



## DIVISION OF ELEMENTARY & SECONDARY EDUCATION

# 2023 New Open-Enrollment Public Charter School Application

**Bentonville School for Advanced Studies**

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Name of Proposed Charter

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

**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

<b>Name of Proposed Charter:</b>	<b>Bentonville School for Advanced Studies</b>
<b>Primary Contact for Application:</b>	<b>DeAnna Rowe</b>
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**Name of sponsoring entity:**

Arkansas Schools for Advanced Studies, Inc.
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**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:**

BASIS Educational Group dba BASIS Ed

**Other Schools Managed by the CMO:**

<b>Name of School</b>	<b>Location</b>	<b>Year Established</b>
BASIS Ahwatukee	Phoenix, AZ	2013
BASIS Chandler	Chandler, AZ	2011
BASIS Chandler Primary – North Campus	Chandler, AZ	2016
BASIS Chandler Primary – South Campus	Chandler, AZ	2015
BASIS Flagstaff	Flagstaff, AZ	2011
BASIS Goodyear	Goodyear, AZ	2015
BASIS Goodyear Primary	Goodyear, AZ	2015
BASIS Mesa	Mesa, AZ	2013
BASIS Oro Valley	Oro Valley, AZ	2010
BASIS Oro Valley Primary	Oro Valley, AZ	2014
BASIS Peoria	Peoria, AZ	2011
BASIS Peoria Primary	Peoria, AZ	2017
BASIS Phoenix	Phoenix, AZ	2012
BASIS Phoenix Central	Phoenix, AZ	2014
BASIS Phoenix Primary	Phoenix, AZ	2018
BASIS Phoenix South	Phoenix, AZ	2017
BASIS Prescott	Prescott, AZ	2014
BASIS Scottsdale	Scottsdale, AZ	2003
BASIS Scottsdale Primary – East Campus	Scottsdale, AZ	2015
BASIS Scottsdale Primary – West Campus	Scottsdale, AZ	2018
BASIS Tucson North	Tucson, AZ	1998
BASIS Tucson Primary	Tucson, AZ	2013
BASIS Baton Rouge Materra	Baton Rouge, LA	2018
BASIS Baton Rouge Primary Mid City	Baton Rouge, LA	2021
BASIS Washington, D.C.	Washington, DC	2012
BASIS Austin	Austin, TX	2020
BASIS Austin Primary	Austin, TX	2020
BASIS Benbrook	Benbrook, TX	2022
BASIS Benbrook Primary	Benbrook, TX	2022
BASIS Cedar Park	Cedar Park, TX	2023
BASIS Cedar Park Primary	Cedar Park, TX	2023
BASIS Pflugerville	Pflugerville, TX	2022
BASIS Pflugerville Primary	Pflugerville, TX	2022
BASIS San Antonio Primary – Jack Lewis Jr. Campus (Primary)	San Antonio, TX	2022
BASIS San Antonio – Jack Lewis Jr. Campus (Middle/HS)	San Antonio, TX	2022
BASIS San Antonio Primary – Medical Center Campus	San Antonio, TX	2017
BASIS San Antonio Primary – Northeast Campus	San Antonio, TX	2020
BASIS San Antonio – Northeast Campus	San Antonio, TX	2020
BASIS San Antonio Primary – North Central Campus	San Antonio, TX	2017
BASIS San Antonio – Shavano Campus	San Antonio, TX	2017
Building Blocks Preschool	Scottsdale, AZ	2020

**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.**

The Bentonville School for Advanced Studies (“BSAS” or “the School”) held a public hearing and information session on Saturday, May 13, 2023, at 10 AM CDT. The public meeting was advertised in the *Northwest Arkansas Democrat Gazette* for three consecutive weeks, April 21 through May 5. The Superintendents of all School Districts the school is likely to draw students from were informed via email, and a follow-up letter was sent via Certified Mail.

The meeting, led by the CEO of BASIS Ed, Dr. Peter Bezanson, was held online using Microsoft Teams.

Ninety people registered for the event, and attendance captures shows an audience of up to 84 viewers with 33 verified unduplicated attendees. The School had 4,100 new visitors to its website in the 3 weeks leading up to the meeting, and 93 people joined the School’s interest list during the same period of time. Additionally, three letters of support have been submitted on behalf of prominent organizations/individuals in Northwest Arkansas (attached).

Feedback, Comments, and questions from meeting:

- I’ve heard such wonderful things about BASIS!
- Wow, great mission statement. I love the fact that you have an advanced curriculum.
- Where can I find specific information about the curriculum?
- Where will the school be located at?
- If our students starts in 9<sup>th</sup>, will 10<sup>th</sup> be available the following year?
- You were talking about incubating in a church, are you a religious based organization?
- PE every day is good. Bentonville schools replaces this every day with other activities. This looks like a good curriculum
- What kind of Fine Arts will you offer?
- I like the fact that you have concentration areas, similar to college.
- Does this venture have any support of backing from Walton Family Foundation?
- How will you find and retain these amazing teachers? The current charter schools have trouble retaining teachers because they aren’t able to pay as much as the other public schools. Will you be more competitive in your compensation?
- Extracurricular and sports offerings?
- Once enrolled, do students retain their spots in the school for the following years, or are they entered back into the lottery system for the next enrollment period?
- Why Bentonville?
- Do BASIS schools have device policies/limitations for students?
- Can my child have more than one major if they like more than one subject?
- Where is the location in Bentonville?
- Will this school be year round or follow the public school calendar?
- How is SAS different from the other well-known BASIS schools around the US?
- If you are approved to open in Bentonville, will all NWA cities be eligible to apply or is priority given to Bentonville residents?
- Typical homework expectations?
- Are there any plans to include eSports?
- Will this school be providing any kind of transportation service?

- My daughter is 9 and knows what she wants to do, computer animation and drawing. Do you have any activity or classes that impulses her?
- What kind of support do you give for special needs kids?
- Anticipated first year enrollment numbers?
- Can the new AR voucher program be used to assist this charter effort?
- I saw ancient languages in the curriculum. Will there also be modern foreign language offerings?
- Do you have a gifted program? If kids are already identified as gifted, how do you support them to excel?
- Thank for this session. All the best opening this new school. Looking forward.
- The charter application mentions “meeting Arkansas students where they are” – I’m curious what this means and how this school will be different from the other BASIS schools around the US? (The wording sounds potentially less rigorous?)
- Could students take concurrent classes in place of AP?

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

The Bentonville School for Advanced Studies will provide access to a tuition-free, world class, college preparatory education to all families in Bentonville and surrounding areas. School staff will also work with students and their families through the college admissions process to ensure acceptance success, including at recognized top colleges and universities, and assist in attaining merit-based scholarship opportunities to help with the cost of college.

BSAS is highly focused on the goals of college readiness and acceptance because the long-term benefits of a college education are numerous, substantial, and evident. On average, Americans with bachelor’s degrees (and without graduate degrees) receive the following benefits in comparison to high school graduates who never attended college.

- Annual earnings are about \$32,000 (134 percent) higher. Moreover, there is no evidence that the college earnings premium is declining. Indeed, it has been increasing.
- Lifetime earnings are, conservatively, about \$625,000 (114 percent) greater in present discounted value (using a 3 percent real interest rate and taking forgone earnings while in college into account).
- The incidence of poverty is 3.5 times lower.
- The likelihood of having health insurance through employment is 47 percent higher. Annual additional compensation in the form of employer contributions for health insurance is \$1,400 (74 percent greater).
- The likelihood of having a retirement plan through employment is 72 percent greater. Retirement income is 2.4 times higher.
- Job safety is greater. The incidence of receiving workers’ compensation is 2.4 times lower.
- The probability of being employed is 24 percent higher.
- The likelihood of being unemployed is 2.2 times lower.

- The likelihood of being out of the labor force (neither employed nor unemployed) is 74 percent lower.
- The likelihood of reporting health to be very good or excellent is 44 percent greater.
- The likelihood of being a regular smoker is 3.9 times lower. The incidence of obesity and heavy drinking is significantly lower. The likelihood of exercising, having a healthy diet, wearing seat belts, and seeking preventative medical care is significantly higher.
- The incidence of a disability making it difficult to live independently is 3.6 times lower.
- Life expectancy at age 25 is seven years longer (for those having at least some college compared to those never having gone to college).
- Asset income is 4.9 times greater (\$1,900 more per year).
- The likelihood of not having a bank account is 8.1 times lower. Reliance on expensive forms of banking and credit is significantly lower.
- The probability of being in prison or jail is 4.9 times lower.

In addition to the benefits listed above, which only accrue to the degree holder, there are also substantial benefits accruing to society as a whole. On average the rest of American society receives the following benefits from those with bachelor's degrees (and without graduate degrees) in comparison to high school graduates who never attended college:

- Although the evidence is not conclusive, the positive effect on the aggregate earnings of others appears roughly similar to the effect on an individual's own earnings.
- Lifetime taxes are, conservatively, \$273,000 (215 percent) greater in present discounted value (using a 3 percent real interest rate and taking into account forgone taxes while in college). That is, college graduates contribute hundreds of thousands of dollars more toward government services and social insurance programs.
- Lifetime government expenditures are about \$81,000 (39 percent) lower in present value. College graduates rely much less on other taxpayers. The lifetime total fiscal effect is roughly \$355,000 in present value.
- Crime is significantly lower.
- Volunteering is 2.3 times more likely.
- Employment in the nonprofit sector is twice as likely. The estimated value of the implicit wage contribution to nonprofits is 8.7 times (\$1,500 annually) greater.
- Annual cash donations to charities are \$900 (3.4 times) higher.
- Voting and political involvement are significantly higher.
- Participation in school, community, service, civic and religious organizations is substantially (1.9 times) higher. Leadership in these organizations is also (3.2 times) greater.
- Community involvement is significantly greater. For example, attendance at community meetings is 2.6 times greater.
- Neighborhood interactions and trust are significantly higher.

(\*According to a study conducted by the Margaret Chase Smith Policy Center & School of Economics, University of Maine in 2015)

[https://digitalcommons.library.umaine.edu/cgi/viewcontent.cgi?article=1008&context=mcspc\\_gov\\_civic](https://digitalcommons.library.umaine.edu/cgi/viewcontent.cgi?article=1008&context=mcspc_gov_civic)

Because the benefits of a college education are so important to both individuals and society, BSAS aims to improve college readiness, acceptance, and the ability to afford a college education for families in Bentonville and the surrounding areas. The table below highlights the college readiness performance of the schools in and around Bentonville.

2021-22 School Year

	SAT	ACT	% of HS students taking AP courses*	AP Pass Rate	College Going-Rate
<b>Bentonville SD</b>	1226	22.4	29.6%	64.0%	40.7%
<b>Decatur SD</b>	DNR	17.5	17.6%	6.5%	18.2%
<b>Eureka Springs SD</b>	1215	19.4	9.4%	66.7%	37.2%
<b>Gentry SD</b>	DNR	19.5	10.3%	36.7%	33.9%
<b>Gravette SD</b>	DNR	19.9	14.1%	61.8%	31.7%
<b>Pea Ridge SD</b>	1043	18.3	36.6%	32.1%	32.7%
<b>Rogers SD</b>	1161	18.8	32.1%	42.6%	37.6%
<b>Siloam SD</b>	1162	19.1	22.4%	53.6%	34.0%
<b>Springdale SD</b>	1182	18.9	24.0%	51.3%	32.0%
<b>Arkansas</b>	<b>1192</b>	<b>19.0</b>	<b>18.6%</b>	<b>42.2%</b>	<b>41.3%</b>

Source: Arkansas Department of Education

\*Estimated based on number of total high school students and total AP exams taken per year

The management organization that will operate the Bentonville School for Advanced Studies currently serves over 22,000 students at 37 schools across three states and the District of Columbia. Graduates from these schools have the following college related outcomes:

- Ave SAT score of 1392
- Ave ACT score of 30.9
- 11.8 AP exams taken per graduate
- AP pass rate of 86.2%
- 100% college acceptance
- 61.8% accepted into top 100 colleges and universities
- 4.2 college acceptances per graduate
- Ave of \$94,019 in scholarships per graduate

Schools operated by BSAS’s charter management organization (“CMO”) are recognized as some of the best in the country by *U.S. News and World Report*. Eleven high schools managed by BASIS Ed are ranked in the top 100 of all high schools nationally (over 24,000 total) and all are in the top 1 percentile. Eleven high schools are ranked in the top 20 of all charters nationally and all are in the top 100. Nine high schools are ranked among the top 100 STEM schools nationally, eleven of them are in the top 200.

Students at these schools also perform extremely well compared to their international peers.

