas Association of Instructional Media (<https://www.aaimk12.org>) to access community and networking opportunities, and grow professionally by attending their annual conference. The school's administration will offer their faculty and staff this professional development during the opening of school's teacher workdays.

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 will have written policies for selection, removal, and retention of materials as well as a policy for addressing challenged materials. The school's board will adopt the policies and the school's administration will be responsible for implementing those policies. The school will research the literature and access the resources on the American Library Association (<https://www.ala.org>) and applicable Arkansas statutes and rules for guidance on the creation of these written policies. Broadly, materials are selected to promote intellectual freedom, problem-solving and critical thinking, and access to information and ideas. The Superintendent or their designee shall form a selection committee chaired by the Library Media Specialist and instructional personnel. The committee will select materials that coincide with the mission and vision of the school, provide diverse viewpoints, and support the growth and development of students while supporting curriculum, research and recreational reading. Materials will reflect the diversity of languages spoken by the community the school serves.

A parent, guardian or school employee who wishes to challenge materials under A.C.A. 6-25-105 should first request a meeting with the Library Specialist. Prior to the meeting, the challenger shall be provided with a copy of the selection policy and a form to request the relocation of challenged material. If the challenge remains after the initial conference, the form is used to request a formal review. The principal shall decide if the challenged material will remain accessible during the process. The principal shall form a review committee made up of licensed staff including the Library Specialist and others with diverse points of view and knowledge of grade appropriate curriculum. This committee will review the material and schedule a meeting so the challenger can present their point of view. Following this, the committee will meet to determine if the material should be relocated to be inaccessible to people under age 18. The majority decision of the committee will be recorded and a summary report issued and transmitted according to law to the challenger. Shall a challenger wish to appeal the committee's decision, they may do so per statute to the School's Board. The Board's decision is final. Public records will be maintained according to law.

13. 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).

The school will follow the guidance in the state's Special Education Process Guide (<https://arksped.ade.arkansas.gov/documents/paperwork-reduction/sped-process-guide.pdf>) to effectively provide special education services for all students found eligible under the Individual with Disabilities Education Act (IDEA) 13 categories. In addition, the state's Eligibility Criteria & Program Guidelines for ages 5-21 (<https://dese.ade.arkansas.gov/Offices/special-education/policy-regulations/eligibility-criteria-program-guidelines>) will be used to identify possible referral characteristics, conduct required and recommended screening information, obtain required, other and optional evaluation data, and understand the evaluation data analysis process to determine eligibility for any of the 13 IDEA categories.

The school will conduct Child Find activities to ensure that all children with disabilities within its jurisdiction and in need of special education and related services are identified, located, evaluated regardless of severity of their disability. The school will develop and maintain a written child find plan outlining the systematic and continuous efforts the school will undertake to meet its responsibilities. The plan will include Screening and General Education Interventions, Accommodations, and Strategies. The Screening process will be to identify or predict children who may be at risk for poor learning outcomes. A variety of methods may be used to screen children, including performance on assessments, curriculum-based measures, and/or kindergarten readiness measures. When the school's screening process reveals that a child or groups of children are at risk of not meeting the Arkansas Academic Standards, the Arkansas Child Development and Early Learning Standards and/or established behavioral expectations, the child's need for evidence-based interventions should be considered.

The school will follow the state's Response to Intervention (RtI) guidance (<https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/response-to-intervention>) and use the Problem Solving RtI framework (<http://www.rtinetwork.org>) to make informed decisions about students' individual academic needs. The multi-tiered RtI model has been adapted for the implementation of evidence based instruction and intervention. **The school's overarching goal is to improve achievement using evidence-based interventions matched to the instructional need and level of the child.** At Tier 1, evidence-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students who require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization. Each tier varies within the components of Focus, Interventionist, Setting, Grouping, Curriculum, Duration, Length of Instructional Sessions, Assessment, Progress Monitoring and Behavior. The data the School will use for this process may include: State testing scores, iReady Diagnostic Reading or Math, Early Warning Indicators such as retentions and truancy, Behavioral referrals, or Grades D's & F's in core classes on a quarterly basis. **Throughout every tier, the child's response will be monitored on a series of increasingly intense interventions to assist in identifying and addressing academic, second language, and behavioral difficulties prior to the child experiencing failure.**

As part of the RtI process, a request will be made for a formal evaluation of students who are suspected of needing a specialized program. This request for a formal evaluation is made by the Problem-Solving Team (PST) and occurs only after the team determines that extensive evidence based efforts have been ineffective

in meeting the student's educational needs OR that the intensive interventions were successful in meeting the student's educational needs, but sustained implementation of said interventions is not feasible for a regular education teacher. **NOTE: At any time during this process, the parent has the right to request an evaluation for special education eligibility and RtI can be conducted concurrently. The school understands that RtI will not block a special education referral.**

Once the team determines that the student is not making adequate progress at Tier III or the student is making progress but only with the implementation of intensive interventions that cannot be sustained long-term by the regular education teacher, then the PST will refer for formal evaluation. Records of social, psychological, medical and achievement data in the student's cumulative folder are reviewed. Attendance records will be reviewed and where appropriate investigation of reasons for excessive absenteeism will be conducted.

Sensory screenings will be completed during the RtI. Students being considered for special education programs, excluding hospital/homebound, will be screened for vision and hearing prior to conducting an evaluation to determine the student's eligibility. If vision and/or hearing screenings are failed, these issues do not need to be resolved prior to the request for a psychological evaluation. PST members (including the parents) will decide what areas are to be evaluated. School personnel will be responsible for obtaining parent consent to evaluate. Procedural Safeguards and the proposed evaluation procedures will be explained to the parent.

NOTE: At any time during this process, the parent has the right to request an evaluation for special education eligibility and RtI can be conducted concurrently. The school understands that RtI will not block a special education referral. All evaluations will be completed within sixty student calendar days of which the student is in attendance following school receipt of the parent consent.

When conducting an initial evaluation, the school will consider:

- *If the child is a child with a disability
- *Whether the child needs special education and related services
- *The educational needs of the needs
- *If the child is an English learner, the level of English proficiency
- *The present levels of academic achievement and functional performance (related developmental needs) of the child.

The Referral Process includes the Referral, Referral Conference, Evaluation, Notice of Conference and Evaluation Programming Conference Decision/Notice of Decision. The school must meet the 60 day timeline requirement from the start of the Referral process to the Notice of Conference. The Initial Evaluation Process includes Initiating the Referral, Scheduling a Meeting with the parents to determine if student should be evaluated, Providing Parents their Parental Rights (https://arksped.ade.arkansas.gov/rules_regs_08/RevisionstoRulesandRegulationJuly2010/YOUR%20RIGHTS%20UNDER%20THE%20IDEA.pdf), Providing Written Notice of Action including Parental Consent, Conducting the Evaluation, and Determining Eligibility.

Eligibility will be determined after the completion of the comprehensive evaluation and the activities described in the general education interventions procedures are completed.

EXCEPTIONS:

The general education interventions described here are not required for students who demonstrate speech disorders, severe cognitive, physical or sensory disorders or severe social/behavioral deficits that require immediate intervention to prevent harm to the student or others.

The school will offer yearly professional development at the Opening of Schools Meetings for teachers and other staff to enable them to deliver evidence-based academic, second language, and behavioral instruction and interventions.

In addition, the school will implement Child Find awareness activities and organized initiatives throughout the year to identify preschool- and school-aged children with disabilities. These activities may include public awareness campaigns by the school or in partnership with the school's Parent Teacher Association (PTA) that include information provided in languages spoken in the community and target a wide audience including parents and families, daycare and early childhood education providers, summer camps, medical providers, homeless shelters, and religious institutions. For older children, activities may include locally administered assessments that measure student academic growth, screening private school students and home school students, meeting with mental health practitioners, sharing information with nonprofit organizations that focus on families and children, and coordinating with State agencies that provide services to children and young adults. With the increased use of social media, the School may post child find notices on their websites and social media pages.

b) Describe the Least Restrictive Environment continuum available.

The continuum of placements for the Least Restrictive Environment (LRE) includes:

*Regular class with Indirect Service (RG)

EX: Special Education teacher consults with General Education teacher on how to best meet the student's IEP goals.

*Regular Class 80% or more (RG)

EX: Special Education teacher works directly with the special education student inside the general education classroom such as support facilitation.

*Regular Class 40% to 79% (RR)

EX: Special Education student is removed from the general education classroom and is provided specially designed instruction in a resource room setting from the special education teacher.

*Regular Class Less Than 40% (SC)

EX: Special Education student is removed from the general education classroom for the majority of the school day and is provided specially designed instruction in a self-contained setting from the special education teacher.

*School-based Day Treatment

EX: Day Treatment is the most intensive non-residential program that can be provided over an extended period of time to a Special Education student. School-based day treatment permits access to community-based mental health services in conjunction with and integrated into the student's educational program.