The Organization for Economic Co-operation and Development (OECD) Test for Schools is based on the Program for International Student Assessment (PISA)—an international educational survey that provides insight into how BASIS students perform in Math, Reading, and Science compared to students in other educational systems throughout the world.  
2020 OECD Test for Schools (Based on PISA)

	Math	Reading	Science
<b>BASIS Ed Managed Charter Schools</b>	<b>596</b>	<b>624</b>	<b>622</b>
Singapore	569	555	590
Hong Kong-China	551	524	517
Japan	527	504	529
Macao-China	558	525	544
Estonia	523	523	530
Chinese Taipei	531	503	516
Canada	512	520	518
Finland	507	520	522
Korea	526	514	519
B-S-J-G <sup>(1)</sup> (China)	591	555	590
Slovenia	509	495	507
Ireland	500	518	496
Germany	500	498	503
Netherlands	519	485	503
Switzerland	515	484	495
New Zealand	495	506	508
Norway	501	499	490
Denmark	509	501	493
Poland	516	512	511
Belgium	508	493	499
Australia	491	503	503
United Kingdom	502	504	505
Portugal	492	492	492
Sweden	502	506	499
France	495	493	493
Austria	499	484	490
Russia	488	479	478
Czech Republic	499	490	497
<b>United States</b>	<b>479</b>	<b>505</b>	<b>502</b>
Italy	490	485	481
<b>OECD total</b>	<b>478</b>	<b>485</b>	<b>486</b>
<b>OECD average</b>	<b>489</b>	<b>487</b>	<b>489</b>



Although the current schools in the Bentonville area perform reasonably well compared to public schools within the state and nationally, BSAS will provide a college preparatory education that is among the best in the county and the world. We believe families in the Bentonville area deserve access to a tuition-free education of this caliber, from a school operator that has a proven track record of delivering exceptional college readiness and acceptance outcomes.

**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.**

The BSAS leadership and facilities teams will conduct a thorough search throughout the boundaries of the Bentonville School District. The goal is to identify a centrally located property that will provide access to the School for as many families as possible throughout Bentonville and the surrounding areas. The BSAS facilities team brings the experience and capacity to successfully locate a school facility that will meet the needs of the students in Arkansas, as evidenced by its success with the location, negotiation, financing, and delivery of well over a million square feet in public school facilities in several communities throughout Arizona, Texas, Louisiana, and the District of Columbia.

## SCHOOL INFORMATION

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
<b>Grades to be Offered</b>	5-9	5-10	5-11	5-12	5-12
<b>Enrollment Cap</b>	500	600	700	750	750

<b>Charter Site Address:</b>	TBD
<b>City:</b>	Bentonville, AR
<b>Chief Operating Officer:</b>	TBD
<b>Phone:</b>	TBD
<b>School District Where Charter Will be Located:</b>	Bentonville School District
<b>List the districts from which the charter school expects to draw students:</b>	Bentonville School District Gentry School District Pea Ridge School District Rogers School District Springdale School District Siloam Springs School District Eureka Springs School District

#### 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:

Our mission is to provide students with a world-class education based on the inherent joys of deep inquiry made manifest through a rigorous and advanced curriculum.

Our academic program is centered on energetic civil discourse, seminar-style discussion classes, and engagement in authentic creative processes across disciplines, all guided by passionate teachers with deep content knowledge and broad interests.

**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.**

First Pillar – World Liberal Arts

- The New American Conversation – As a fundamental part of our academic mission, students and faculty at all levels engage in a program of communal textual analysis of works fundamental to the American experience in its many facets – works that are broadly conceived to include literature, film, music, art, and more. The goal of this program is to engage students in discussion and debate, encouraging them to take an active and responsible role in the ongoing conversation about what it means to be an American. The process of engagement will take precedence over students coming to any predetermined conclusions, and it is expected that perspectives will change as students grow, develop, and are exposed to an ever-expanding set of influential works. Examples could include anything from the *Declaration of Independence* or *The Narrative of the Life of Frederick Douglass*, to *Citizen Kane* or the novels of John Steinbeck, to the music of Aaron Copeland or the early blues master, Robert Johnson.
- Our Global Intellectual Inheritance – We provide a true liberal arts experience with deep study of seminal and foundational readings across all core academic disciplines, including math and science. BSAS students will grapple, even struggle, with ideas. They will read books, watch films, and listen to music representing diverse perceptions that will challenge and excite them. Core classes engage in probing dialectical analysis of texts. Students and teachers work in partnership, seeking deep understanding of complex ideas. Thoughtful, rigorous dialogue will engender divergent, multi-perspectival thinking.
- Through core reading lists which might include the works of Shakespeare, Chinua Achebe, or Toni Morrison, the scientific studies of Galileo or Watson and Crick, documentaries of Werner Herzog, or the classical music of south India, students will gain a broad outlook on the modern, connected, multifaceted world. Students will engage with seminal works from across time and geography that illustrate the inherent value of varied lived human experiences.

Second Pillar – Beyond Teacher Quality

- Every teacher is a student: a student of their content area, a student of knowledge and skills more broadly, a student of teaching, and a student of their students.
- Polymaths and autodidacts – School leaders will scour the globe to hire teachers who are not simply experts in their fields of study, but who are also intellectually voracious and omnivorous. We find educators who are steeped in their content areas and deeply interested in the world: the English teacher who loves astronomy; the math teacher who plays guitar in a Beatles cover band; the history teacher who also has a deep love of ornithology.
- Teachers and staff are models for our students on how to be thoughtful, compassionate, active, and engaged citizens of their community, state, country, and the world. Teachers will bring their thoughtful perspectives to the classroom, encouraging students to do the same, and engage in vigorous and rigorous exchange of ideas using influential world texts as the foundation for discussion.
- We expect our educators to meet students where they are. Though our curriculum is rigorous and advanced, it is also accessible. Our teachers and curricular team design instruction to provide support and clear, consistent, incremental goals to achieve academic success. There are no short-cuts to effective learning, but we

know that with patience and perseverance from students, parents, and teachers, any child can reach their academic potential at the Bentonville School for Advanced Studies.

- Teachers will help students see themselves as developing scholars even if they had not considered themselves as such previously. Students will discover themselves in the process of grappling with great texts. Students will develop and grow socially and emotionally through their engagement with the foundational texts, as these texts deliver to students the opportunity to see themselves in others, examining their place in the world both through their engagement with texts and with one another.

### Third Pillar – Student Scholarship

- We believe in the immense intellectual capacities of young people. All core classes require hands-on and minds-on intellectual engagement through seminal, foundational texts and works, deep inquiry, and learned discussion with peers and teachers.
- High School Academic Concentration – We model our high school program on the bachelor’s degree programs at most liberal arts colleges and universities in which all students, regardless of their major, are exposed to a wide variety of content across disciplines, while also including further and more advanced work in a “major” field of study. At the Bentonville School for Advanced Studies, the options for a major concentration are Fine Arts, Humanities, or Math and Science. All students take rigorous coursework across each of these concentrations, and then further and more advanced coursework (AP and beginning college level) within their area of concentration.
- Transformative Senior Experience – Our seniors work daily with a college counselor, pursue advanced coursework in their area of concentration, and participate in a semester-long service-learning project. The senior year culminates with each student’s Senior Oral Defense, in which they research, present, and discuss a focused topic related to their chosen area of concentration.

### Fourth Pillar – Engaged and Authentic Student Culture

- Educators at the Bentonville School for Advanced Studies encourage students to express their unique identities. Though we will have basic dress codes, we will not have uniforms.
- Authentic Student Voices – BSAS will foster a school spirit of openness, self-expression, and self-discovery. Students are encouraged to explore their developing beliefs and perspectives in a safe and supportive atmosphere where critical thinking is balanced with civility, decorum, and acceptance of ideological differences.
- Students at all grade levels will engage with their campus and larger community through regular and frequent service projects. As students advance through the grade levels, they will take on increasing responsibility for finding and organizing service-learning events for the school and community.
- We believe that students need a balance of boundaries, guidance, and freedom to develop. They need to make and experience mistakes to learn. We want them to endure challenges while they are still young and have people around them who can provide care and guidance.

**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>The first metric is external standardized assessments such as the ATLAS content assessments for 5th through 10th graders, the ACT and SAT for 11th graders, and Pre-AP and Advanced Placement® (AP) Exams for students in 9th through 12th grades. We will also use the DML, ELPA 21 and Alt ELPA for those select students who take said exams. For each of these external standardized assessments, we want our students to score above national averages in the first four years and in the top 25% thereafter.</p>	<p><b>College Board AP Exam ACT SAT State Exam (ATLAS)</b></p>
<p>The second metric is our students’ college acceptances. We want the best colleges and universities in the country and the world to court our students because they know they will be getting students with the academic background, intellectual curiosity, and work ethic to succeed. Along with college acceptances, we want our students to receive significant amounts of merit based financial aid—well over the national average. (The national average according to <i>U.S. News &amp; World Report</i> was \$12,088 for the 2022-2023 school year.) We further expect all our seniors to graduate with an Arkansas Schools for Advanced Studies diploma.</p>	<p><b>Naviance- Scholarship Data Naviance- College Acceptances Graduation Rate</b></p>
<p>Aside from strictly academic aims, the Bentonville School for Advanced Studies will set further goals for student and faculty year-to-year retention, family engagement, and service-learning projects. With regard to student and faculty retention, we work hard to keep an average across grade levels of 80% year-to-year. Family engagement will be gauged in several ways. Social media has become an important medium for communication and engagement in pretty much any school, and BSAS will have a healthy social media presence that will host not simply basic communication about school activities but foster larger engagement with the life and knowledge of the academics of the campus.</p> <p>For instance, we will promote and encourage our school community to engage with the academic texts our students and faculty are grappling with. We will invite parents and community members to campus for presentations and colloquia. We may ask parents and community members who have expertise in select academic fields to share their</p>	<p><b>Semi-Annual Parent Surveys Student Retention Rates Teacher Retention Rates</b></p>

<p>experiences in various ways. Several times throughout the year we will ask parents and students to provide feedback to the school through surveys. Parents and students will have the chance to voice their concerns, give plaudits, and share suggestions regularly and frequently. The results from those surveys will be analyzed by School and CMO administrative teams, and the results of that analysis will be shared with the school community along with measures to address any concerns.</p>	
<p>Service learning will also be a mark of our success as a school community. At each grade level, students, staff, and faculty will engage in regular activities and projects that promote the health and vitality of the larger school community. As students move through the grade levels, they will take on increasing amounts of responsibility for organizing and promoting these events for their community, their peers, and for younger students.</p>	<p><b>Service-Learning Logs</b></p>
<p>A prerequisite for success is just showing up. Given the accelerated nature of the BSAS curriculum, on-time attendance will be a significant measure of the School's success. Our goal will be to average 95% on-time attendance over the course of the year.</p>	<p><b>Student Management System &amp; Statewide Information System</b></p>

## 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 Bentonville School for Advanced Studies will offer the required courses as outlined below. All courses will have as their minimum standard the current Arkansas Academic Standards for that course.

### HIGH SCHOOL COURSES

*Note: The School will begin serving grades 5-9 in 2024-2025 and expand by one grade level each year until serving students in grades 5-12 for school year 2027-2028. As such, the school will not offer the 38 required courses until such time as it serves all of grades 9-12. The School has planned a rapid but prudent phase-in approach for adding additional courses across all content areas. Courses appropriate for grade 9 students are offered across all content areas for 2024-2025. The School will meet full requirements by 2027-2028, the first year that it serves all of grades 9-12.*

#### Content Area (BSAS Graduation Requirements)

\*Indicates specific course is required by BSAS for graduation

#### Language Arts (4.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Pre-AP English 1	9-12	2024	1
Pre-AP English 2	10-12	2025	1
English 11	11-12	2026	1
English 11/12: Cross Cultural Literature*	12	2027	0.5
English 11/12: Comparative Literature*	12	2027	0.5
AP English Language	9-12	2024	1
AP English Literature	10-12	2025	1
English 11/12: Film as Literature	11-12	2026	0.5
English 11/12: ELA Drama	11-12	2026	0.5
Oral Communications: Professional Communication*	12	2027	0.5
<b>Total ELA Credits</b>			<b>7.5</b>

#### Social Studies (3.5 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
AP United States Government and Politics*	9-12	2026	1
Civics*	9-12	2026	0.5
World History Seminar*	10-12	2024	1
US History Seminar*	11-12	2025	1
Economics and Personal Finance*	12	2027	0.5
AP Psychology	9-12	2025	1
<b>Total Credits Offered</b>			<b>5</b>

**Physical Education (0.5 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
Outdoor Pursuits	9-12	2024	0.5
Personal Fitness for Life	9-12	2025	0.5
<b>Total Credits Offered</b>			<b>1</b>

**Mathematics (4 Units Required, must take a math course every year)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
Pre-AP Algebra 1*	8-12	2024	1
Pre-AP Geometry with Statistics*	9-12	2024	1
Pre-AP Algebra 2*	9-12	2025	1
AP Precalculus	9-12	2026	1
AP Calculus AB	9-12	2027	1
AP Calculus BC	9-12	2027	1
AP Statistics	9-12	2027	1
Quantitative Literacy	11-12	2027	1
Algebra 3	11-12	2026	1
<b>Total Credits Offered</b>			<b>9</b>

**Science (4 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
Physical Science*	8-12	2024	1
Pre-AP Biology*	9-12	2024	1
Chemistry	9-12	2024	1
Physics	9-12	2024	1
AP Biology	9-12	2025	1
AP Chemistry	9-12	2025	1
AP Physics 1	9-12	2025	1
<b>Total Credits Offered</b>			<b>7</b>

**Foreign Language (3 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
Spanish 1	9-12	2024	1
Spanish 2	10-12	2025	1
Spanish 3	11-12	2026	1
AP Spanish	12	2027	1
<b>Total Credits Offered</b>			<b>4</b>

**Fine Arts (1 Units Required)**

Course Name	Grades Offered	Year of Introduction	Credit Unit
Pre-AP Visual Arts	9-12	2024	1
Vocal Ensemble 1	9-12	2025	1
Pre-AP Theater	9-12	2024	1
Pre-AP Music	9-12	2026	1
<b>Total Credits Offered</b>			<b>4</b>



### Career and Technical Education (0 Units Required)

Course Name	Grades Offered	Year of Introduction	Credit Unit
Survey of Business	9-12	2024	1
Accounting I	10-12	2025	1
Accounting II	11-12	2026	1
Robotics	9-12	2025	1
AP Computer Science Principles	9-12	2024	1
AP Computer Science A	9-12	2026	1
JROTC I	9-12	2025	1
JROTC II	10-12	2026	1
JOTC III	11-12	2027	1
<b>Total Credits Offered</b>			<b>9</b>

### Additional Requirements (4 Credits required)

In addition to the School's general graduation requirements, all students will choose a concentration in one of three areas: Humanities, Math and Science, or Fine Arts.

Concentration	Requirements of concentration
Humanities	- 1 AP English course - 1 Social Science AP Course - 4 additional credits in English and Social Studies
Math and Science	- AP Pre-Calc - AP Calculus or AP Statistics - 1 AP Science - 4 additional credits in math, science, or computer science
Fine Arts	-1 advanced fine arts course (AP or school designed/designated advanced fine arts course) focused on the creation and presentation of an original work or collection - 4 additional credits in Fine Arts

### Additional Elective Offerings

BSAS is committed to offering a diverse and rigorous selection of courses for students to explore the world and their place in it. To that end, students will have course offerings and educational opportunities to engage in coursework both within their concentration and in other areas of study. Below is a list of possible elective offerings in addition to the required 38 courses but will not necessarily include or be limited to all of those listed.

### Potential Additional Elective Offerings

Course Name	Grades Offered	Planned Year of Introduction	Credit Unit
Anatomy	9-12	2024	0.5
Microbiology	9-12	2024	0.5
Russian Literature	9-12	2026	0.5
Photography	9-12	2025	0.5
Theatre - Performance	9-12	2024	0.5
Theatre – Tech and Production	9-12	2025	0.5
AP Human Geography	9-12	2026	1
AP Comparative Government and Politics	9-12	2026	1
Geology of Arkansas	9-12	2025	0.5

Journalism	9-12	2025	0.5
Literary Genres: Sci-Fi and Fantasy	9-12	2025	0.5
AP European History	9-12	2026	1
AP Physics 2	9-12	2026	1
AP Physics C	9-12	2027	1
AP Art History	9-12	2026	1
AP Studio Art & Design	9-12	2027	1
Latin I	9-12	2024	1
Latin II	10-12	2025	1
Pre-AP Latin	11-12	2026	1
AP Latin	12	2027	1

### **Middle School Courses**

All courses will have as their minimum standard the Arkansas Academic Standards that are then current for that course.

#### **Grade 5**

World Geography  
 English 5  
 Intermediate Pre-Algebra or Foundations of Pre-Algebra  
 Integrated Science 5  
 Music, Visual Arts, and Theatre  
 Ancient Languages  
 Keyboarding  
 PE & Health

#### **Grade 6**

World History to 1500 plus Arkansas History  
 English 6  
 Advanced Pre-Algebra or Intermediate Pre-Algebra  
 Advanced Integrated Science 6  
 Music, Visual Arts, and Theatre  
 Ancient Languages  
 Technology Essentials  
 PE & Health

#### **Grade 7**

World History to 1850 plus Arkansas History  
 English 7  
 Pre-AP Algebra I or Advanced Pre-Algebra  
 Advanced Integrated Science 7  
 Visual Art, Music, or Theatre  
 Ancient Languages  
 KeyCode  
 PE & Health

**Grade 8**

US History 1845 to 1930  
 English 8  
 Pre-AP Algebra II or Pre-AP Algebra I  
 Advanced Integrated Physical Science  
 Visual Art, Music, or Theatre  
 Ancient Languages  
 Computer Science  
 Career Development  
 PE & Health

**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?**

BSAS will establish a Curriculum Committee (“CC”) made up of teachers who are experts in their subjects and CMO curriculum experts. The CC will contain smaller content area Content Curriculum Teams (“CCT”) based on the nine core areas for content alignment established by the Arkansas Division of Elementary and Secondary Education (“DESE”). Those nine core areas are: health and physical education, English language arts, fine arts, science, social studies, mathematics, library media, computer science, and world languages. Each CCT will have at least three teachers with subject and/or grade level expertise and a representative of the CMO curriculum management team. CCT members will use the reports on educational materials from EdReports.org. A review of materials will be conducted by the CC and CCTs before each school year to ensure any new materials are in alignment with then current Arkansas Content Standards.

At opening the school intends to use the following High Quality Instructional Materials (HQIM), which have received high marks by EdReports:

<b>Area</b>	<b>Core Curriculum</b>
ELA, 5-8	Wit & Wisdom
Science, 5-8	Amplify Science

To ensure the deep conceptual understanding and long-term skill growth necessary for students to succeed in future Advanced Placement and college math courses, the school intends that the core curriculum for math will be either Illustrative Math from Imagine Learning or SPORK Math, a proprietary math program with proven success developed by the CMO and currently used in all schools it manages.

The School will use the tools from EdReports to ensure that all of the core instructional materials, for all courses offered at the school, are HQIM aligned with the Arkansas Content Standards. Further, the school is committed to ensuring that every teacher receives initial and ongoing training and coaching on best teaching practices and implementation of the HQIM.

**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?**

Our curriculum and instruction depend on a wide variety of works, including literature, film, music, and art in digital and print forms. These works are chosen by the teachers to be used as course materials. Engaging with these works and exploring the themes and importance of the content is fundamental to our instruction.

In our unique seminar-based middle and high school setting, where student-led discussions and critical thinking are foundational, the Science of Reading principles are integrated in a couple of specific ways to enhance our students' reading proficiency and engagement:

1. **Reading Comprehension Strategies:** We will teach our students a range of research-based reading comprehension strategies, such as summarizing, questioning, visualizing, and making connections. Students will be taught to use metacognitive strategies like setting a purpose, monitoring for meaning, and building inferences while reading. These strategies empower students to delve deeper into texts, comprehend complex ideas, and engage in meaningful discourse during seminar discussions.
2. **Authentic Texts and Diverse Genres:** We expose our students to a wide variety of authentic texts and diverse genres to foster their appreciation for literature and expand their reading horizons. By exploring different types of texts, students gain exposure to various writing styles, perspectives, and worldviews, enhancing their reading comprehension and critical thinking abilities.

The core curriculum that SAS intends to use for grades 5-8 ELA is Wit & Wisdom, a Science of Reading aligned approach that received full marks from EdReports. In addition to using this HQIM, the school will also contract with Wit & Wisdom for Professional Development to ensure faculty and administration are able to implement the program with fidelity.

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

Pursuant to the Right to Read Act and Ark. Code Ann. § 6-17-429, all educators will complete one of the pathways to demonstrate awareness in the science of reading. This will likely be through completing the Science of Reading Learning Path through ArkansasIDEAS. The special education teacher as well as the math, science, social studies, and ELA teachers in grades 5 and 6 will complete both Phase I and Phase II to demonstrate proficiency. This will also likely be through completing the Science of Reading Learning Path through ArkansasIDEAS and then a passing score on the Pearson Foundations of Reading Assessment. This training will begin prior to the start of school and will be completed within a teacher's first year of employment.

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

The Head of School, will serve as the Science of Reading Assessor. Prior to opening, the Head of School will complete Phase I of a proficiency credential. This will likely be through completing the Science of Reading Learning Path through ArkansasIDEAS. Additionally, the Head of School will attend an SOR Assessor Academy. As the school grows, any additional supervisors (Assistant Principals) will receive the same training so the school will have additional SOR assessors.

## 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.**

BSAS will have a school counselor to provide comprehensive counseling to the students. This counseling will be part of a Comprehensive School Counseling Program as defined by Act 190. The counselor will be a member of the school leadership team working closely with the Head of School to ensure the students' academic and social-emotional needs are met. To maximize academic achievement, the counselor will monitor student academic progress closely, collaborating regularly with teachers, to quickly identify student challenges and create a comprehensive plan to support students in their academic progress. The counselor will also be responsible for collating data regarding student responses to interventions. The counselor will work closely with students throughout their high school years to guide them in making choices that will set them up to be highly competitive for the college, university, or post-high school program of their choice. The counselor will also provide training and professional development for the entire school community (students, faculty, and staff) in child abuse prevention, bullying prevention, and suicide prevention. The school counselor will facilitate the social emotional growth of our students using a restorative justice approach to conflict resolution. The counselor will be trained to implement restorative justice methods with middle and high school students. Students and teachers may meet with the counselor at various times during the school day. Regular meetings will occur for high school students planning for life post-graduation, but students requiring more immediate support will also have access to the counselor. As the school grows, the caseload of the school counselor will be closely monitored, and additional school counselors will be hired to maintain an appropriate caseload to provide all the supports and service that are part of the School's Comprehensive Counseling Program.

**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.**

BSAS will provide access to media resources to meet the requirements of our seminar-based courses and New American Conversation series. Access to a wide variety of media resources will be critical for the success of our academic program, based as it is, on critical thinking, textual analysis, and deep intellectual discussion across the core disciplines. Our curriculum and instruction depend on a wide variety of works, including literature, film, music, and art in digital and print forms. These works are chosen by the teachers to be used as course materials. Engaging with these works and exploring the themes and importance of the content is fundamental to our instruction.

A library of these course-related works will be maintained along with associated resources to augment instructional materials and facilitate independent research, especially for the senior thesis. A staff Library Media Specialist will facilitate the acquisition and storage of media resources and instruct students in best practices for academic online research. At BSAS,

students will have the opportunity to engage in the profound experience of studying and researching in a library, which we believe contributes to students recognizing their own scholarly nature.

**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 will employ a Library Media Specialist. The Library Media Specialist will be responsible for ensuring that all students are provided instruction in the use of the library. The Library Media Specialist will work with and periodically train teachers on Library Media Standards so students learn these standards across disciplines.

**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 employ a Library Media Specialist. The Library Media Specialist will be responsible for managing and curating resources for the library, including emerging technologies and ways to integrate new technologies and library media into the instructional program. Staff and faculty will be trained annually on laws and policies pertaining to the use and communication of ideas and information, including copyright law. This training is one of the services provided by the CMO.

**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?**

Pursuant to Act 372, BSAS will have written policies regarding the selection, removal, and retention of materials and for addressing challenged materials. The policies will include definitions of "obscene material" as described in Ark. Code Ann. Title 5 Chapter 68 as well as the School's definitions of "serious literary, artistic, political, or scientific value" in order to ensure the appropriate possession and availability of materials whose educational value conforms with the School's educational program and philosophy. These policies will also include a provision for the selection of a committee to address these topics; members of this committee will be faculty and staff selected by the Head of School, who may or may not be licensed in accordance with the waiver of teacher licensure requirements sought in this application. As described in the Act, these policies will provide for final decisions to be made by the Board of Directors in the event that the committee's decisions are appealed. The Library Media Specialist will be responsible for implementation and administration of these policies with the support and oversight from the Head of School.

**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).**

As a public charter school and local education agency (“LEA”), BSAS will be responsible for ensuring students with disabilities have available a free appropriate public education (“FAPE”) in their least restrictive environments (“LRE”) in accordance with the Individuals with Disabilities Education Act (IDEA) and its implementing regulations at 34 C.F.R. Part 300 and all applicable Arkansas laws and DESE rules.

BSAS will employ a robust system for Child Find to identify and evaluate all BSAS students suspected of having a disability. BSAS recognizes that all members of staff must be aware of student needs and alert to the possible need for special education. For these reasons, our special education teacher, school counselor, and CMO will train all school staff on Child Find responsibilities and methods every year. BSAS understands that parents will be partners in the School’s Child Find efforts. To ensure parents understand these systems, the School’s responsibilities, and their opportunity to refer their children for interventions or evaluations, as needed, the School will include information regarding Child Find in the Parent-Student Handbook that will be made available to parents at the beginning of each school year and posted on the School’s website. Additionally, the School will display written Child Find information in the School’s lobby/front office for parents and public to access.

BSAS will review the academic and behavioral records of all new students who transfer to the School, including all incoming 5<sup>th</sup> grade students, to identify any deficits or difficulties that may require intervention. The School will use a multitiered system of supports (“MTSS” or “tiered”) response to intervention (“RTI”) system to evaluate whether a student may need additional support to be successful. BSAS understands that interventions are not just for academic purposes but also for functional and behavioral needs. Student Support Teams (SST) will craft creative approaches to meeting individual students’ needs in any of these areas. If after a reasonable trial period a student does not respond to the interventions deployed through the tiered system, the SST will make a referral for a full special education evaluation.

While BSAS will utilize the RTI system whenever possible to support a student’s progress in regular education and when needed to determine whether a student might be a candidate for special education when it is not clear, the School will *not* use the RTI process to delay or avoid evaluating a student for special education when there is a clear suspicion that the student may be in need of special education and related services. In these cases, the School will refer the student for a full evaluation without delay.