*Special Day School

EX: Special Day Schools are day programs licensed through Developmental Disabilities Services (DDS). The school may refer a student to a DDS day program when the school has determined the student is in need of more exceptional education services than the school can provide.

*Residential School

EX: Special Education student is placed in a residential facility for the provision of 24/7 treatment and care. The school will identify an approved residential facility that will provide the necessary special

education and related services as written in the Individualized Education Plan, but will maintain its responsibility for procedural safeguards being met and the provision of FAPE.

***Hospital Program**

EX: A hospitalized student is a student who has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and that confines the student to a hospital, and restricts activities for an extended period of time. Specially designed instruction is provided by the special education teacher in the hospital in person or virtually.

***Homebound Instruction**

EX: A homebound student is a student who has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and that confines the student to home, and restricts activities for an extended period of time. Specially designed instruction is provided by the special education teacher either in the home in person or virtually.

NOTE: The school will ensure that each student with a disability participates with students who are not disabled to the maximum extent appropriate to the needs of the student. Examples of providing or arranging for the provision of nonacademic and extracurricular services and activities are: meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to individuals with disabilities.

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

The school's plan for adhering to all federal and state special education laws and rules is:

1. The school will familiarize itself with all applicable laws and regulations that govern special education, such as IDEA, Section 504 of the Rehabilitation Act, and the American with Disabilities Act (ADA). The school will attend all state meetings and webinars to stay abreast of state special education mandates.
2. The school will appoint the Special Education Teacher as the designated liaison with the state who can act as a point of contact for all special education matters. As he/she is will be certified in Special Education based on the state of Arkansas certification requirements, he/she will be knowledgeable about the applicable laws and regulations and be responsible for coordinating efforts between both entities.
3. The school will create and adopt comprehensive policies and procedures that will explain the entire special education process. The school will follow the guidance in the state's Special Education Process Guide (<https://arksped.ade.arkansas.gov/documents/paperwork-reduction/sped-process-guide.pdf>) to effectively provide special education services for all students found eligible under the Individual with Disabilities Education Act (IDEA) 13 categories. In addition, the state's Eligibility Criteria & Program Guidelines for ages 5-21 (<https://dese.ade.arkansas.gov/Offices/special-education/policy-regulations/eligibility-criteria-program-guidelines>) will be used to identify possible referral characteristics, conduct required and recommended screening information, obtain required, other and optional evaluation data, and understand the evaluation data analysis process to determine eligibility for any of the 13 IDEA categories.

4. The school will understand and implement appropriate accommodations and modification for students with disabilities, as outlined in their IEP or Section 504 plans.
5. The school will respect and protect the privacy and confidentiality of students with disabilities, following applicable federal and state laws, such as the Family Educational and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA).
6. The school will build strong lines of communication and collaboration with the state's Special Education department which may include partnerships, attending meetings, and exchanging information regularly to ensure a cohesive approach.
7. The school will engage in ongoing collaboration with education professionals to gain a better understanding of the unique needs of students with disabilities and foster a collaborative approach to addressing issues that may arise.
8. The school will continuously review and update their policies and procedures to stay current with changes in federal and state guidelines. The school will monitor developments in special education legislations and regulations to ensure ongoing compliance.
9. The school will, if needed, consult with legal experts specializing in special education or disability rights to ensure practices align with the law.

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 School will provide related services such as Speech-Language Therapy, Occupational Therapy, and Physical Therapy via a contracted company **on the first day of school. The school will contract with Aequor (<https://www.aequor.com>) or Teleteachers (<https://teleteachers.com>) for the provision of Speech-Language Therapy, Occupational Therapy, and Physical Therapy. The school's contact for contracted companies for related services will be the Principal. Aequor and Teleteachers will have valid and up to date certifications in the state of Arkansas. School logs will be kept of all services provided to students. The schedule of services will be created based on the number of minutes on each student's IEP for the related services. The school will not participate in the Medicaid Match billing program.**

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

The school will screen each student in K-2, any new K-2 students that do were not screened previously, a student in 3rd grade or higher who has reading difficulties as noted by the classroom teacher, or a K-2 student from another state who enrolls for the first time in the school. The screening shall be performed with fidelity and include phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills. The school shall screen using the Dynamic Indicators of Basic Literacy Skills (DIBLES). DIBELS alone may be insufficient to determine the existence of dyslexia, therefore additional screening assessments will be used to measure components that were not measured in DIBELS. The school will refer to the Arkansas Dyslexia Resource Guide for a list of screening instruments (https://dese.ade.arkansas.gov/Files/DRG-App-I-TOC_20210923084612.pdf). If the DIBELS shows that a student is at some or at risk, then a Level I dyslexia screener will be administered. If the initial dyslexia screening indicates that a student exhibits characteristics of dyslexia, the RtI process

will be implemented to address the needs of the student. Students administered a Level II dyslexia screener may be determined as having functional difficulties in the academic environment due to the characteristics of dyslexia and should be considered for accommodations or equipment under a Section 504 plan. Parents will be notified if dyslexia intervention services are needed based on the screeners. Parents will have the option to receive an independent dyslexia evaluation from appropriately trained professionals (EX: School psychologist). The school will contract with a school psychologist as needed.

The school will provide services for students whose dyslexia Level I or Level II screening indicate a need for dyslexia intervention services by a teacher with specialization in working with students that have dyslexia. **The approved K-12 Dyslexia Intervention Program the school will use is S.P.I.R.E. with Sounds Sensible** (<https://drive.google.com/file/d/1JlbFt6R1ZmBzVkvvHVzxAVKuM5kcPHW-/view>).

The services may include explicit instruction, individualized instruction in a small group setting concentrating on maximizing student engagement, meaning-based instruction emphasizing comprehension and composition, or multisensory instruction that incorporates 2 or more sensory pathways. Level I and Level II students will be monitored closely to ensure the interventions are working. If they are not, the PST will meet to discuss consent for a special education evaluation.

In addition, the school's administration will provide professional awareness training on dyslexia during the Opening of Schools teacher planning days. The school's administration will also encourage teachers to participate in dyslexia awareness and training as part of their yearly Professional Development Plan.

15. 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?

The school will follow the guidance in the state's ESOL Program Guide: Guidance for Providing ESOL Services (<https://docs.google.com/document/d/1NsJy6TIBYBUPqqdwD-nsOqho0Bp1c6N/edit>). The school will create an ESOL Plan to ensure effective programming and appropriate support is provided to English Learners (ELs) so that they learn how to effectively employ a second language in an academic setting while learning through that second language knowledge and skills in multiple disciplines. The school's ESOL Plan will include how ELs will be screened, placed, parents notified of placements, and how ELs are annually reviewed for entrance and exit procedures. In addition, the school will clearly define what Language Instruction Educational Program (LIEP) will be provided to ELs.

The school's students who may be ELs will be assessed, placed, and parents/guardians will be notified of placement within the first 30 days of enrollment at the beginning of the school year or within two weeks of enrollment thereafter.

There are two ways the school will use to identify potentially eligible students for ESOL services – HLUS and documenting the reason the student is a Language Minority Student if not clearly indicated on the HLUS via the HLUS Verification Form.

Students who qualify for initial assessment are classified as a Primary Home Language Other than English (PHLOTE) student, or a Language Minority Student (LMS) and the language provided other than English must be appropriately entered in student information system.

The school will use the state's initial English proficiency screener (ELPA21) as the Language Proficiency Screener. Placement decisions will be made by a site-based Language Proficiency and Assessment

Committee (LPAC) consisting of at least three educators, one from each category:

1. Building administrator (principal, assistant principal)
2. English for Speakers of Other Languages Designee (Teacher who is English as a Second Language-endorsed and/or trained to work with English Learners)
3. Certified educator familiar with the student's data and performance in the classroom.

The LPAC will meet within the first 30 days of enrollment at the beginning of the school year or within two weeks of enrollment thereafter to review assessment results and other available data and determine an initial placement along with any recommended classroom and assessment accommodations. The LPAC will also determine the appropriate classroom and assessment accommodations to be provided to the student due to their English Learner needs, if any.

At the opening of the school year, parents and guardians of students who have been identified as an EL and placed in the school's ESOL program must be notified not later than 30 days after the beginning of the school year of their child's identification and placement. After the school year begins, parents and guardians of students should be notified within two weeks of enrollment of their child's identification and placement. Parents/guardians must be notified in a language or manner they understand regarding the information and decision of the LPAC. It is optional to invite the parent to the actual LPAC meeting, but, if invited, invitations to attend the LPAC must be in a language and/or manner that the parent understands. If a parent does not understand English and requests a school-provided interpreter, the school must provide an interpreter to the extent practicable. Notification letters must be dated and signed by school personnel. Please note that parents/guardians are notified of a student's placement and informed of how to waive services. The school does not need to ask permission or approval to place a student as an EL, nor does the school need to obtain permission to begin services. Parents/guardians may waive EL services at any time and may request their child return to EL services at any time. ELs whose parents/guardians have waived services must continue to participate in the annual ELPA21 summative assessment until the student meets the exit criteria.