Once referred for a special education evaluation, the School will convene a referral conference within seven calendar days at a time and location agreed upon by the School and parents in order to determine whether to evaluate the student as outlined in Section 4.0 of the DESE Special Education Regulations. If the referral conference results in a decision to conduct a comprehensive evaluation, the School will take steps to ensure the student is fully evaluated in all areas of suspected disability (whether academic, behavioral, sensory, social/emotional, communication, physical, etc.) in accordance with IDEA and Arkansas state requirements, including the requirements to provide parents with written notice of the proposal to evaluate the student and to obtain parents’ informed, written consent. The multidisciplinary team, including School officials, the student’s parents or guardians, and other qualified



professionals, including appropriately qualified examiner(s) as appropriate, will determine whether the student has a qualifying disability that creates an adverse effect on the student's educational performance and requires special education and related services to access the regular education curriculum.

**b) Describe the Least Restrictive Environment continuum available.**

BSAS will employ a special education teacher, who is prepared and trained in accordance with requirements described in the IDEA regulations, and necessary support staff (aides/paraprofessionals) as full or part time employees of the School. Additionally, the School will contract with necessary related services providers for speech-language services, occupational therapy, counseling, physical therapy, and other services that are required by students' individualized education programs ("IEP") to meet their unique needs. These employees and contracted service providers will collaborate to provide students with the services described in their IEPs in the service locations determined by their IEP teams. In keeping with the IDEA's preference for maintaining students in the regular education environment to the greatest extent practicable, most students are anticipated to spend more than 80% of their time in regular education environments with their nondisabled peers with the support of supplementary aids and services. These students' special education and related services will primarily be provided in the regular education classroom through a "push-in" service model and/or in the special education classroom through a "pull-out" service model, depending on the student's unique needs. To the greatest extent possible, special education and related service providers will avoid removing a student from classes during core academic instructional time, instead setting a preference for pull-out during independent practice times within the regular education class to maximize exposure to teacher instruction and class discussion.

In addition to these service models, BSAS will ensure the availability of a full continuum of alternative placements to make a FAPE available to students in the LRE determined by their IEP teams (which include their parents and other qualified professionals). Some students will need to spend more time in the special education environment away from nondisabled peers receiving additional special education and related services, instructional and/or behavioral support, and regular education instruction outside the regular classroom. In these cases, students will spend more of their day in the special education classroom with the special education teacher and/or staff and other students with disabilities. The amount of time will vary by student based on individual needs and the student's ability to integrate into the regular education environment for academic or special classes with the assistance of supplementary aids and services. For some students it may be necessary and appropriate to spend all of their time away from the regular education classroom in a "self-contained" setting, in which case these students will attend either the School's self-contained program, if one is established, or an appropriate program through outside placement in a special day school, in accordance with the educational placement decisions of their IEP teams. To ensure the judicious use of available funding, BSAS will determine when and how to add additional special education teachers and staff and additional in-house options on the placement continuum based on the needs of students and the numbers of students with such needs. For example, at the outset of year one of operations, the School will employ a teacher who is a .5 special education teacher and .5 regular education teacher; however, if the special education population and/or their needs grow, the division of the teacher's time and effort will shift, as needed, to ensure the availability of all required specially designed instruction, implementation

of additional or more restrictive educational placement options (such as combination resource services/special class services), and to conduct all case management responsibilities. Although it is difficult to accurately predict the size and diversity of the population of students with disabilities that will be served by the School during the first couple of years of operation, the School will make the necessary adjustments to the responsibilities of full time personnel and will obtain part time itinerant personnel, as needed, to make appropriate special education and related services available to students as determined by their IEP teams and in keeping with the caseload and instructional category requirements outlined and authorized in Section 17 *Program Standards* of the DESE Special Education Regulations. Meeting these requirements could result in an increase in the special education teacher's responsibilities to serve students with disabilities exclusively, or may include co-teaching duties, etc. Furthermore, the School will seek to group students by developmental levels and needs within their grade-level courses to the maximum extent appropriate to create favorable logistics for management of special education caseloads, access to itinerant services, and the availability of indirect services within the regular education environment but without disrupting the learning environment for students with or without disabilities.

These determinations will be made based on the numbers and needs of the students. Should the need arise due to an emergency situation, the School would seek guidance and technical assistance from the Department and/or Resource center and may request a temporary waiver of the maximum caseload requirements from the Administrator for Monitoring and Program Effectiveness as described in Section 17.03.3 if it is in the interest of our students.

BSAS is confident in its educational model and the training and passion of its teachers to support all students, including students with disabilities, in the regular education environment. Our firm belief in an "accelerated for all" approach to education means that we expect that students with disabilities will be exposed to the curriculum and have the opportunities for success like all students. Nevertheless, BSAS understands that some students will need support better suited to special education environments and, in those cases, will make a continuum of placements available. Regardless of whether those options are available in-house or outside through cooperative and/or fee for service relationships, BSAS will adhere to student's LREs and make educational placements at no cost to parents.

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

In addition to school-based special education staff who will receive extensive training on special education requirements, the CMO includes a Director and two Assistant Directors of Exceptional Student Services who are responsible for providing training, oversight, coaching, and support to school leaders and special education staff to ensure they meet their obligations under the IDEA and Arkansas laws and regulations. These ESS managers are all veteran educators with several years' combined experience as special education teachers and administrators. In collaboration with school leaders, they are key decision makers in the hiring process for special education staff and are responsible for ensuring candidates for special education teaching positions are adequately prepared and trained in accordance with legal requirements. Once hired, they ensure that special education teachers are trained and coached on their responsibilities to maintain legal compliance with IDEA and state requirements and to understand and provide the specially designed instruction required by each student's IEP. In addition to instructional support and training, this team oversees the

paperwork of school-based special education staff and regularly monitors for compliance through informal internal audits and interfaces with state education agency special education program monitors to assist the school-based staff with any formal state monitoring activities. These individuals report to an Associate Vice President of Compliance who is responsible for oversight of all school compliance and compliance training, including special education compliance.

Additionally, the CMO's Compliance team consists of two regional compliance directors with extensive experience in law and public administration, including special education, and the Legal team includes in-house counsel with experience in special education law and dispute resolution, all of whom are responsible to assist with training, oversight, and support for school leaders and school-based special education staff. Furthermore, the Compliance team includes a State Reporting team responsible for ensuring all student data is reported to the state. This team will work with the ESS team to ensure that special education data will be timely reported to the Arkansas Department of Education to meet data submission requirements under Arkansas and federal rules.

**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.)**

While BSAS will employ a special education teacher and, as appropriate based on students' needs, aides/paraprofessionals, the School will seek to contract with related services providers and qualified examiners to provide itinerant services. It is anticipated based on projected special education population (as well as students eligible under Section 504 in need of these services as a related aid or service described in their 504 plans) that it will be most cost-effective to contract for services with private professionals and vendors or through accessing cooperatives. Should the population ever grow to the point where one or more providers' services were needed on a full-time equivalent basis, the School's leadership would determine at that time whether it was appropriate to continue an itinerant services model or hire in-house personnel to fill those roles.

The CMO's Finance and Compliance teams collaborate to apply for and manage IDEA Basic grant funds and oversee maintenance of effort ("MOE") with regard to state special education funding and the IDEA grant requirements. State aid through State Foundation Funding will be the primary source of funding for special education and related services and supplementary aids and supports, and IDEA grant dollars will be used to pay for the excess costs of special education. A major component of the IDEA grant budgets will be personnel and service-related costs, including purchased professional services to fund students' related services, such as speech-language services and occupational and physical therapy, as well as services of contracted qualified examiners. Although it is not currently planned, depending on special education population numbers and needs, BSAS may choose to access Medicaid in the Schools ("MITS") if it becomes cost and resource effective to do so as a way to ensure students have the appropriate services, with the understanding that the School is responsible for the Medicaid match.

As a public charter school, BSAS takes seriously the obligation to make a FAPE available for all students with disabilities; thus, to the extent that state aid and IDEA grant funds were not sufficient to fully support the needs determined appropriate by any student's IEP team, whether those were for special education and related services or the cost of the educational placement, the School would nevertheless ensure the appropriate supports and services are available to the student at no cost. In these cases, circumstances permitting, BSAS may exercise the option to apply to ADE for high-cost occurrence funding to help offset the excessive costs.

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

The School will conduct a dyslexia screening for any student whose classroom teacher reports has difficulty with phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and/or encoding skills. Since students in the 5-12 school will move from class to class through the day with a variety of teachers, English language arts and social studies teachers will receive training on what to look for in student performance to recognize concerns in these skill areas.

The School will use DIBELS or an equivalent screener for these skills, and one that is reliable for students in grade 5 and higher. Students whose screenings show characteristics of dyslexia will receive interventions, either through the RTI process, for students identified through initial, Level I or Level II screeners, or through targeted intervention services when the results are based on the Level II screening. If a student who has characteristics of dyslexia exhibits functional academic difficulties, the School will meet with parents to consider whether and to what extent the student needs related aids and services provided as part of a 504 plan. If, due to the student's difficulties, the school suspects the student may need specially designed instruction, the School will refer the student for a full special education evaluation.

**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?**

Entrance – In identifying, assessing, placing, and notifying parents, the school will follow the Arkansas English Learner Entrance and Exit Procedures as outlined below:

- a. All incoming families will be asked to fill out a Home Language Usage Survey with three possible outcomes:
  - i. If the HLUUS indicates the use of a language other than English in the home, the student's English proficiency will be assessed by the Language Proficiency and Assessment Committee (LPAC) using the ELPA21 assessment and the Professional Judgement Rubric. Detailed procedure for eligibility determination below.
  - ii. If the HLUUS indicates all English and there is no documentation of a previous English language need, the student will not be immediately assessed using the ELPA21 assessment.
  - iii. If the HLUUS indicates all English but there is evidence that a language other than English is or has been significant in the child's life, educators will fill out a Home Language Usage Survey - Verification Form. Using that form and further evidence based on other assessments, academic history, and teacher gathered data, the LPAC will make a final determination of eligibility.
    1. Further evidence could be from observation of student and/or family, family request for interpreter, standardized assessments other than ELPA21, etc.
  - iv. If the student has ELPA21 results (or results that are not from ELPA 21) that indicate lack of English proficiency, that student will receive extracurricular EL support and be reevaluated during the spring ELPA21 reassessment.
  - v. All students receiving EL support will be reevaluated during the spring ELPA21 reassessment to determine eligibility for the following year.
- b. Placement decisions are made by a site-based Language Proficiency and Assessment Committee (LPAC). This body will consist of at least three educators, one from each of the following categories:
  - i. Building administrator (Head of School, assistant principal)
  - ii. English for Speakers of Other Languages Designee (a teacher who is English as a Second Language-endorsed and/or trained to work with English Learner)
  - iii. Certified educator familiar with the student's data and performance in the classroom.
- c. The LPAC will meet within 30 days of the first day of the school year, or within two weeks of enrollment thereafter, to review assessment results and other available data in determining an initial placement. LPAC will also time make any recommendations for initial classroom and assessment accommodations.
- d. Parents or guardians will be notified by email as to the results of the placement assessment reassessment with offer to discuss the program in person and with an interpreter as needed. Letters will be based on the Sample Parent Notification Letter provided by the Arkansas DESE and will include information on parental waivers of EL support.

**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?**

- a. All teachers, regardless of academic discipline, will be given training in the Sheltered Instruction Observation Protocol (SIOP) during pre-service and intermittently throughout the year as reinforcement and expansion.
  - i. SIOP is a research-based and validated instructional model that addresses the academic needs of English learners.
- b. Evidence of use of SIOP strategies will be part of classroom observation rubrics and follow up conversations with teachers.
  - i. Teacher observation protocols will be aligned with the Arkansas English Language Proficiency Standards.
    - 1. [https://dese.ade.arkansas.gov/Files/20201217154604\\_Arkansas\\_ELP\\_Standards\\_08\\_09\\_2018\\_RV.pdf](https://dese.ade.arkansas.gov/Files/20201217154604_Arkansas_ELP_Standards_08_09_2018_RV.pdf)
- c. Quantitative and qualitative data on student English language development will be gathered regularly and frequently throughout the school year by EL staff.
  - i. Data to include but not be limited to: grades and class assessments, LEXIA (or similar) results, teacher observations.
- d. Student direct EL service time will be scheduled weekly and reevaluated monthly to ensure efficacy of interventions.
  - i. Schedule will be communicated to relevant teachers and all efforts will be made to avoid pull-out time during core classes.
  - ii. Decisions as to type of intervention (whether push-in, pull-out, small group, individual, areas of review, etc.) will be made by EL coordinator in consultation with teachers, EL staff, and school administrators.
  - iii. Types of interventions will include but not be limited to guided reading, guided writing, vocabulary development, grammar review, online data-driven and dynamic literacy program (such as LEXIA or similar), review of in-class assignments and assessments.
  - iv. Direct EL service time is used to provide intentional instruction in English Language Development.

**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?**

- a. BSAS understands that parents who are limited English proficient are entitled to have meaningful communication with their children's school. As such, in order to communicate effectively with parents of EL students who may themselves be limited English proficient, the School will use a service such as TransACT ParentNotices for accurately translated state of Arkansas educational documents.
- b. For specific formal school communications both written and spoken, distance and in-person, the School will offer limited English-speaking parents the use of a professional translation service with a specialty in educational services such as IU GlobeLink, LLC. To the extent practicable, the School will take steps to remove language barriers to parents' access to the School and would likely use these translation services to provide verbal or written translations of various documents, such as the Parent-Student Handbook, enrollment and registration

application, and students' grade reports, etc., as needed.

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

The Bentonville School for Advanced Studies is a rigorous college preparation program. Our standard curriculum model is rich and robust enough to provide enhanced educational opportunities for Gifted and Talented students without additional pullout services. All core classes will require hands-on and minds-on intellectual engagement through seminal, foundational, texts and works, deep inquiry, and learned discussion with peers and teachers. In addition to the differentiated and accelerated courses, students have the opportunity to engage with even more advanced coursework in every discipline. As such the School is requesting a waiver for Gifted and Talented services. Advanced coursework and course offerings are available at all grade levels. The advanced coursework and offerings for students will be overseen by the School Counselor and the Head of School.

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

The School will seek a waiver of the ALE requirements related to an alternative environment for nondisabled students whose behavior problems and/or social dysfunction warrant placement into a behavior-based educational program or long-term disciplinary program. The School's educational model and accelerated for all philosophy relies on students being present in the classroom environment to participate in the advanced curriculum, experience the instruction of teachers with expertise in their subjects, and benefit from the lively and thought-provoking class discussions with their peers. In a small school model it would be impossible to reproduce this unique educational program in an alternative environment or scale the program for a few students. That said, students with social-emotional and behavioral needs who participate in regular classes will still be supported by the School. The RTI process may result in behavioral interventions and these students might work with the school counselor to help mitigate these concerns. Furthermore, the School will take steps to integrate social emotional learning objectives into the curriculum and will utilize the expertise of the school counselor to assist students who have behavioral needs.

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

BSAS will not provide transportation to students generally. However, the School will make transportation available to students in accordance with their IEPs when they require transportation as a related service in order for the student to receive a FAPE. Should such a need arise, the School will look for funding sources such as high-cost occurrence funding. In addition, the School will consider and assist with transportation supports or services, as appropriate, to remove barriers to attendance for students experiencing homelessness as described in the McKenny-Vento Homeless Assistance Act.

Furthermore, while the School will not provide transportation to all students, it will encourage families to carpool or form cooperatives, and when possible, will help connect families looking

for these opportunities through information available at school events or through related, though unaffiliated organizations like parent-led support groups or boosters, etc. To reduce the difficulties some families may have getting their students to school due to socio-economic or geographic factors, the School will also seek to make information available about community-based or publicly-funded programs for transportation options, such as public transit.

**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 Head of School will lead a Family Engagement Team at BSAS. Since one of our core instructional methods is engagement with foundational texts across academic disciplines through seminar-style discussions, we believe strongly that family awareness and participation is imperative. As students develop emerging skills in discourse and analysis of the world's seminal texts, we expect those skills to follow students home and inform their interactions in all aspects of life. The Family Engagement Team will provide families with the opportunity to experience seminar-style discussions led by their students' teachers. Outcomes from our New American Conversation Series will also be shared with families to encourage a continuation of the conversations. School leadership will host regular "Coffee Chats" open to families to discuss aspects of school culture as well as answer any questions. The School will utilize family and student surveys to allow for feedback on the school experience, both academic and operational. Regularly occurring opportunities for families to meet with teachers for individual feedback on students will also be provided. The culmination of the student experience is the Senior Oral Defense. Students will have the opportunity to present the results of their advanced research and service-learning projects to the broader school community.

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

- a. By the end of their 8<sup>th</sup> grade year, all students at BSAS will have a Student Success Plan (SSP) which will be reviewed and implemented annually.
- b. The College Counselor or their designee will oversee the construction of the SSP and ensure that the course pathway to graduation is implemented with fidelity.
- c. SSPs will have four components:
  - a. A guide to the graduation pathway
  - b. Addressing of academic deficiencies
  - c. Addressing accelerated learning opportunities
  - d. College and Career planning
- d. BSAS will use the SSP design tool provided by the Arkansas Department of Education as a starting point and model.



**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 School requested a waiver of teacher licensure requirements in this application to allow the School to employ teachers who may or may not be licensed, but who possess expertise in their subjects and who are highly qualified in their content area. Still, BSAS teachers will be highly qualified to teach core content areas in accordance with AQT requirements. BSAS will ensure that teachers hold at least a bachelor's degree and demonstrate content area knowledge through education, work experience, a passing score on an appropriate content area exam, or other identified allowances. Special education teachers will possess a special education license.

The BSAS model relies on teachers who are true polymaths and autodidacts and who have expertise in the subject they teach. To that end, the School's leaders, the CMO management and Human Resources will work together to vet teaching candidates to determine if they meet AQT requirements and BSAS's high standards. Starting with HR screenings and throughout the application and interview process, candidates will be evaluated for their qualifications as well as their passion for education and lifelong learning to ensure they will give their full energy to educating their students in alignment with our mission of rigor, authenticity, creativity, and a passion for learning. The School will encourage the professional growth of teachers who wish to continue their education and/or pursue educational licensure.

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

BSAS is not requesting a waiver for class size or teaching load.

**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.**

Currently the School does not plan to utilize the National School Lunch Program for the first few years of operation at least. Instead, the School will contract with a vendor to provide food services, which will include the provision of free or reduced-price meals for students who would be eligible as FRPL students under NSLP as determined by the appropriate documentation, such as the Alternate Income Form. Under the terms of the contract the School will seek to create, the vendor will be responsible for procuring, preparing, and serving meals, creating and providing menus, managing student food orders and processing payments, and generally managing all logistics of the food services program. Meals will be warmed and/or prepared on site by the vendor. The CMO has successfully deployed this food services model in other schools it manages in a fiscally responsible manner that allows for the provision of meals to FRPL students.

Presently it is unknown what the demand for meals will be; however, in the future, depending on factors such as meals demand, operational revenue, and FRPL student population, the School may determine that NSLP is a more appropriate food services option. In that case, the School would enter into appropriate agreements with ADE to become a School Food Authority under NSLP.

- 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 affirms that it must complete an Agreement and Policy Statement with the ADE, DESE, and Child Nutrition Unit (CNU). Additionally, the school acknowledges that it must pass an inspection Arkansas Department of Health. The School will create appropriate agreements with DESE CNU to serve meals. The CMO's Compliance department will facilitate necessary agreements and provide oversight and support to the Child Nutrition Director on site. The AVP of Compliance Services can be reached at Shannon.Chavez@basised.com.

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

Prior to the start of school an information letter informing families about the availability of free and reduced-price meals will be distributed to families of children enrolled in the school. This letter will include the reduced-price guidelines and an explanation that households with incomes at or below the reduced-price income limit may be eligible for free or reduced-price meals, as well as the Alternate Income Form or relevant application including instructions on how to submit it. Applications and information about the school meals will also be provided to families via routine household contacts throughout the school year via the school newsletter.

When known to the school, households will be notified of their children's eligibility for free meals based on their (or a household member's) participation in SNAP or Other Source Categorical Eligibility including if they are Homeless, Migrant, Runaway, or a Foster Child. For all other students the School will use application and the income guidelines published by the USDA to determine eligibility.

The procurement and purchasing of food will be part of the contracted responsibilities of the food service vendor.

## 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.**

The sponsoring entity is Arkansas Schools for Advanced Studies, Inc., (“ASASI”), a nonprofit entity certified in Arkansas with a pending application for recognition of exemption under Section 501(c)(3). ASASI has one member, BASIS Charter Schools, and will have at least 3 but no more than 9 directors (each a “Director”). The member has certain rights, as explicitly stated in the Bylaws, including appointment and removal of the Directors and Officers of ASASI. The Board of Directors of ASASI will serve as the School Board of the charter school.

- Board Composition – The founding directors of ASASI are individuals currently serving on one or more school boards for BASIS Charter Schools across the country. Although not required to be residents of Arkansas, as relationships are developed in the State and within the community where the school will reside, additional local Directors will be added to the Board.
- Selection Process – Although the boards across the BASIS network vary by region, board members generally have a wide range of occupational backgrounds that complement the work of the charter management organization and leadership, including finance and accounting, risk management, fundraising, public or private enterprise leadership, public relations, and facilities development. Directors generally represent the demographics of the population being served and at least one director is typically also a parent of a student at the school. Director candidates are vetted by the executive director and presented to the current Directors for appointment.
- Length of Term – Directors hold office for an initial term of three years but may serve multiple consecutive terms. To the extent this board membership resembles current boards, some Directors may transition off the board after their initial term, but Directors generally become invested in the school community, believe in the mission of the organization, celebrate the school’s and students’ academic success, and become multi-term members.
- Responsibilities – The ASASI Board of Directors will provide the strategic vision for the school. The Board has ultimate responsibility for governance, operations, and overseeing all charter school and corporate activities, including academic, financial and statutory compliance, as well as adherence to the terms of the charter contract. ASASI has discretion in selecting professional services and other service providers to assist with its operations of charter schools, but maintains final authority over its policies, internal controls, contracting, expending or obligating state funds, school safety and security, curriculum, and budgets.

### **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.**

- Finance and purchasing – BASIS Ed, the charter management organization, will execute on the annual budget approved by the ASASI Board of Directors. The CMO will follow state requirements and its established procurement guidelines when making major purchases as described in this application. All long-term financing must be approved by the ASASI Board.

- Student Discipline – The ASASI Board will adopt the Parent Student Handbook that includes the Discipline Policy with a progressive discipline process. A Disciplinary Violation is defined as noncompliance with any section of the Handbook, the School Guidebook, and School rules, especially with the Code of Conduct. The Handbook details the rights and responsibility of the students and parents. Minor infractions are managed by the classroom teacher. Violations warranting school leadership intervention are managed by the school counselor in conjunction with the Head of School or his/her designee. When warranted due to the severity of the conduct and proposed disciplinary consequence, including long-term suspension or expulsion, hearing officials will determine the disciplinary consequence.
- Hiring and Firing of Staff – The final authority for the hiring and firing of school-based staff rests with the Head of School.
- Hiring and Firing of the Head of School – The final authority for the hiring and firing of the Head of School rests with the CMO. The CMO will review any staffing request received from the Executive Director and Board of Directors and will consult with the Executive Director in determining the best course of action.

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

- ASASI is organized exclusively for charitable, educational, scientific, and literary purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 and specifically to operate one or more Arkansas public charter schools. As the sponsoring entity, with its Board of Directors acting as the School Board, there is not a separation of power between the sponsoring entity and school board.
- ASASI will enter into a Services Agreement with BASIS Ed, the management company (CMO), for the operations of the charter school.
  - The Services Agreement expressly delineates the responsibilities of BASIS Ed in the management, administration, oversight and supervision of the operations and activities of the charter school, for which the management organization has demonstrated the expertise, skill, and competence.
  - The Board adopts the policies and the budgets for the execution of BASIS Ed's work and holds the management company accountable. The Board, through quarterly management reports and more frequently through its executive director, receives regular updates on the school's performance, including academic results, student enrollment, teacher hiring and retention, marketing efforts, safety and security, financial operations, and any compliance or legal matters.
- ASASI's leadership structure does not include a superintendent, and a waiver of the superintendent requirements is being sought within this application. Rather, the academic and operational responsibilities of the superintendent will be fulfilled through the management structure of the CMO and the legal and oversight responsibilities for the charter school will be carried out by ASASI's executive director who is the principal executive officer of the corporation. The executive director's responsibilities include ensuring all orders and resolutions of the Board are carried into effect and serves as a liaison to BASIS Ed in its execution of the Services Agreement.

## **27. Explain the charter’s conflict of interest policy and identification procedures.**

Arkansas Schools for Advanced Studies, Inc. Conflict of Interest Policy  
As adopted May 12, 2023

### **PURPOSE:**

The purpose of this Conflict of Interest Policy (“Policy”) and procedures contained in this Policy are intended to align with the Arkansas Code of Ethics to prevent the personal interest of administrators, officers and Directors from interfering with the performance of their respective duties to Arkansas Schools for Advanced Studies, Inc. (“the Corporation”) and to prevent administrators, officers and Directors from personally benefitting, whether financially, professionally or politically, at the expense or to the detriment of the Corporation.

A Board member shall not have any direct pecuniary interest in a contract with the School, nor shall the member furnish directly any labor, equipment, or supplies to the School except as permitted under Arkansas law.

In the event a Board member is employed by a corporation or business or has a secondary interest in a corporation or business which furnishes goods or services to the School, the Board member shall declare his/her potential conflict of interest, and shall refrain from debating and voting upon the contract in question as recommended by Arkansas law.

It is not the intent of this policy to prevent the school from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent placing a Board member in a position in which his/her duties to the school and to the member’s employment (or other indirect interest) might conflict, and to avoid appearances of impropriety even though none may exist. All aspects of the foregoing policy shall be applicable to the executive director, as well as the members of the Board of Directors.

### **DEFINITIONS:**

A “Conflict of Interest” or “Conflict” is when an administrator, officer or Director, or a person who is an immediate family member of such administrator, officer or Director, or an entity that is a related entity: (i) is a party to a transaction with the Corporation; or (ii) has a beneficial interest in or is closely linked to a transaction with the Corporation and such personal interests could reasonably be expected to exert an influence on the administrator’s, officer’s or Director’s judgment.