The school will choose the language assistance program that is most beneficial for that student population. Sample programs include Structured English Immersion (SEI) or an English Language Development Program (ELD).

The school understands its obligation to have highly qualified teachers available to provide language assistance services, and will make every effort to hire teachers with those credentials or an ESOL specialization on their teaching certificate.

The school will design and implement ESOL programs that enable ELs to attain English proficiency and equal participation in the standard instructional program. The school will use appropriate and reliable evaluation and testing methods that have been validated to measure EL students' English language proficiency and knowledge of the core curriculum. Only by measuring the progress of ELs in the core curriculum during the EL program can the school ensure that students are growing academically.

The school will ensure that all ELs who may have a disability, like all other students who may have a disability and need services under IDEA or Section 504, are located, identified, and evaluated for special education and disability-related services in a timely manner. When conducting such evaluations, the school will consider the English language proficiency of ELs in determining the appropriate assessments and other evaluation materials to be used.

The school must monitor the progress of all of their ELs in achieving English language proficiency and acquiring content knowledge. Monitoring ensures that ELs are making appropriate progress with respect to acquiring English and content knowledge while in the ESOL program or, in the case of opted-out EL students, in the regular educational setting. To assess ELs' acquisition of English proficiency, the school will use the ELPA21. ELPA21 (English Language Proficiency Assessment) is a standardized test aligned with English Language Proficiency Standards. It assesses language acquisition in the four domains of Reading, Listening, Speaking, and Writing. **Exit/placement decisions must be made by and documented no later than September 30th of each school year for continuously enrolled students. Table 2. Criteria for Annual Review**

Placement of English Learners (<https://drive.google.com/file/d/1C7O8axIjvHVtBtHI32RriA26UUkIDqCW/view>) will be used for decision criteria.

Annual (yearly) reviews of ELs will be conducted by the school's LPAC. Each annual review will yield one of three decisions:

1. Student has not met required exit criteria, so he/she remains in the program.
2. Student has met required exit criteria, so he/she exits the program and begins the monitoring process. The Language Proficiency and Assessment Committee recommends appropriate English Learner services, classroom accommodations, and assessment accommodations. This Committee recommends to exit to Former English Learner status.
3. Student is in the monitoring process, classified as a Former English Learner, and is monitored for four years, according to federal guidelines as outlined in the [Arkansas English Learner Entrance and Exit Procedures Manual](#) which is part of the [Arkansas ESSA 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?

The school will meet this obligation by providing full access to the grade-appropriate core curriculum from the start of the ESOL program while using appropriate language assistance strategies in the core instruction so that EL students can participate meaningfully as they acquire English. In adapting instruction for EL students, the school will ensure that their specialized instruction (e.g., structured immersion or sheltered content classes) does not use a watered-down curriculum that could leave EL students with academic deficits when they transition from ESOL programs into general education classrooms. Such specialized instruction should be designed such that EL students can meet grade-level standards within a reasonable period of time. The school will also place ELs in age-appropriate grade levels so that they can have meaningful access to their grade-appropriate curricula and an equal opportunity to graduate.

EL students will receive explicit English language instruction through the use of the explicit instruction teaching method. This involves clear and direct communication of information or skills to ELs. It is an approach where our teachers provide explicit guidance, step-by-step demonstrations, and explicit explanations to help students understand and acquire new knowledge or skills. With this teaching method, our teachers will break down complex tasks or concepts into smaller, manageable parts and provide explicit and systematic instruction on each component. Our teachers will use clear and concise language, provide models and examples, and offer guided practice opportunities to support students' understanding and mastery of the content. This instruction will include clearly communicating the learning objectives, providing direct instruction using modeling, think-alouds, and demonstrations to guide the learning process, providing scaffolded support, ensuring active student engagement, providing regular feedback, and incorporating cumulative reviews of previously taught material. Our teachers will also use EL strategies throughout their instruction such as, but not limited to, Total Physical Response (TPR), utilizing a chart with Pictorial Exchange Communication System (PECS), pairing students up for cooperative learning

activities, and providing students with a language toolbox, a notebook full of pages of illustrated vocabulary words organized by theme.

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?

The school will survey parents' primary language as they register. The school will offer school to parent communications in those languages, for example, in Spanish. If a school employee is not available to translate (a notice or live in a meeting), then translation services will be considered. **Written communication will be translated in the languages represented at our school.**

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

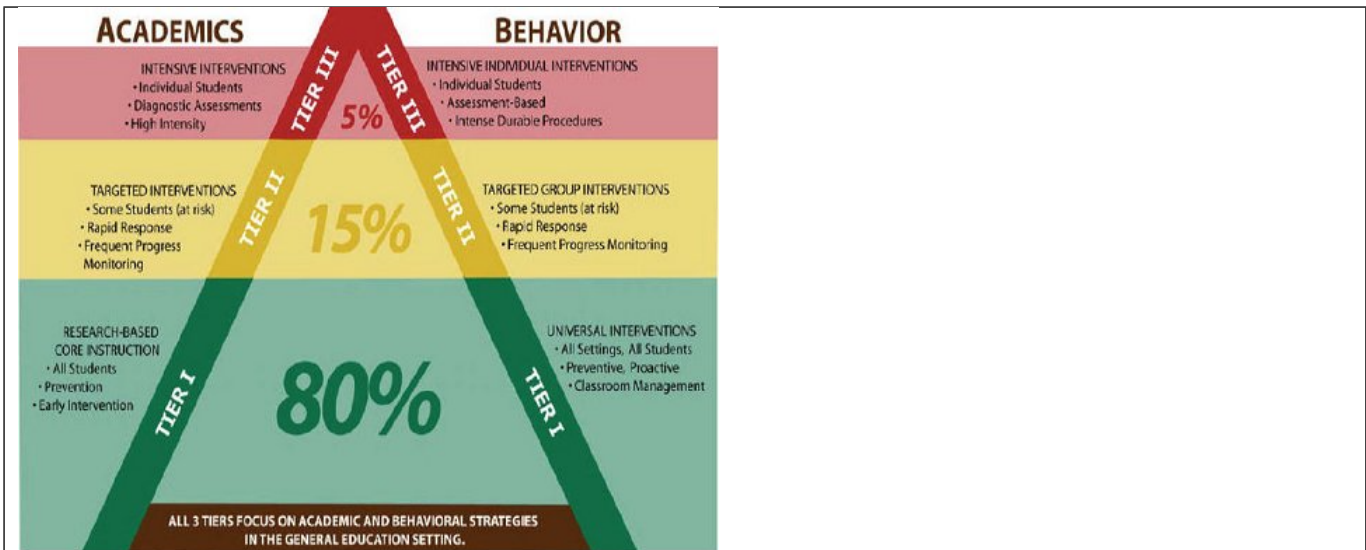
While the curriculum at the school is deemed academically challenging, a waiver will be sought for the inclusion of a gifted and talented program.

Students who exceed in subject areas based on test scores and competence in subject area, will be offered accelerated course work. This initiative is rooted in the understanding that all students have unique educational needs and should have access to learning environments that foster their intellectual growth. Under this program, advanced learners will be provided with a more rigorous curriculum that challenges their academic abilities. This approach will include enriched activities, project-based learning, and enhanced knowledge application tasks.

The school's administration will choose the accelerated programs and materials for the students. In addition, the school will follow guidelines and offer dual-enrollment classes through colleges/universities for secondary students. The school will also offer Pre-AP and AP classes in the core areas, as each grade is added.

17. Describe how the school will address the needs of students who meet the criteria for an alternative learning environment.

The school will meet the needs of student who meet the criteria for an alternative learning environment through Response to Intervention (RtI) and Multi-Tiered Systems of Support (M-TSS). RtI integrates assessment and intervention within a schoolwide M-TSS to maximize student achievement, and support students' social, emotional, and behavior needs.