For purposes of this Policy:

- a. “Board” means the Board of Directors of the Corporation;
- b. “Director” means a member of the Board;
- c. “officer” means a corporate officer of the Corporation;
- d. “administrator” means any person employed by the Corporation in a managerial position;
- e. “immediate family member” means an individual’s spouse; children of the individual or the children of the individual’s spouse; the spouse of a child of the individual or the spouse of a child of the individual’s spouse; parents of the individual or parents of the individual’s spouse; brothers and sisters of the individual or brothers and sisters of the individual’s spouse; anyone living or residing in the same residence or household with the individual or in the same residence or household with the individual’s spouse; or anyone acting or serving as an agent of the individual or as an agent of the individual’s spouse any

- spouse, parent, child, or sibling of an administrator, officer or Director; and
- f. "related entity" means any organization in which the administrator, officer or Director has more than a 5% ownership position, holding a position as officer, director, trustee, partner, or other top level management; or being an employee, agent, independent contractor, or having any other arrangement in which the individual's compensation is based in whole or in part on transactions with the public educational entity.

**POLICY AND PRACTICES:**

1. In the event of a Conflict or a potential Conflict, the potentially conflicted individual will fully disclose to the Board, in writing or through memorialization of oral disclosure in Board minutes, all Conflicts or potential Conflicts, including but not limited to the following:
  - a. A Director is an immediate family member of another Director, officer or administrator.
  - b. An administrator is an immediate family member of another administrator, Director or officer.
  - c. A Director, an immediate family member of a Director, a business partner of the Director or the Director's related entity stands to benefit from a transaction of the Corporation, or a shareholder, partner, member, owner, Director, officer or employee of such related entity receives payment from the Corporation for any subcontract, goods or services other than as reimbursement for reasonable expenses incurred as provided in the Corporation's policies.
  - d. A Director's related entity receives funding from the Corporation.
  - e. A Director, officer or administrator is a member of the governing body of a contributor to the Corporation.
2. Following full written disclosure of a Conflict or possible Conflict or any condition listed above, the Board shall determine whether a Conflict exists and, if a Conflict does exist, the Board shall vote to authorize or reject the transaction or take any other action deemed necessary to address the Conflict in the best interests of the Corporation. Such Board votes shall take place at a regular or special meeting of the Board at which a quorum is present in accordance with the Corporation's Bylaws. The minutes of any meeting where a Conflict is considered shall reflect: (i) that a disclosure of the Conflict was made; (ii) that the Director with the Conflict abstained from discussion and voting on such matter; and (iii) any other relevant factors deemed necessary by the Board, including whether the Board conducted additional investigation if the Board considered it appropriate under the circumstances.
3. A Director, officer or administrator having a duality of interest or possible Conflict with regard to a particular issue shall not vote nor use his or her personal influence relating to such issue. During Board deliberations related to possible Conflicts, any Director with a possible Conflict may be asked to leave the room until the Board is ready to take action. However, such Director may be asked to remain in the meeting or return to the meeting to provide clarifying information in such a discussion or debate.
4. Anyone in a position to make decisions about spending the Corporation's resources (i.e., transactions such as purchase contracts), who also stands to benefit from that decision, has a duty to disclose such a Conflict as soon as it arises or becomes apparent and he or she should not participate in any final decisions.

5. A copy of this Policy shall be given to all Directors, officers and administrators upon the earlier of the commencement of such person's relationship with the Corporation or at the official adoption of this Policy. Each Director, officer and administrator shall sign and date the Conflict of Interest Acknowledgment and Disclosure Form upon receipt of this Policy and annually thereafter; provided, however, that failure to sign such form shall not affect the validity or enforceability of this Policy in any way.

**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.**

The CMO and sponsoring entity have a history of effective recruiting and retention of students, resulting in healthy enrollment numbers in the schools. Utilizing similar effective strategies for recruitment and retention of students at BSAS, it is anticipated that the School can be confident in robust and dependable Average Daily Membership. To ensure Bentonville and the surrounding Northwest Arkansas communities are well-informed about the School and anticipated Open Enrollment and beginning operations dates, a robust marketing system that uses traditional and digital marketing and advertising designed to recruit new students will be developed by the CMO, with the collaboration of the ASASI Executive Director and Board of Directors, and deployed in full as soon as possible upon the granting of the charter. A variety of marketing methods will be used to build awareness and generate enrollment applications, including print media ads, social media and other digital ads (such as Google), direct mail, billboards, and email and texts. In addition, meetings and collaborations with local parents and community organizations will inform families of the new school, its curriculum and program of instruction, and the process to apply for enrollment.

BSAS will conduct periodic information sessions prior to opening, the first of which occurred on May 13, 2023, as well as open houses, and virtual school tours to provide prospective families with opportunities to learn more about the curriculum and the campus. Open Enrollment for the 2023-2024 school year is coming this fall. The approach to marketing and informational and promotional events will be assessed and adjusted on a continual basis to ensure the campus meets its enrollment targets.

**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.**

BSAS applications will be accepted during an Open Enrollment period, which is a designated period prior to the start of each school year when parents/guardians can complete an enrollment application. Open Enrollment dates for the upcoming school year will be clearly posted on the BSAS school website. Open Enrollment will typically occur in the fall of the prior school year, which would mean the Open Enrollment period for BSAS's opening year would likely take place in Fall 2023 and the lottery would likely occur in early 2024.

At the close of the Open Enrollment period, the total number of students with completed applications is determined for each grade level at each school. If the total number of applicants is less than or equal to the total capacity designated for a particular grade level, all

applicants for that grade level will be offered enrollment. If the number of applicants exceeds the number of openings, (at any grade level) a lottery will be held to determine enrollment and waitlist numbers. The Open Enrollment period for BSAS is not first come, first served. Only applications submitted during the Open Enrollment period are included in the lottery.

The application includes instructions for families who may be experiencing homelessness or students who may be unaccompanied youth to obtain assistance to complete the application process while preserving their “place in line.” With support and guidance from the CMO’s Compliance department, the campus registrar at the School will be designated as the McKinney-Vento liaison to ensure students who may be experiencing homelessness receive needed support and services for which they may be eligible in order to remove barriers to enrollment and/or attendance. Furthermore, the School will have access to a contracted translation service with dozens of language options to mitigate the impact of language barriers in the enrollment process, if needed, and during the student’s attendance.

The lottery will be held at some point after the Open Enrollment period has ended, and results will be available after the lottery has been conducted. Dates for both events are determined on a year-to-year basis and will be added to the BSAS enrollment website once they are finalized. The lottery is an electronic system that randomly identifies students for enrollment. During the lottery process, all students who have completed and submitted applications during the Open Enrollment period are grouped according to applicable and verified enrollment preferences as allowed in Arkansas law.

Applications received after the Open Enrollment period has ended will not be eligible for the Open Enrollment lottery. Instead, applications submitted after the Open Enrollment period has ended will be processed on a first-come, first-served basis, following applications received during the Open Enrollment period.

Currently enrolled students will not reapply through the Open Enrollment lottery process. Instead, enrolled, returning students will be given priority admission for the next school year through the returning students registration process in the immediately prior spring.

**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.**

The School will include the allowable preferences for children of founding members and full-time teachers and staff and for siblings of current students.

Applicants who are the children of the School’s founders or of full-time teachers and other School employees will be given an enrollment preference for up to 10% of the School’s total enrollment. Applicants who are siblings of currently enrolled students will be given an enrollment preference. “Sibling” means individuals having one or both parents in common, or a stepbrother or stepsister that resides under the same roof as the applicant.

Bentonville School for Advanced Studies and ASASI do not discriminate in their enrollment policies, procedures, or practices.



### NOTICE OF NON-DISCRIMINATION

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Boy Scouts of America Equal Access Act and applicable state law, Bentonville School for Advanced Studies does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, disability, gender identity or expression, or any other classification protected by law in any of its business activities, including its educational programs and activities which comply fully with the requirements of state and federal law and Title IX. The following person has been designated to handle inquiries regarding non-discrimination policies: Beverly Traver, Compliance & Equity Investigator, 7975 N. Hayden Road, Suite B202, Scottsdale, AZ 85258, [Beverly.Traver@basised.com](mailto:Beverly.Traver@basised.com).

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

The School will maintain the waiting list throughout the year. As students leave the School, seats in the same grade level will be opened to the extent that class sizes, student-teacher ratios, and grade level enrollment targets allow. Students on the waitlist will be offered seats in accordance with their waitlist order.

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

During the first few years of operations, it is anticipated that the School's business office will start out small. The business office will, therefore, consist of two main roles: (1) One .5 FTE Business Manager and one .5 FTE Registrar who report to the Head of School.

The Business Manager is responsible for day-to-day logistical operations of the School, including some small order purchasing (such as supplies and materials), secures vendors through working with the CMO to create vendor contracts and agreements, serves as the Human Resources onsite representative, manages facilities and grounds maintenance, oversees the food services vendor to ensure proper administration of the program, and managing and approving staff time and effort logs associated with grants and/or restricted funds.

The Registrar works closely with CMO personnel who provide support and guidance with registrar duties that include managing student information, recording and reporting daily attendance, managing enrollment through making seat offers, acting as the School Mc-Kenny-Vento liaison, and managing student records.

**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 School will ensure procurement activities are consistent with the Arkansas state procurement requirements pursuant to Ark. Code Ann. §§ 19-11-701 et seq. and described in the State of Arkansas Procurement Manual. For federal funding, such as federal grants, the School will adhere to prescribed federal procurement requirements. Whenever purchasing of goods and services includes a mix of state and federal funding, the School will follow the most stringent procurement requirements of the two in order to ensure overall compliance with procurement laws and rules.

To maximize the seamless operations of the School, whenever possible small order (“SO”) purchasing would be utilized for ease and speed of acquiring necessary good and services. When larger procurements are needed, those over \$75,000, the School will typically use request for proposal (“RFP”) solicitations to obtain goods and services, particularly when there is a longer lead time before the goods or services are needed. For goods or services that will not exceed \$75,000, the School will use RFPs or competitive bidding (“CB”) by obtaining three different quotes for the prices of the goods or services in order to choose the lowest bid that most closely meets the needs the item(s) are being purchased to fulfill.

As part of the Services Agreement, the CMO manages the accounting and procurement processes for the School, including providing support, training, and oversight to School personnel during the procurement process. The protocols in place ensure appropriate checks and balances and a thoughtful approval process. Typical thresholds for purchasing allow for a school leader with appropriate authority to sign off on purchases up to \$5,000. The BSAS Head of School or Business Manager would have approval at this level. The Vice President of Charter School Management in the CMO is able to approve purchases up to \$25,000. Purchases in excess of \$25,000 must be approved by the Chief Financial Officer or designee. The Finance and Accounting teams provide financial reporting to the Board of Directors at quarterly board meetings.

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

The ASASI board will be presented with a proposed budget prior to the end of the current fiscal year, considering any anticipated increases in enrollment, adjustment to pupil funding, and changes in operations or facilities. At the first quarterly meeting of the ASASI board in the new fiscal year, the board will consider any revisions and adopt the FY budget. The board reviews the budget at its quarterly meetings. Any variance in adopted budget to actual operating costs are considered at those meetings.

**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 School requests the use of a licensed certified public accounting firm to conduct an independent audit. Schools managed by the CMO and operated by the ASASI Board of Directors' sole member contract with independent auditors to conduct the full financial and programmatic operations audits in each of the other states where schools operate. The independent auditor would be responsible for all aspects of the audit, including fiscal audit, operations, legal and compliance questionnaire, etc. No disallowed services outside the agreed upon procedures for conducting the independent audit would be used.

The School will investigate appropriately experienced licensed certified public accounting firms that operate in Arkansas to complete this work, including, to the extent it is appropriate, creating an RFP solicitation to obtain services from a properly qualified firm in a fiscally responsible manner.

**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.**

The BSAS facility has not been identified yet. However, no employee or Directors of the sponsoring entity, ASASI, or the CMO will have an ownership stake in the facility. BSAS will either own the facility or lease from an owner that has no relationship to BSAS, other than landlord.

**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.**

BSAS is committed to delivering a facility that provides all students access to the world class education it will offer including, but not limited to, meeting all ADA, IDEA and E Occupancy (or local municipal equivalent) requirements. All schools currently operated by the CMO do so in facilities that meet these requirements.

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

The BSAS facility has not been identified yet. However, it will meet all E Occupancy (or local municipal equivalent), regulatory requirements and ordinances required for public school facilities and to educate students safely including, but not limited, appropriate and/or required distances from the sale of alcohol.

**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.**

This desegregation analysis is being provided in support of Bentonville School for Advanced Studies' (BSAS) request to be granted a charter for an open-enrollment public charter school to be located within the boundaries of the Bentonville School District. BSAS anticipates that it will receive most of its students from the Bentonville (BSD), Decatur (DSD), Eureka Springs (ESSD), Gentry (GSD), Gravette (GRSD), Pea Ridge (PRSD), Rogers (RSD), Siloam Springs (SSSD), and Springdale (SSD) School Districts. As an open-enrollment public charter school, however, BSAS may enroll students from anywhere within the State of Arkansas. Pursuant to Ark. Code Ann. §6-23-106, BSAS is required to carefully review the potential impact that its operation would have upon the efforts of the BSD, DSD, ESSD, GSD, GRSD, PRSD, RSD, SSSD, and SSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. At full enrollment, BSAS will have a student population of 650 students in Grades 5-12.