RtI is based on the idea that students learn at different rates and in different ways, and that early intervention can help prevent or address learning and behavioral difficulties. The goal of RtI is to provide timely and targeted support to students, using M-TSS. At Tier 1 (Universal Instruction) all students will receive high-quality, evidence based instruction in the general education classroom. This includes differentiated teaching strategies and curriculum designed to meet the needs of diverse learners. In regards to behavior, this includes the school implementing a Positive Behavioral Interventions and Supports (PBIS) (<https://www.pbis.org/pbis/what-is-pbis>) framework. For example, having classroom rules and positive reinforcements and implementing a Social Emotional Learning curriculum to improve social emotional competence and academic success. The school's administration and counselor review academic and behavioral data to determine what students will benefit from Tier 2 or Tier 3 supports and interventions. At Tier 2 (Targeted Intervention), students who are struggling to keep up with the general instruction are provided with additional support. This can include small-group instruction, focused interventions, or supplementary materials. In regards to behavior, students may have daily behavior reports to encourage school to home partnerships. Progress is closely monitored to determine if the interventions are effective. At Tier 3 (Intensive Interventions), students who continue to struggle despite the targeted interventions in Tier 2 receive more intensive and individualized support. This may involve one-on-one instruction, personalized learning goals, or specialized interventions. In regards to behavior, students may have individualized counseling or consent will be obtained to conduct a FBA and create a BIP. Each tier will vary within the components of Focus, Interventionist, Setting, Grouping, Curriculum, Duration, Length of Instructional Sessions, Assessment, Progress Monitoring and Behavior. The data the School will use for this process may include: State testing scores, iReady Diagnostic Reading or Math, Early Warning Indicators such as retentions and truancy, Behavioral referrals, or Grades D's & F's in core classes on a quarterly basis. Throughout all of the steps, as RtI is a data-driven process with progress monitoring as a key component, teachers will regularly assess students' skills and use the data to make informed decisions about instructional strategies and interventions. In summary, the school's goals will be to identify students' needs early, intervene promptly, and prevent academic or behavioral problems from escalating so that an alternative learning environment will be provided.

The administration will train the faculty and staff on RtI using the state's recommended training module – RTI Academic Training Modules (<https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/rti-academic-training-modules--participant-workbooks>) during the Opening of School teacher planning days and designated professional development days.

In addition, the administration and counselor will conduct periodic credit checks for students in grades 9-

12 in order to be proactive with at-risk students. An Alternative Student Action Plan will be created by the counselor, the student's teacher, and the designated administrator. The Alternative Student Action Plan will be overseen by the counselor. The student's parents will be invited to a meeting to discuss the plan and review the student's progress towards graduation on a semester basis. Criteria used for the consideration of this plan will include, but will not be limited to:

*Personal or family problems or situations

*Recurring absenteeism

*Mental/physical health problems

*Ongoing, persistent lack of attaining proficiency levels in literacy or mathematics

*Drop out from school

*Disruptive behavior

*Homelessness

*Pregnancy.

The student must exhibit 2 or more of the characteristics to be considered for an Alternative Student Action Plan. Example goals for students with an Alternative Student Action Plan may include cultivating the teacher student relationship, providing interventions in small group settings, offering positive reinforcement on a consistent basis, making the learning relevant, researching other options for the student's schedule to earn credit such as paid job experience or attending night school. The school's flexibility of the classroom environment and effective teaching styles will foster growth for these students with challenging behaviors and/or learning abilities. This waiver will be revisited at the end of each year based on student needs.

18. Describe the transportation services that will be provided by the school.

The school will not be providing transportation services at first. If transportation is needed, funds will be allocated to provide alternate transportation. Transportation services will be provided to students with an IEP who require it as a related service to access their education. In addition, students that are identified as temporary displaced will be provided transportation options under the McKinney-Vento Act.

19. Describe how the family engagement coordinator (staff member) will develop opportunities for parents and guardians to engage with school staff regarding school operations and the progress of their child.

The school believes that the success of each student is directly related to the involvement of parents and guardians. The family engagement coordinator and administration will prepare an informational packet to be distributed annually to parents describing the school's parental involvement program, ways for the parent to become involved in the school, and a parent survey regarding his or her interest in volunteering. The family engagement coordinator and administration will encourage parents to participate in their child's daily education by signing up to be volunteers and assisting with daily activities. All volunteers will be trained and if they participate in classroom activities, they will receive a background check and a mandatory class with the administration. In addition, each teacher will have access to tools such as email, text, and

apps that allow for constant communication between teachers and parents. Families will be sent notices, encouraged to attend monthly school meetings, and given adequate time to voice opinions or concerns. Quarterly Parent-Teacher Conferences will be scheduled to update parents on their child's progression. In addition, the family engagement coordinator will establish partnerships with community agencies to provide resources to parents. The administration will regularly evaluate the parental involvement program to ensure its effectiveness.

At least one "Report to the Public" meeting will be held to ensure parents, community members and students are aware of how school policies, programs, finances and goals are working in the school.

Annually, a District Engagement Plan will be created by the school staff and administration, which will be published online by August 1st of each school year. The Family and Community Engagement Plan will be created with input from all parents/guardians to create opportunities for them to receive training, updates, workshops and/or online support, as needed. An online form will be available on the school's website to provide feedback and/or improvement ideas if parents cannot attend the meetings offered at the school site. A Student and Family Policy Handbook will be provided to each family to include how they can monitor their child's progress, contact their teacher and participate in any way they are able.

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

The school understands the purpose of a Student Success Plan (SSP), to help guide students to post-secondary success through documented conversations between students and adults. By the end of 8th grade, each 8th grade student enrolled in the school shall have a SSP and it will follow him/her through graduation. The school will adopt the guidance provided by the state on how to map out SSPs (https://dese.ade.arkansas.gov/Files/Student-Success-Plan-2021-PD-PDF_20211206143617.pdf). The SSP will be developed by school personnel in collaboration with the student and his/her parents. The SSP will be reviewed and updated annually. It is important to note that the SSP is a working plan that is dynamic and visited periodically by the student and an advisor or mentor. In addition, it will be documented in a format and manner that will be accessible to the student. The school will include the community engagement components in the SSP. The SSP will have 4 parts:

Part 1 – Guide the student along pathways to graduation

Part 2 – Address accelerated learning opportunities

Part 3 – Address academic deficits and interventions

Part 4 – Include college and career planning components

The counselor and designated administrator will create a Grade Calendar by Month (9-12) and an Advisor Calendar by Month to provide guidance on the completion and ongoing reviews of the SSP. The importance of the SSP, completion and monitoring, will be reviewed at grade level and faculty meetings.

21. 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?

The applicant is seeking a waiver specifically related to staffing flexibility. While all employees are still required to pass the mandatory background check, the waiver aims to provide the school with maximum flexibility in hiring. However, it is important to note that certain qualifications and requirements still need to be met:

- **Background Check:** All employees must pass a mandatory background check to ensure the safety and well-being of the students. This requirement remains in place, and no applicant with a suspended or revoked teaching license will be hired.

Core Subject Instructors: The school has a record of attracting motivated and dynamic individuals who have chosen to make a career change and enter education. As these individuals proceed with their licensure process, the requirement for candidates to be eligible for AQT as no teacher is hired without a bachelor's degree, and demonstrating content knowledge in a manner consistent with the AQT Rules (ADE 342), most often with a degree in the subject area or the passage of a content area exam. While the applicant is requesting flexibility in staffing, it is crucial to maintain the necessary qualifications and standards to ensure the hiring of competent and qualified individuals who can contribute effectively to the school's educational mission.

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

The class size waiver requested is specific to non-core classes, indicating that the applicant seeks flexibility in determining the maximum number of students in those particular classes. To ensure the safety of students despite larger class sizes, additional adult supervision will be utilized. This demonstrates a commitment to maintaining a safe and conducive learning environment.

The instructional load waiver requested aims to provide school leaders with maximum flexibility in deploying staff members on a daily basis to best meet the needs of students and families. This waiver recognizes the importance of tailoring instructional resources and personnel based on the specific requirements and circumstances of each day. It grants school leaders the authority to make decisions regarding staff deployment, taking into account the dynamic nature of the educational environment. By requesting these waivers, the applicant is seeking to optimize resource allocation and adapt to the unique needs of their school community. However, it is essential to ensure that the safety and quality of education are not compromised, and appropriate measures are in place to address any potential challenges associated with larger class sizes and flexible instructional loads.

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

- a) Do you have a plan for the service of meals through the USDA National School Lunch Program (NSLP)? Would the meals be prepared on site or vended. Explain how you would contract and pay for services.**

An organized, healthy meal service that meets local health, state and federal regulations and adheres to 7

CFR Parts 210 and 220 will be offered at the school site. Healthy, well-rounded, nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements. The School will participate in the free/reduced priced meal program and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines. All Healthy meals will be distributed to students using a point of sale accountability procedure.

The school will participate in the National School Lunch Program (NSLP). The school will either prepare its own food, in which case the school will have a food service preparation area with all of the necessary equipment for preparing and holding the food, or the school will contract with an Arkansas Department of Agriculture registered vendor to provide the food and equipment necessary for holding the food at required temperatures.

b) Please affirm that you understand that if you provide meals, you must complete an Agreement and Policy Statement with the ADE, DESE, Child Nutrition Unit (CNU). This means that if the Charter has a facility, it must pass inspection with the Arkansas Department of Health. You must have an employee designated as the Child Nutrition Director, a person serving as the certified food protection manager at each site.

The school commits to completing an Agreement and Policy Statement with ADE, DESE, Child Nutrition Unit (CNU). The school facility will adhere to all applicable state laws with regards to inspections of food service facilities and will pass inspection with the Arkansas Department of Health. The school will have a designated Child Nutrition Director which will act as the certified food protection manager on site.

c) Describe the process for establishing meal eligibility and eligibility verification for students, and procurement and purchasing of food.

The school will implement a Verification plan and during the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP. Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements. The School will implement the following procedure for processing Free/Reduced Lunch Applications: 1) Disseminate lunch applications to all students upon enrollment; 2) Collect lunch applications and determine applications published in the Federal Register by Food & Nutrition Service, USDA; 3) Enter determinations for each child into the district mainframe or report the information to the

state as required; 4) Provide students with notice of eligibility; 5) Serve/Charge student lunches in accordance with determined eligibility; 6) Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.

The school will adopt a Procurement Policy for the purchasing of food services.

SCHOOL GOVERNANCE AND OPERATIONS

24. Describe the governing structure of the open-enrollment charter school including board composition, selection process, length of term and responsibilities.

Pinecrest Academy Arkansas, Inc. serves as the official legal entity responsible for operating the school. The governing board, made up of at least five (5) but no more than seven (7) members, of Pinecrest Academy Arkansas assumes the vital role of establishing policies and overseeing the operation of the school. This board operates in compliance with Arkansas law and the regulations set forth by the Arkansas Division of Elementary and Secondary Education for public charter schools. In alignment with Arkansas Law related to Charter School Governing Board Operations, the governing board will adopt policies and procedures. However, certain provisions that are not applicable or are addressed in the Pinecrest Academy Arkansas, Inc. by-laws, designed to replicate the successful practices of Pinecrest schools in other states, may be sought for waiver in the context of an open-enrollment charter school. The governing board of Pinecrest Academy Arkansas is committed to ensuring the effective management and governance of Pinecrest Preparatory Academy Fayetteville, adhering to applicable regulations while drawing from the proven achievements of the Pinecrest Academy network across different states.

The governing board will actively participate in mandatory board training as required by the laws of the State of Arkansas and in accordance with Rule 3-A.6 of the Division.

Board Member Duties: The policies, procedures, powers, and duties by which the board will operate are detailed in the attached bylaws, which include, but are not limited to:

- Ensuring timely submittal of required reports adhering to Arkansas Code Annotated § 6-23-107
- Oversee operational policies, academic accountability, and financial accountability.
- Adopt and maintain an operating budget.
- Exercise continuing oversight of the school's operations and provide public accountability.
- Hire and supervise a school Superintendent/Principal who will oversee the day-to-day operations of the charter school.
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit who shall submit the report to the governing body.
- Review and approve the audit report, including audit findings and recommendations.
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress to its sponsoring entity and parents

Selection: Directors shall be elected at a duly organized meeting of the Governing Board. Notice of the Governing Board's intentions to elect any such Director shall be included in the agenda for that meeting and publicly announced in accordance with open meeting requirements. Directors and officers of the Corporation shall have the power to nominate candidates to the Board. At the conclusion of any term as Director, a Director may nominate himself or herself as a candidate for a succeeding term. A Director or officer may nominate a candidate for the Board either at a meeting of the Board where the election of directors was included in the notice or agenda for that meeting, or prior to such meeting in writing delivered to the Board. In advance of nominating candidates for the Board, the Corporation shall provide reasonable notice of the vacancy to the public including parents, teachers and schools, and invite applications from qualified persons all as described by the Board. The Chairman, or another Board member approved by the Board, shall conduct an initial review and evaluation of all applications and report to the Board.

Removal Procedures: Any member may be removed from office, with or without cause, at any time by the affirmative vote of a majority of the Directors then in office.

Term Limits: Each elected Director shall hold office for a term not less than one (1) year and not more

than (5) years as shall be determined by the Board whether to establish staggered terms or otherwise. There is no limit on the number of terms a director may serve.

Vacancies: If a vacancy shall occur by resignation, death, or any other mechanism as provided by law, the Chair of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the vacant seat. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

The founding group comprising the Pinecrest Academy Arkansas, Inc. governing board is comprised of a group of individuals with extensive educational knowledge and knowledge of the Fayetteville community.

Pinecrest Academy Arkansas, Inc.

Todd German, Finance, Key West, FL

Layda Morales, School Leader, Homestead, FL

Alexandra Prieto, School Leader, Miami, FL

Carmen Cangemi, School Leader, Orlando, FL

Graciela Carbajosa, School Administrator, Miami, FL

It is the intent of the board to transition to a governing board with at least 2 local members. However, the current makeup of the founding members of the board is intentionally heavy on individuals who are educators and school leaders and have aided in the start-up of new schools. We understand that diversity amongst the board members is key to the success of the school but more so, the culture of the board is the component that will take the school to the next level. All governing board members are and will be committed to the Pinecrest Academy Arkansas model and thus promise that the school will be a benefit to the students who walk through its doors.

25. Identify the positions that 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.

The Board of Directors at Pinecrest Fayetteville holds the ultimate authority for making policies and overseeing the school's operations, including academic direction, curriculum, budgetary functions, and disciplinary matters. They are responsible for adopting the student code of conduct, the family handbook, serving as the final decision-making authority for student disciplinary expulsions, and establishing annual budgets. The Board also plays a crucial role in hiring the superintendent and principals for the school sites and has the power to terminate their employment if necessary.

The directors of the governing board bring a diverse range of knowledge, skills, and commitment to ensure the success of the charter school. The Board holds quarterly meetings, with the final meeting of the fiscal year designated as the annual meeting. Special meetings may be called as needed, upon the request of the Superintendent to the Chair. All meetings will be conducted in compliance with the laws of Arkansas, except for the specific portions requested to be waived.

The Board consists of several positions, including the Chair, Vice-Chair, Treasurer, and Secretary. The Chair presides over all Board meetings and may be assigned additional powers and duties by the Board. In the absence of the Chair, the Vice-Chair assumes their responsibilities. The Treasurer is responsible for overseeing financial matters, maintaining accurate records of the school's transactions, and safeguarding its assets. The Secretary works under the direction of the Chair and is responsible for recording minutes of regular and special Board meetings, including attendance, voting outcomes, and maintaining a permanent

record of the minutes.

Board Member Duties: The attached bylaws outline the policies, procedures, powers, and duties governing the board's operations, including but not limited to:

1. Overseeing operational policies, academic accountability, and financial accountability.
2. Annually adopting and maintaining an operating budget.
3. Exercising ongoing oversight of the school's operations and ensuring public accountability.
4. Hiring and supervising a school superintendent/principal who will oversee the day-to-day operations of the charter school.
5. Ensuring the charter school retains the services of a certified public accountant for the annual financial audit, with the audit report submitted to the governing body.
6. Reviewing and approving the audit report, including findings and recommendations.
7. Monitoring a financial recovery plan to ensure compliance, if applicable.
8. Reporting progress annually to the sponsoring entity.

Pinecrest Academy Fayetteville's on-site administration comprises the Superintendent/Principal and an administrative team, including positions such as Assistant Principal, Lead Teacher, Special Education Teacher, as needed. They are responsible for curriculum development, collaborating with the hiring and teaching staff, addressing student-related issues, and administering student services programs. As instructional leaders, the administrative team makes school-based decisions and establishes operational procedures for day-to-day activities. The Superintendent/Principal, with the support of the administrative team, ensures that all school operations, resources, courses, and policies align with Pinecrest Academy Fayetteville's Mission and Vision. The Board conducts an annual evaluation of the Superintendent/Principal, assessing progress toward school goals based on the mission and vision, gathering feedback from stakeholders, reviewing school data and performance. This evaluation process aims to measure the Superintendent/Principal's effectiveness, highlight achievements, identify areas for growth and improvement, and inform professional development opportunities.

26. How will the charter ensure that there is a separation of power between the sponsoring entity, charter management organization, school board and superintendent?

The Pinecrest Academy Fayetteville board operates autonomously and has full control over the school's operations.

Pinecrest Academy Fayetteville will establish a service, support, and licensing agreement with Pinecrest Academy, Inc., an arms-length agreement that focuses on branding, programs, and other operational aspects. The agreement clarifies the roles and expectations of the Governing Board, which holds primary and ultimate authority over the operations, policy-making, and governance of the Arkansas charter school. Pinecrest Academy, Inc. will provide services and support to the Arkansas Board, working under the direction of the Board of Directors of the Fayetteville school. The Arkansas Board will independently select new board members and officers.