BSAS, in its review, has carefully reviewed the potential impact that the operation of an open-enrollment public charter school within the boundaries of the BSD would have upon the efforts of affected 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, BSAS 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 aspects of school operations. Therefore, the granting of an open-enrollment charter to BSAS to operate its school within the boundaries of the BSD cannot be said to have a negative impact on the BSD, DSD, ESSD, GSD, GRSD, PRSD, RSD, SSSD, 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 DSD had a student population of 563 students; the ESSD had a student population of 574 students; the GSD had a student population of 1,525 students; the GRSD had a student population of 1,892 students; the PRSD had a student population of 2,333 students; the RSD had a student population of 15,604 students; the SSSD had a student population of 4,277 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. DSD's student population was comprised of 44.04% White students; 40.18% Hispanic students, and 5.96% Asian students. ESSD's student population was comprised of 86.71% White students and 8.22% Hispanic students. GSD's student population was comprised of 60.9% White students; 16.57% Hispanic students, and 7.99% Asian students. GRSD's student population was comprised of 83.54% White students and 7.6% Hispanic students. PRSD's student population was comprised of 86.13% White students and 8.4% Hispanic students. RSD's student population was comprised of 47.84% Hispanic students and 42.75% White students. SSSD's student population was comprised of 50.4% White students; 33.36% Hispanic students, and 6.74% of students who were Two or More Races. SSD's student population was comprised of 47.88% Hispanic students; 31.95% White students, and 13.7% Hawaiian/Pacific Islander students.

In conclusion, BSAS 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 the BSD.

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

BASIS Ed will be engaged to perform comprehensive school management services for BSAS pursuant to a management services agreement that will be negotiated by the parties through which the charter holder maintains appropriate authority and oversight of its service provider. In general, the services to be provided will include the following:

1. Management services including curriculum and assessments, IT services, contracting and procurement assistance, coordinating facility maintenance and repair and capital equipment purchases, marketing and fundraising support;
2. Operational services including oversight of enrollment and registration processes, compliance, coordinating staff training and assistance with manuals and policies, and human resources and recruitment support;
3. Financial Services including preparation of school budget at the direction of the Board, preparation of financial reports for the Board's consideration, maintaining records, managing accounts payable and receivable, state reporting, and audit support.

The cost of the services will be set forth in the management services agreement that will be negotiated between the parties and is currently projected to be 11.4%.

## 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.**

<b>Waiver #1 Topic</b>	<b>Alternative Learning Environment (ALE)</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), 6-48-102, 6-48-103
<b>Standard for Accreditation</b>	Standard 2-I.1
<b>ADE Rules</b>	DESE Rules Governing Student Special Needs Funding – Section 4
<b>Rationale for Waiver</b>	The School requests a waiver of the requirements associated with creation of an ALE for students with disciplinary, socially dysfunctional, or behavioral problems not associated with a physical or mental impairment or disability. The School’s educational model and accelerated for all philosophy relies on students being present in the classroom environment to participate in the advanced curriculum, experience the instruction of teachers with expertise in their subjects, and benefit from lively and thought-provoking class discussions with their peers. In a small school model it would be impossible to reproduce this unique educational program in an alternative environment or scale the program for a few students whose behavior and/or social dysfunction warrant placement into a behavior-based educational program or long-term disciplinary program. That said, students with social-emotional and behavioral needs who participate in regular classes will still be supported by the School. The RTI process may result in behavioral interventions and these students might work with the school counselor to help mitigate these concerns.

<b>Waiver #2 Topic</b>	<b>Gifted and Talented</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. §§ 6-20-2208(c)(6), 6-42-109
<b>Standard for Accreditation</b>	Standard 2-G.1
<b>ADE Rules</b>	DESE Rules Governing Gifted and Talented Program Approval Standards
<b>Rationale for Waiver</b>	The School is a rigorous college preparation program. Our standard curriculum model is rich and robust enough to provide enhanced educational opportunities for Gifted and Talented students without additional pullout services. All core classes will require hands-on and minds-on intellectual engagement through seminal, foundational, texts and works, deep inquiry, and learned discussion with peers and teachers. In addition to the differentiated and accelerated courses, students have the opportunity to engage with even more advanced coursework in every discipline. As such the School is requesting a waiver for Gifted and Talented services.

<b>Waiver #3 Topic</b>	<b>Curriculum: Fine Arts</b>
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	Standard 1-A.1.3.6
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	A waiver of this portion of the 38 units requirement is being sought until such time as the School is serving all of grades 9-12. The School will begin serving grades 5-9 in 2024-2025 and expand by one grade level each year until serving students in grades 5-12 for school year 2027-2028. The School has planned a rapid but prudent phase-in approach for adding additional courses, including those required for Fine Arts. The School will offer two of the required four courses in 2024-2025 and will offer the required 3.5 credits by 2026-2027. This waiver will only be needed until the 2026-2027 school year; therefore, we are requesting the waiver to expire on June 30, 2026.

<b>Waiver #4 Topic</b>	<b>Curriculum: Foreign Language</b>
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	Standard 1-A.1.3.5
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	A waiver of this portion of the 38 units requirement is being sought until such time as the School is serving all of grades 9-12. The School will begin serving grades 5-9 in 2024-2025 and expand by one grade level each year until it serves students in grades 5-12 for school year 2027-2028. The School has planned a rapid but prudent phase-in approach for adding additional courses, including those required for Foreign Language. The School will offer one of the two required courses in 2024-2025 and will offer the required 2 credits by 2025-2026. This waiver will only be needed until the 2025-2026 school year; therefore, we are requesting the waiver to expire on June 30, 2025.

<b>Waiver #5 Topic</b>	<b>Curriculum: Career and Technical Education</b>
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	Standard 1-A.1.3.9
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	A waiver of this portion of the 38 units requirement is being sought until such time as the School is serving all of grades 9-12. The School will begin serving grades 5-9 in 2024-2025 and expand by one grade level each year until serving students in grades 5-12 for school year 2027-2028. The School has planned a rapid but prudent phase-in approach for adding additional courses, including those required for CTE. The School will offer two of the required courses in 2024-2025, will offer the introductory course of all three sequences by 2025-2026 and will offer the required 9 credits through three occupational areas by 2027-2028. This waiver will only be needed until the 2027-2028 school year; therefore, we are requesting the waiver to expire on June 30, 2027.



<b>Waiver #6 Topic</b>	<b>Curriculum – Advanced Placement Courses</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. §6-16-1204(c)(d)
<b>Standard for Accreditation</b>	Standard 1-A.1.3-10
<b>ADE Rules</b>	DESE Rules Governing Grading and Course Credit- Section 6
<b>Rationale for Waiver</b>	A waiver of this portion of the 38 units requirement is being sought until June 30, 2026. The School will begin serving grades 5-9 in 2024-2025 and expand by one grade level each year until serving students in grades 5-12 for school year 2027-2028. The School has planned a rapid but prudent phase-in approach for adding additional courses across all content areas. While the school will offer AP courses in 2024-25, there will not be AP courses in the four required content areas until 2026-27. Courses appropriate for grade 9 students are offered across all content areas for 2024-2025, including AP English Language. In 2025-2026 the school will have AP courses in the science and Social Science content areas. The School will offer AP courses in all content areas to meet full requirements by 2026-2027. This waiver will only be needed until the 2026-2027 school year; therefore, we are requesting the waiver to expire on June 30, 2026.

<b>Waiver #7 Topic</b>	<b>Required Instruction 9-12</b>
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	Standard 1-A.1.3
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	A waiver of this portion of the 38 units requirement is being sought until such time as the School is serving all of grades 9-12. The School will begin serving grades 5-9 in 2024-2025 and expand by one grade level each year until serving students in grades 5-12 for school year 2027-2028. The School has planned a rapid but prudent phase-in approach for adding additional courses across all content areas. Courses appropriate for grade 9 students are offered across all content areas for 2024-2025. The School will meet full requirements by 2027-2028. This waiver will only be needed until the 2027-

	2028 school year; therefore, we are requesting the waiver to expire on June 30, 2027.
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<b>Waiver #8 Topic</b>	<b>Instructional Materials</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. § 6-21-413
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	DESE Rules Governing Instructional Materials – Sections 5.01, 5.01.2
<b>Rationale for Waiver</b>	The School will utilize an instructional materials selection committee to choose materials; however, the School requests this waiver of requirements related to majority of committee membership being licensed personnel since the School is seeking waivers for teacher and principal licensure requirements.

<b>Waiver #9 Topic</b>	<b>Personnel Policies: Non-Instructional Duties</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. § 6-17-117
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	The School agrees that teachers should focus their time and attention on instructional related tasks and the education of our students. This waiver is being requested to fully utilize a teacher who does not have a full teaching load, without additional compensation, to perform non-instructional duties including arrival, dismissal, and lunch duties that are outside of the students' normal academic day, but that are within the normal teacher workday.

<b>Waiver #10 Topic</b>	<b>Personnel Policies – Leave Policies School Employees’ Minimum Sick Leave, Teachers’ Minimum Sick Leave, and Use of Personal Leave</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. §§ 6-17-1301, et seq ; Ark. Code Ann. §§ 6-17-1201, et seq. ; Ark. Code Ann. § 6-17-211
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	The School requests these waivers to draft its own personnel policies that ensure fidelity to our educational program and to allow flexibility in the management of personal leave practices for the benefit of both employees and the management of the school and educational program. Our management company has extensive experience managing employee policies and will apply that experience here to ensure that all aspects of the employment relationship are clear and communicated to all relevant parties.

<b>Waiver #11 Topic</b>	<b>Personnel Policies</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. §§ 6-17-2301(c)(1) & (d)(2) ; 6-17-2302 ; 6-17-2303 ; 6-17-2304 ; 6-17-2306 ; 6-11-129(a)(1)(B)
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites, Section 6
<b>Rationale for Waiver</b>	The School requests this waiver to draft its own personnel policies that ensure fidelity to our educational program and ensure that we hire and retain faculty and staff who are best suited to implementing our model with fidelity. Our management company has extensive experience managing employee policies and will apply that experience here to ensure that all aspects of the employment relationship are clear and communicated to all relevant parties.

<b>Waiver #12 Topic</b>	<b>Personnel Policies – Right to Join Professional Organization</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. § 6-17-202
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	The School requests this waiver to preserve its rights under the National Labor Relations Act to communicate with employees about relevant facts and laws, and the School’s opinions pertaining to union membership and collective bargaining. Our management company has experience operating within the confines of federal law while actively communicating with and educating its employees about the effects of collective bargaining efforts.

<b>Waiver #13 Topic</b>	<b>Personnel Policies – Personnel Policies Incorporated Into Teacher Contracts</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. § 6-17-204
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	The School requests a waiver in order to establish an at-will relationship with employees, and because it is seeking flexibility to establish policies as needed to ensure fidelity to our educational program and ensuring that we hire and retain faculty and staff who are best suited to implementing our model with fidelity.

<b>Waiver #14 Topic</b>	<b>Personnel Policies – Committee on Personnel Policies</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. §§ 6-17-203, 6-17-205, 6-17-209
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	The School requests this waiver to allow flexibility in the creation of personnel policies by those responsible for supervising staff and teachers within the School. The personnel policies that will be drafted will ensure fidelity to our

	education program; demonstrate our commitment to supporting exceptional teachers within a flexible and adaptable system and do not implicate consolidation to the extent that such requirements apply to charter school LEAs. Further, our management company has extensive experience managing employee policies and will apply that experience here to ensure that all aspects of the employment relationship are clear and communicated to all relevant parties.
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<b>Waiver #15 Topic</b>	<b>Personnel Policies – Grievance Procedure</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. §§ 6-17-208, 6-17-210
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	The School requests this waiver to allow for an open-door policy with the ability to address employee concerns in a manner that is tailored to each individual circumstance. These policies include a comprehensive human resources partner support system and anonymous complaint reporting mechanisms to provide multiple avenues through which employee concerns can be addressed. Within the framework of the at-will employment relationship, employee rights are preserved and reinforced through compliance with all federal and state employment laws and robust non-discrimination and anti-retaliation policies. Further, our management company has extensive experience managing employee policies and will apply that experience here to ensure that all aspects of the employment relationship are clear and communicated to all relevant parties.

<b>Waiver #16 Topic</b>	<b>Personnel – Employment of Licensed Personnel</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. § 6-17-301(a) and (b)
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	The School requests this waiver to allow the flexibility to employ school personnel, including teachers and school managers, who may or may not be licensed but who are highly

	qualified and possess subject expertise. Additionally, the School has requested a waiver of the superintendent role as those responsibilities are encompassed by CMO management and the sponsoring entity's Executive Director.
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<b>Waiver #17 Topic</b>	<b>Superintendent</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. §§ 6-13-109, 6-17-427
<b>Standard for Accreditation</b>	Standard 4-B.1, 4-B.2
<b>ADE Rules</b>	DESE Rules Governing the Superintendent Mentoring Program
<b>Rationale for Waiver</b>	The School requests a waiver of the requirement to have a “superintendent of schools” in order to allow the full implementation of its system of collaboration between the CMO and the charter holder. The School will have an executive director of the school Board of Directors—the Executive Director of ASASI. The Executive Director will collaborate with key personnel of the CMO to implement and oversee the academic, operational, fiscal, and other responsibilities of the superintendent. Through resources available from the Arkansas Public School Resource Center and the CMO, the Head of School and Executive Director will be trained and capable of assuming the duties that would otherwise be handled by a Superintendent. This waiver is sought for the position of “superintendent,” the licensure requirement, and the mentoring requirement. This waiver would allow the operation of a system with proven success in other schools managed by the CMO and ensure responsibilities associated with the office of the superintendent are met.