The agreement is designed to maintain an independent relationship between the Governing Board and the CMO. In this regard, the Governing Board will retain its own legal counsel. The Governing Board is dedicated to managing the school and ensuring ongoing oversight of its operations. It is fully committed to the school's mission and recognizes its responsibility to effectively and responsibly manage public funds. The fiduciary duty will not be delegated to the CMO.

The charter school will adhere to the rules and regulations of the sponsoring entity. The network takes pride in establishing strong relationships with various charter school authorizers it collaborates with across the country.

27. Explain the charter's conflict of interest policy and identification procedures.

The founding Governing Board, CMO, and staff have no existing conflicts of interest.

Conflict of Interest Policy: As a nonprofit, tax-exempt organization operating charter schools, the Board, officers, and management employees have a fiduciary duty to the public, requiring them to act honestly and prudently in administering the organization's affairs. They must exercise the utmost good faith and avoid using their positions or knowledge for personal gain.

Nature of Conflicting Interest: A conflicting interest may arise from direct or indirect ownership of stock, debt, or other interests in third parties dealing with the organization. It can also arise from holding office, serving on the Board, participating in management, or being employed by such third parties. Receiving remuneration for services related to transactions involving the organization, using its resources for unauthorized activities, or accepting personal gifts or loans from dealing or competing third parties can also create conflicts of interest.

Interpretation of this Policy: The listed areas of conflicting interest and related relationships are not exhaustive. Conflicts may arise in other areas or through other relationships. It is the responsibility of the Board, officers, and management employees to identify and disclose any conflicts of interest before entering into transactions. They should regularly scrutinize their transactions, outside business interests, and relationships to identify potential conflicts and promptly make the necessary disclosures.

Disclosure Policy and Procedure: Transactions involving parties with conflicting interests may proceed only if the following conditions are met: full disclosure of the conflict, exclusion of the conflicted individual from discussions and approval of the transaction, reliable independent evidence of fair value (such as competitive bids, market surveys, or comparable valuations), and a determination by the Board that the transaction is in the organization's best interest.

Disclosure should be made to the Board Chair, who will bring the matter to the attention of the Board. If a director is involved, disclosure should be made directly to the Board. The Board will assess the existence of conflicts and, if present, determine whether the proposed transaction is just, fair, and reasonable. In cases where the conflict is deemed immaterial and the conflicted party is excluded from the decision-making process, the Board can exercise its judgment to decide in the organization's best interest. The ultimate decision rests solely with the Board, with its primary concern being the welfare of the organization and the advancement of its purpose.

28. 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 public charter school.

Pinecrest Academy Fayetteville recognizes the importance of wide-ranging student recruitment and marketing efforts to ensure equal access for all potentially interested students and families. The school's recruiting and marketing initiatives will specifically target economically disadvantaged students and families, those with limited English proficiency, special physical or academic needs, and those who may be at risk of academic failure. The following activities, among others, will be undertaken:

Community Outreach: The school will engage in community outreach efforts to introduce the network and the school to the community. This may include hosting public hearings, attending community events, conducting parent informational meetings, and utilizing a grassroots marketing campaign. The goal is to reach all demographic populations, particularly "harder-to-reach" families, through various means of information delivery.

Marketing Materials: All marketing materials will utilize inclusive language to inform parents that all students, regardless of socioeconomic status, race/ethnicity, home language, or enrolled academic program, are welcome to apply. Promotional materials and announcements will be made available in multiple languages, as needed, to accommodate English Learners (EL) families.

Website and Digital Advertising: The school will have a website with language translation options, enrollment and opening timelines, curriculum examples, and registration procedures. Digital and social media advertising will be utilized to direct parents to the school's website and reach a broad audience.

Partnerships with Community Groups: The Pinecrest network will actively build relationships with community groups and organizations in the area. In collaboration with these partners, informational events will be held at open forums such as community centers, parks, and libraries to inform the public about the school. These organizations will also assist in promoting public awareness and student recruitment.

Informational Meetings: The school will promote and host regular monthly informational meetings near the proposed location, accessible to all interested parties. These meetings will highlight the school's program and its commitment to serving all students. Pinecrest Academy Fayetteville will continue to hold these meetings until enrollment targets are met.

Word-of-mouth and Community Involvement: Parents and community partners will be encouraged to spread the word about the school to their family, friends, and community groups. Local elected officials and community leaders will be invited to visit the school and receive updates on its growth. They will be requested to share information about open enrollment with their constituents through newsletters and upcoming community meetings.

By implementing these recruitment and marketing strategies, Pinecrest Academy Fayetteville aims to ensure that all families, including those who may face barriers to access, have the opportunity to apply and enroll in the school.

29. Describe the procedures for conducting the annual single lottery enrollment process, including how students will be placed on waiting lists and how parents will be notified about each child's selection or order on the waiting list.

Admission Policy - The admission policy of Pinecrest Academy Fayetteville aligns with federal and state anti-discrimination laws (Arkansas Code Annotated §6-23-306), ensuring that no discrimination occurs based on gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. The policy states that any eligible student who submits an application before the posted deadline will be considered for admission, unless the program, class, grade level, or building is at full capacity.

In the event that the number of applications exceeds the available capacity, the school will use a random selection/lottery process to provide all applicants with an equal chance of being admitted. This process ensures fairness and impartiality in the admission selection.

Enrollment Preferences - In accordance with Arkansas Statute, the School will give enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.

2. Students who are the children of a founding member of the governing board or children of employees of the charter school.

Enrollment of students will be based on availability at each grade level. If all available spots are filled, students who cannot be immediately admitted will be placed on a waitlist. As enrollment spots become available, the school will use a lottery system to select students from the waitlist and offer them admission.

The school leader will establish a timeline for registration and enrollment which will be posted on the schools website and sent to families who have been selected.

By following this admission policy and enrollment preference system, Pinecrest Academy Fayetteville aims to ensure fairness, equal opportunity, and transparency in the admission process for all eligible students.

30. Will any of the enrollment preferences outlined in Ark. Code Ann. § 6-23-306(14)(C), will be utilized by the charter school. This includes children of founding members of the charter and siblings of enrolled students. If so, please explain the policy.

Enrollment Preferences - In accordance with Arkansas Statute, the School will give enrollment preference to the following student populations:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a founding member of the governing board or children of employees of the charter school.

Enrollment of students will be based on availability at each grade level. If all available spots are filled, students who cannot be immediately admitted will be placed on a waitlist. As enrollment spots become available, the school will use a lottery system to select students from the waitlist and offer them admission.

31. Explain how students leaving the charter during the school year will impact students on the waiting list.

Once seats become available, students on the waitlist will be notified of the opening through a random lottery process. The enrollment preferences that were initially applied will still be taken into consideration during this process. This ensures fairness and equal opportunity for all students on the waitlist to have a chance at securing a seat at the school.

32. Provide a list of staff positions that will be employed in the school business office. Include the responsibilities of each position.

Job Title: Business Manager

Reports to: Superintendent/Principal

Essential Performance Responsibilities:

Bookkeeping & Human Resources:

- Perform bookkeeping functions for all internal accounts, including the after-school program (unless operated by an outside vendor), using the school's adopted bookkeeping system and accepted practices.
- Work with school-based fundraising programs and departments to record funding for internal accounts such as athletics, band, and parent association, under the direction of the Superintendent/Principal.
- Record and prepare bank deposits and withdrawals.
- Coordinate with the payroll department and input data as necessary.
- Assist the Superintendent/Principal with operating account needs.
- Assist the Superintendent/Principal with purchase orders, including placing supply orders and monitoring future needs.
- Coordinate with school employees for supply purchases.
- Assist the Superintendent/Principal in preparing for the annual audit as needed.
- Prepare account reconciliations and other reports required by the district.
- Manage school copy machines and monitor their usage.

Compliance Procedures:

- Assist the Superintendent/Principal in fulfilling compliance measures required by the state's oversight requirements. This may involve uploading and delivering relevant documents.

Secretarial, Staff & Student Services:

- Provide assistance to the office as needed regarding student registration, attendance, lunches, transportation, safety, and health needs.
- Assist parents and students as required.
- Assist with student data entry and records.
- Coordinate and assist with field trip arrangements.

The Business Manager plays a critical role in managing the financial and administrative operations of the school. They are responsible for bookkeeping, human resources support, compliance procedures, and providing assistance in secretarial, staff, and student services. The Business Manager works closely with the Superintendent/Principal to ensure smooth operations and compliance with financial and administrative policies.

33. Describe the plan for managing procurement activities. Specify the types of financial decisions to be made at the school level, board level and charter management organization level.

The Governing Board holds the responsibility of overseeing and directing the financial activities of the school. This is achieved through the formulation of policies, actions, and resolutions during properly convened meetings.

Financial monitoring is conducted by the Board through various means:

1. Receipt of accounting and financial reports: The Board receives regular reports on the school's

financial status and performance.

2. Annual audit report: An independent auditor presents an annual audit report to the Board, providing an independent assessment of the school's financial records and practices.
3. Recommendations for procurement: The school staff may present recommendations to the Board regarding the procurement of goods and services. The Charter Management Organization (CMO) will assist the school with procurement and purchasing services.

Procurement transactions are conducted in a manner that promotes open and free competition to the maximum extent possible. When soliciting bids or offers, all requirements that bidders or vendors must fulfill for evaluation by the CMO and the Board are clearly established. The Board reserves the right to reject any and all bids or offers when it deems it to be in the best interest of the school.

Prior to presenting any procurement action to the Board, the CMO conducts a cost/price analysis. This analysis assesses the reasonableness, allocability, and allowability of the proposed procurement, ensuring it aligns with the school's financial objectives and regulations.

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

The CMO will work in collaboration with the Governing Board to ensure effective financial management of the school. This includes preparing a preliminary operating budget, which will be reviewed and approved by the Governing Board prior to the start of the fiscal year. The Board will also review quarterly financial statements and annually adopt, maintain, and amend the operating budget as necessary.

In addition, the Governing Board will monitor the school's performance, select and retain the services of a certified public accountant/auditor for the annual independent financial audit, and review and approve the audit report, including any findings and recommendations. All financial information will be reported to the relevant oversight agencies in Arkansas as required.

To support the school in financial matters, the CMO will contract with an Education Service Provider (ESP), Academica, at no additional cost to the school. Academica will assist the CMO in the preparation and reporting of the school's finances. The specific duties and responsibilities of the CMO will be clearly outlined in the CMO Agreement, which ensures that the CMO implements the directives and actions set forth by the Governing Board and Superintendent/Principal.

35. Describe the way 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.

The applicant requests permission from the authorizer to have a licensed certified public accountant (CPA) perform the first-year audit instead of the Legislative Auditor. The audit will be conducted by a CPA or CPA firm licensed in Arkansas and will adhere to auditing standards set forth by the American Institute of Certified Public Accountants or other applicable audit standards, as determined by the Board in compliance with ADE audit rules and best practices for auditing a public charter school.

The Board expects a comprehensive and timely audit and requires that all audit findings be presented to them. The auditors conducting the audit will be available to address any questions or concerns, and all relevant information will be made available for review. Once the Board approves the audit, it will be submitted to the state.

The applicant intends to work with HLB Gravier, LLP for its audit needs. HLB Gravier commits to becoming a member of the Arkansas State Board of Public Accountancy, demonstrating their commitment to professional standards and practices.

Contact information for the Audit Partner at HLB Gravier, LLP is as follows:

Nelson Pastor, CPA, CGMA
Audit Partner
HLB Gravier, LLP
396 Alhambra Circle
Coral Gables, Florida 33134
Phone: (305) 446-3022

36. If the facility to be used by the school has been identified, list the owner(s) of the facility, and describe their relationship with employees or directors of the sponsoring entity or charter management organization.

A facility has not yet been identified.

37. If the facility to be used by the school is not currently in compliance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA), provide a list of items that will need to be addressed to bring the facility into compliance.

The applicant will ensure that the facility will be ADA and IDEA compliant.

38. Are there any alcohol sales within 1,000 feet of the facility?

There will not be alcohol sales within 1,000 feet of the facility.

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

Pinecrest Academy Arkansas anticipates that it will receive most of its students from the Bentonville (BSD), Fayetteville (FSD), Rogers (RSD), and Springdale (SSD) School Districts. As an open-enrollment public charter school, however, Pinecrest Academy Arkansas may enroll students from anywhere within the State of Arkansas. Pursuant to Ark. Code Ann. §6-23-106, Pinecrest Academy Arkansas is required to carefully review the potential impact that its operation would have upon the efforts of the BSD, FSD, RSD, and SSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. At full enrollment, Pinecrest Academy Arkansas will have a student population of 2,000 students in Grades K-12.

Pinecrest Academy Arkansas, in its review, has carefully reviewed the potential impact that the operation of an open-enrollment public charter school within the boundaries of either the BSD or the FSD would have upon the efforts of those school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Pinecrest Academy Arkansas has found that none of the school districts listed above are under any court orders concerning their desegregation obligations, and are therefore unitary in all respects of their school operations.

Therefore, the granting of an open-enrollment charter to Pinecrest Academy Arkansas to operate its school within the boundaries of the BSD or the FSD cannot be said to have a negative impact on the BSD, FSD, RSD, and the SSD's ability to comply with the districts' statutory obligations to create and maintain a unitary system of desegregated public schools.

According to the latest third-quarter Average Daily Membership enrollment figures as maintained by the DESE Data Center, the BSD had a student population of 18,336 students; the FSD had a student population of 10,258 students; the RSD had a student population of 15,604 students, and the SSD had a student population of 21,756 students. BSD's student population was comprised of 70.55% White students; 11.76% Hispanic students, and 7.75% Asian students. FSD's student population was comprised of 64.44% White students; 12.47% Hispanic students, and 10.32% Black students. RSD's student population was comprised of 47.84% Hispanic students and 42.75% White students. SSD's student population was comprised of 47.88% Hispanic students; 31.95% White students, and 13.7% Hawaiian/Pacific Islander students.

In conclusion, Pinecrest Academy Arkansas submits that upon the basis of its review, no statutory or other impediments concerning the creation and operation of desegregated public schools prohibit the State's charter school authorizer from granting its request to operate an open-enrollment public charter school within the boundaries of either the BSD or the FSD.

40. List the services that the CMO will provide to the charter and the annual cost of the

services.

The Pinecrest Academy, Inc. as the CMO for the school will be paid a fee of \$750 per student per year. The proposed CMO, will not be paid any bonuses or other compensation.

The Pinecrest Academy Network (www.pinecrestacademyschools.org) operates twenty-six schools across three states. The mission of the Pinecrest network is Providing, Individualized instruction, in a Nurturing environment, Ensuring College and career success, using Rigor, relevance, and relationships to Empower Students to become Tomorrow's global leader.

The model aligns with the recent education reform laws in Arkansas, which emphasize the importance of established operators bringing high-quality programs to students in the state. The CMO also places great importance on addressing the unique needs of the community in each area it operates. This ensures that students receive relevant and valuable education that prepares them for success.

Pinecrest Academy Arkansas CMO agreement with Pinecrest Academy, Inc will cover all back office support services to include, but not limited to:

- Professional development that is aligned to the Pinecrest Academy model and Arkansas Educational Standards
- Research-based lesson planning assistance
- Professional Development for School Leader and Teachers
- Leadership training and workshop programs
- Compliance and operations support
- Access to CMO best practices for support and instruction on educational technology
- Make available proprietary materials and educational programs
- Assistance with board meeting coordination and minute taking
- Bookkeeping and Record Keeping
- Staff Administration and Human Resources Coordination
- Financial projections and financial statement preparation
- Grant Solicitation
- Financial Solicitation
- Facilities Services: identification of facility, enhancements & retrofit.
- Strategic Planning Support.
- Procurement/Purchasing Services Support
- Virtual Education Support
- Branding and Marketing

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 waiver list provided below. This list includes the appropriate waiver topic and citations to the applicable Arkansas Code Section, Rules, and Standard 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	Board of Directors
Arkansas Code Annotated	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.
Standard for Accreditation	
ADE Rules	Rules Governing School Board Zones and Rezoning
Rationale for Waiver	<p>The applicant seeks a waiver for the sections of Arkansas Code Annotated and ADE Rules listed above as it pertains to the proposed board of directors and policy adoption. The board members are not selected or elected from the general public but rather named to the board as described in the application, which also describes the process for filling vacancies, the frequency of meetings, officer positions and responsibilities, and length of terms. The board is the only body that may adopt policies for the school.</p> <p>The applicant is replicating a highly successful model that has a proven track record of academic excellence. The core of this process is the board, which is made up of dynamic individuals from a diverse</p>

	<p>set of backgrounds, experiences, and expertise unified with a common goal and vision. While physical meetings will be held, it is requested that the applicant be allowed to have meetings by telephone and web-based meeting software, in order to best fit the schedules of our board and stakeholders. Publication of these open meetings would still be made in accordance with ACA, and members of the public will be offered the opportunity to attend physically, or via the call-in number or web-based meeting software. Additionally, members of the public are invited to register for public comment, which may be done via the school’s website, or from a campus location, in order to participate in the meeting.</p>
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Waiver #2 Topic	Superintendent & Principal
Arkansas Code Annotated	Ark. Code Ann. §§ 6-13-109 6-17-302 6-17-427
Standard for Accreditation	Standard 4-B.2, 4-C.1, 4-C.2
ADE Rules	
Rationale for Waiver	The applicant seeks a waiver for the sections of Arkansas Code Annotated and Standard for Accreditation listed above as it pertains to school leadership. The applicant’s success is predicated on being able to select leaders that commit to the Board’s shared vision and goal. Experienced educational leaders are part of the founding board and bring those decades of experience to hiring a superintendent to serve the school’s best interest as well as future principals. These candidates at the time of hiring may not hold the requisite certifications under ACA and Standard 4-B.2, and the school may not be at a size where a principal is required for day-to-day management, therefore the applicant requests a waiver from 4-C.1 and 4-C.2. Any school leader hired by the board will be an “at-will” employee.