<b>Waiver #18 Topic</b>	<b>Principal</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. § 6-17-302
<b>Standard for Accreditation</b>	Standards 4-C.1, 4-C.2
<b>ADE Rules</b>	

<b>Rationale for Waiver</b>	The School requests this waiver to allow the School to be led by a Head of School employed by the CMO rather than contracted with the School's Board of Directors who is well-versed in the School's instructional model and curriculum, who possesses the leadership qualities and pedagogical philosophies that align with the School's mission, and who may or may not be a licensed supervisor or administrator.
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<b>Waiver #19 Topic</b>	<b>Teacher Licensure</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, 6-17-418, 6-17-902, 6-17-908, 6-17-919
<b>Standard for Accreditation</b>	Standard 4-D.1
<b>ADE Rules</b>	DESE Rules Governing Educator Licensure – Section 7
<b>Rationale for Waiver</b>	The School requests this waiver to allow the School to employ teachers who may or may not be licensed, but who possess expertise in their subjects and who are highly qualified in their content areas. The BSAS model looks for teachers who are true polymaths and autodidacts and who have expertise in the subjects they teach. BSAS will ensure that teachers hold at least a bachelor's degree and demonstrate content area knowledge as described in AQT requirements through education, work experience, a passing score on an appropriate content area exam, or other identified allowances. Special education teachers will possess a special education license.

<b>Waiver #20 Topic</b>	<b>Transportation</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. §§ 6-19-101, et seq.
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	The School requests this waiver of transportation requirements as it is expected that demand for regular, daily transportation would be low. Historical evidence from similar sized grade 5-12 campuses managed by the CMO in four other states have shown that due to programmatic features, such as students' opportunity to meet with teachers before and after school, clubs and activities after school, and before and after care

	<p>programs, many students do not arrive and depart only at the scheduled school start and end times, leaving uniform, universal transportation underutilized. Additionally, many high school students choose to drive themselves once they are old enough to drive. The School will ensure the availability of transportation services in accordance with any individual students' IEPs, as well as transportation assistance, when appropriate, for students experiencing homelessness. The School will make information available about public transit in Bentonville. Currently, Ozark Regional Transit is offering \$0.00 on-demand rides.</p>
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<b>Waiver #21 Topic</b>	<b>Financial Management – Business Manager</b>
<b>Arkansas Code Annotated</b>	Ark. Code Ann. § 6-15-2302(b)
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	DESE Rule Governing the Arkansas Fiscal Assessment and Accountability Program – Section 12
<b>Rationale for Waiver</b>	<p>The School requests a waiver of the CASBO &amp; AASBO course and certification requirements to allow the CMO to manage the financial operations of the School with oversight from the ASASI Executive Director and Board of Directors in keeping with the Services Agreement between these two entities. Although the School will employ a school-based business manager for the purposes of managing day-to-day logistical operations, including some small order purchasing and management of vendor contracts, etc., the CMO's Finance &amp; Accounting teams, led by the Chief Financial Officer, will be responsible for developing school budgets to present to the Board of Directors, submitting grant applications, managing procurement responsibilities, facilitating fiscal audits, etc. The CMO has a 25-year history of responsible fiscal management of public funds and administration of charter school finance and accounting requirements.</p>



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

<p style="text-align: center;"><b><u>178 Instructional Days – standard only</u></b></p> <p>Standard 1-A.4.1</p>	<p style="text-align: center;"><b><u>Acquisition of Commodities</u></b></p> <p>Ark. Code Ann. § 6-21-303</p>	<p style="text-align: center;"><b><u>Adopt School Calendar</u></b></p> <p>Ark. Code Ann. § 6-10-106</p>	<p style="text-align: center;"><b><u>Alternative Learning Environment (ALE)</u></b></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;"><b><u>Arkansas History</u></b></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;"><b><u>Attendance</u></b></p> <p>Ark. Code Ann. § 6-18-213(a)(2)</p>	<p style="text-align: center;"><b><u>Board of Directors</u></b></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;"><b><u>Body Mass Index (BMI) Assessment</u></b></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;"><b><u>Class Size &amp; Teaching Load</u></b></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;"><b><u>Classified Employee Minimum Salary</u></b></p> <p>Ark. Code Ann. §§ 6-17-2201, et seq. 6-17-2403</p>
<p style="text-align: center;"><b><u>Clock Hours</u></b></p> <p>Standard 1-A.2</p>	<p style="text-align: center;"><b><u>Comprehensive School Counseling Program &amp; School Counselor</u></b></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;"><b><u>Credit for College Courses</u></b></p> <p>Ark. Code Ann. § 6-18-223</p>	<p style="text-align: center;"><b><u>Curriculum – Advanced Placement Courses</u></b></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;"><b><u>Curriculum – Career &amp; Technical Education</u></b></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	
<b><u>Curriculum – Concurrent Credit</u></b>  Ark. Code Ann. §§ 6-16-1203(b) 6-16-1204(b) and (e)  DESE Rules Governing Grading and Course Credit – Sections 5.00	<b><u>Curriculum – CPR</u></b>  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.	<b><u>Curriculum – Fine Arts</u></b>  Standard 1-A.1.1.5 (K-4) 1-A.1.2.5 (5-8) 1-A.1.3.6 (9-12)	<b><u>Curriculum – Foreign Language 9-12</u></b>  Standard 1-A.1.3.5	<b><u>Curriculum – Visual Art or Music</u></b>  Ark. Code Ann. §§ 6-16-130(a) – elementary 6-16-130(b) – grades 7-8 and some 6 <sup>th</sup> grade  DESE Rules Governing Visual Art and Music  Standard 1-A.1.1.5, 1-A.1.2.5, & 1-A.1.3.6
<b><u>Eye and Vision Screening</u></b>  Ark. Code Ann. §§ 6-18-1501 6-18-1502  DESE Rules Governing Eye & Vision Screening Report in Arkansas Public Schools	<b><u>Financial Management – Business Manager</u></b>  Ark. Code Ann. § 6-15-2302(b)  DESE Rule Governing the Arkansas Fiscal Assessment and Accountability Program – Section 12	<b><u>Flag Display</u></b>  Ark. Code Ann. §§ 6-16-105 6-16-106	<b><u>Flexible Schedule</u></b>  Ark. Code Ann. § 6-16-102, except (a)(5)	<b><u>Food Services</u></b>  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
<b><u>Gifted and Talented</u></b>  Ark. Code Ann. §§ 6-20-2208(c)(6) 6-42-109  DESE Rules Governing Gifted and Talented Program Approval Standards  Standard 2-G.1	<b><u>Grading Scale</u></b>  Ark. Code Ann. § 6-15-902(a)  DESE Rules Governing Grading and Course Credit – Section 2-2.01	<b><u>Health Services – School Nurse</u></b>  Ark. Code Ann. § 6-18-706	<b><u>Health and Safety Services</u></b>  Standard 2-E.1, 2-E.2	<b><u>Instructional Day (includes delay/early release of school and recess)</u></b>  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><b><u>Instructional Materials</u></b></p> <p>Ark. Code Ann. § 6-21-413</p> <p>DESE Rules Governing Instructional Materials – Sections 5.01, 5.01.2</p>	<p><b><u>Leased Academic Facilities</u></b></p> <p>Ark. Code Ann. § 6-21-117(2)-(5)</p> <p>Standard 6-A.1, 6-A.2</p>	<p><b><u>Library Media Services – includes standard for balance of instructional materials</u></b></p> <p>Ark. Code Ann. § 6-25-103</p> <p>Standard 2-D.1</p>	<p><b><u>Library Media Specialist</u></b></p> <p>Ark. Code Ann. § 6-25-104</p> <p>Standard 4-F.1, 4-F.2</p>	<p><b><u>Maintain School Facilities</u></b></p> <p>Standard 6-A.1</p>
<p><b><u>Parent &amp; Family Engagement Plan</u></b></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><b><u>Period of Silence</u></b></p> <p>Ark. Code Ann. § 6-10-115</p>	<p><b><u>Personnel Policies – Classified Employees Personnel Policies</u></b></p> <p>Ark. Code Ann. §§ 6-17-2301(c) 6-17-2301(c)(1) &amp; (d)(2) 6-17-2302 6-17-2303 6-17-2304 6-17-2305</p>	<p><b><u>Personnel Policies – Committee on Personnel Policies</u></b></p> <p>Ark. Code Ann. §§ 6-17-203 6-17-205 6-17-209</p>	<p><b><u>Personnel Policies – Daily Planning Period</u></b></p> <p>Ark. Code Ann. § 6-17-114</p>
<p><b><u>Personnel Policies – Duty-Free Lunch Period</u></b></p> <p>Ark. Code Ann. § 6-17-111</p>	<p><b><u>Personnel Policies – Employment of Licensed Personnel</u></b></p> <p>Ark. Code Ann. § 6-17-301</p>	<p><b><u>Personnel Policies – Grievance Procedure</u></b></p> <p>Ark. Code Ann. §§ 6-17-208 6-17-210</p>	<p><b><u>Personnel Policies – Non-instructional Duties</u></b></p> <p>Ark. Code Ann. § 6-17-117</p>	<p><b><u>Personnel Policies – Personnel Policies Incorporated into Teacher Contracts</u></b></p> <p>Ark. Code Ann. § 6-17-204</p>
<p><b><u>Personnel Policies – Public School Employees’ Fair Hearing Act</u></b></p> <p>Ark. Code Ann. §§ 6-17-1701, et seq.</p>	<p><b><u>Personnel Policies – Requirements</u></b></p> <p>Ark. Code Ann. § 6-17-201(a) &amp; (c)</p>	<p><b><u>Personnel Policies – Right to Join Professional Organization</u></b></p> <p>Ark. Code Ann. § 6-17-202</p>	<p><b><u>Personnel Policies – School Employees’ Minimum Sick Leave</u></b></p> <p>Ark. Code Ann. §§ 6-17-1301, et seq.</p>	<p><b><u>Personnel Policies – Teachers’ Minimum Sick Leave</u></b></p> <p>Ark. Code Ann. §§ 6-17-1201, et seq.</p>
<p><b><u>Personnel Policies – Teachers’ Fair Dismissal Act</u></b></p> <p>Ark. Code Ann. §§ 6-17-1501, et seq.</p>	<p><b><u>Personnel Policies – Teacher Excellence and Support System (TESS)</u></b></p> <p>Ark. Code Ann. §§ 6-17-2801, et seq.</p> <p>DESE Rules Governing Educator Support and Development</p>	<p><b><u>Personnel Policies – Use of Personal Leave</u></b></p> <p>Ark. Code Ann. § 6-17-211</p>	<p><b><u>Personnel Policies – Website Requirements</u></b></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&amp;6</p>	<p><b><u>Physical Education</u></b></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, &amp; 1-A.1.3.8</p>

<p><b><u>Pledge of Allegiance</u></b></p> <p>Ark. Code Ann. § 6-16-108</p>	<p><b><u>Principal</u></b></p> <p>Ark. Code Ann. § 6-17-302</p> <p>Standards 4-C.1, 4-C.2</p>	<p><b><u>Professional Development</u></b></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><b><u>Report Cards</u></b></p> <p>Ark. Code Ann. § 6-15-903(a)(2)</p>	<p><b><u>Required Instruction</u></b> <b><u>K-4</u></b></p> <p>Standard 1-A.1.1</p>
<p><b><u>Required Instruction</u></b> <b><u>5-8</u></b></p> <p>Standard 1-A.1.2</p>	<p><b><u>Required Instruction</u></b> <b><u>9-12</u></b></p> <p>Standard 1-A.1.3</p>	<p><b><u>Salaries and Compensation</u></b></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><b><u>School Calendar – School</u></b> <b><u>Start Date</u></b></p> <p>Ark. Code Ann. § 6-10-106</p>	<p><b><u>School Counselor</u></b></p> <p>Standard 4-E.1 &amp; 4-E.2</p>
<p><b><u>School Property and</u></b> <b><u>Supplies – Rules</u></b></p> <p>Ark. Code Ann. § 6-21-303(b)</p>	<p><b><u>School Safety</u></b> <b><u>Policies &amp; Procedures</u></b></p> <p>Standard 6-A.2</p>	<p><b><u>Statewide Assessment</u></b> <b><u>System</u></b></p> <p>Ark. Code Ann. § 6-15-2907</p> <p>Under Ark. Code Ann. § 6-23-401(b) this is NOT waivable.</p>	<p><b><u>Written Student Discipline</u></b> <b><u>Procedures</u></b></p> <p>Ark. Code Ann. 6-18-503(b)(2)</p> <p>DESE Rules Governing Student Discipline and School Safety, 4.11</p>	<p><b><u>Superintendent</u></b></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><b><u>Teacher Excellence &amp;</u></b> <b><u>Support System (TESS)</u></b></p> <p>Ark. Code Ann. §§ 6-17-2801, et seq.</p> <p>DESE Rules Governing Educator Support and Development</p>	<p><b><u>Teacher Licensure</u></b></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><b><u>Teachers’ Salaries –</u></b> <b><u>12-mo. Contract for</u></b> <b><u>Vocational Agri Teachers</u></b></p> <p>Ark. Code Ann. § 6-17-802</p>	<p><b><u>Tornado &amp; Earthquake</u></b> <b><u>Safety Drills</u></b></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><b><u>Transportation</u></b></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