Waiver #3 Topic	Facilities and Flag Display
Arkansas Code Annotated	6-16-105 6-16-106 6-21-117
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Because the applicant has not identified a facility, a waiver is being requested in the case that the landlord does not allow for a flag to be

	<p>permitted. The school commits to finding alternatives ways to display the American and Arkansas State flag.</p> <p>The school facility will, at minimum, meet the requirements of all state and local health and safety codes, ADA and IDEA</p>
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Waiver #4 Topic	Personnel Policies
Arkansas Code Annotated	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 6-17-203 6-17-205 6-17-209 6-17-301 6-17-208 6-17-210 6-17-202 6-17-201(a) & (c)
Standard for Accreditation	3-A.2 (only to the extent that the classified salary schedule must be published on the school's website)
ADE Rules	Rules Governing Documents Posted to School District and Education Service Cooperative Websites – 5.01.4, 5.01.5, 6.01, 6.02 (as for these sections, only to the extent that classified & administrator salary information is required to be published on the school's website)
Rationale for Waiver	<p>The applicant is seeking a waiver for the above sections of statutes, standards and rules as they pertain to personnel policies. The applicant plans to adopt personnel policies covering all necessary areas, including but not limited to salary schedules, benefits and other compensation issues; annual school calendars; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force and assignments. Employees will be "at will" and will be paid in accordance with the Fair Labor Standards Act and in accordance with the referenced personnel policies of the Board. Employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of Directors. Issues such as minimum sick leave will be addressed in the Employee Handbook for the school. This waiver will generally allow the school to make prompt personnel decisions to address performance issues negatively impacting the school's operation. The applicant also seeks the ability to develop policies with groups of employees outside of those mandated. As the applicant will seek to find the best qualified candidates for the</p>

	positions available, flexibility in publishing salary ranges is sought. The applicant uses similar policies successfully in other states, and it is a key component of its highly successful programs.
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Waiver #5 Topic	School Counselor, Student Services and School Nurse
Arkansas Code Annotated	Ark. Code Ann. 6-18-2003 (a)(2)(A) 6-18-706
Standard for Accreditation	Standard 4-E.1
ADE Rules	
Rationale for Waiver	The school is requesting a waiver on this section in order to have flexibility to hire an individual who is in the process of getting certified to be a school counselor. The school would like flexibility to hire certified nursing assistants or medical assistants. These individuals would be working under the supervision of an RN. This model has worked at other network schools. As part of the CMO's network, the school will have access to a wide range of student services professionals.

Waiver #6 Topic	Required Instruction K-12
Arkansas Code Annotated	
Standard for Accreditation	Standard 1-A.1.3
ADE Rules	
Rationale for Waiver	The school is requesting a waiver of this code because the school will not be offering all K-12 grade levels and will be operating at a much smaller number in its initial start up years. The school may not be able to sustain the offering of the full 38 courses until later on in its existence. The school needs the flexibility to ensure that it is offering the courses and electives that are pertinent to achieving its mission. The school commits to providing students with a well rounded education and align all courses and curriculum to Arkansas Academic Standards. The model being replicated has been successful in doing so across different states and is committed to ensuring success for the students of Arkansas.

Waiver #7 Topic	Teacher Licensure
Arkansas Code Annotated	Ark. Code Ann. §§ 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 – Section 7
Rationale for Waiver	The applicant is seeking a waiver for the above sections of Arkansas Code Annotated, Standards, and Rules to hire the most qualified teachers best suited to implement the Board’s shared goal and vision. In some circumstance a teacher may not at time of hire hold a valid Arkansas Teaching Certificate, and some may have extensive career experiences that make them uniquely qualified for the innovative programs the school offers. Out-of-field instructors will be used only in extreme circumstances and subject to board approval. All employees must pass a background check and for core subject areas be eligible to be designated as Arkansas Qualified Teachers.. The applicant has a proven track record of success using an alternate observation and evaluation system, and is seeking a waiver in order to continue using that method.

Waiver #8 Topic	Library Media Services
Arkansas Code Annotated	Ark. Code Ann. § 6-25-103(3)(D) Ark. Code Ann. § 6-25-104
Standard for Accreditation	Standard 2-D.1 Standard 4-F.2
ADE Rules	
Rationale for Waiver	The school requests a waiver for the requirement of a Library in the immediate. Because facilities have not yet been identified, the school needs to request a waiver. The school also requests a waiver regarding student population and hourly status of the Library Specialist.

Waiver #9 Topic	Class Size & Teaching Load
Arkansas Code Annotated	Ark. Code Ann. § 6-17-812
Standard for Accreditation	Standard 1-A.5 (Class Size) Standard 1-A.6 (Teaching Load)

ADE Rules	DESE Rules Governing Class Size and Teaching Load
Rationale for Waiver	The applicant is requesting a waiver of the above statutes, standards and rules as it pertains to non-core classes. Additional adult supervision will be deployed to ensure the safety of students in these instances.

Waiver #10 Topic	ALE
Arkansas Code Annotated	Ark. Code Ann. §§ 6-15-1005(b)(5) 6-18-503(a)(1)(C)(i) 6-48-102 6-48-103
Standard for Accreditation	Standard 2-I.1
ADE Rules	DESE Rules Governing Student Special Needs Funding – Section 4
Rationale for Waiver	The school is requesting a waiver to house an ALE. The school will meet the needs of student who meet the criteria for an alternative learning environment through Response to Intervention (Rtl) and Multi-Tiered Systems of Support (M-TSS). Rtl integrates assessment and intervention within a schoolwide M-TSS to maximize student achievement, and support students’ social, emotional, and behavior needs. An Alternative Student Action Plan will be created by the counselor, the student’s teacher, and the designated administrator. The Alternative Student Action Plan will be overseen by the counselor.

Waiver #11 Topic	Report Cards
Arkansas Code Annotated	Ark. Code Ann. § 6-15-903 a(2)
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	The applicant requests the waiver for the above section of ACA insofar as it pertains to distribution of report cards, that an electronic transmission of the report card to a parent/guardian’s email address will be acceptable as a distribution method.

Waiver #12 Topic	Planning Period, Duty Free Lunch Period and Non-Instructional Duties
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Arkansas Code Annotated	Ark. Code Ann. § 6-17-111 § 6-17-114 § 6-17-117
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	The applicant seeks a waiver for the sections of Arkansas Code Annotated listed above to provide school leaders with maximum flexibility in using their personnel to safely operate their campus. While the guidelines for limits on non-instructional duties per week is the goal, there are times during the school day and year which would require staff to exceed these guidelines in order to safely deliver services to students and their families.

Waiver #13 Topic	Facilities and Flag Display
Arkansas Code Annotated	6-16-105 United States Flag 6-16-106 Arkansas State Flag 6-21-117 Leased Academic Facilities
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Because the applicant has not identified a facility, a waiver is being requested in the case that the landlord does not allow for a flag to be permitted. The school commits to finding alternatives ways to display the American and Arkansas State flag. The school facility will, at minimum, meet the requirements of all state and local health and safety codes, ADA and IDEA.
Waiver #14 Topic	Gifted and Talented
Arkansas Code Annotated	6-20-2208(c)(6), 6-42-109
Standard for Accreditation	2-G.1
ADE Rules	DESE Rules Governing Gifted and Talented Program Approval Standards
Rationale for Waiver	The school requests a waiver to the Statutes, Standards and Rules regarding the separate Gifted and Talented program requirement. The school's model provides a rigorous curriculum to all students, challenging them academically and preparing them for future success while recognizing that some children of high ability and potential require differentiated learning and challenges in areas of study that interest them. The school's integrated model focuses on differentiation of instruction and mirrors the standards typically associated with Gifted

	<p>and Talented programs. By offering a challenging educational experience beyond standard expectations found in most educational settings, teachers can incorporate advanced subject matter, delving into complex concepts that surpass grade-level material as an alternative to the standard curriculum. College preparatory courses, including Pre-AP and AP courses, are integrated to equip students with the necessary skills for higher education. Through personalized learning plans created in consultation with educators and parents, the school can tailor instruction to cater to students' preferences and challenge them in their learning. Our counselors will provide criterion- and norm-referenced assessments for student screening.</p>
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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>DESE Rules Governing</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>

			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. IRS letter reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status.
2. 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.
3. Budget Template
4. Statement of Assurance

