



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2023 New Open-Enrollment Public Charter School Application

CIVICA Career and Collegiate Academy Bentonville

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

Name of Proposed Charter:	CIVICA Career and Collegiate Academy Bentonville
Primary Contact for Application:	Carlos Alvarez
Primary Contact Phone:	<u>(305) 362-4006</u>
Primary Contact Cell:	305 – 878 - 9993
Primary Contact Email:	calvarez@coheaedu.com cc: adri@academica.org

Name of sponsoring entity:

CIVICA Academy Arkansas, Inc.

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:

CIVICA Educational Foundation Inc.

Other Schools Managed by the CMO:

Name of School	Location	Year Established
CIVICA Nevada Career & Collegiate Academy	1501 E Carey Ave, North Las Vegas, NV 89030	2021

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

In accordance with Arkansas State Board of Education rules for governing public charter schools, the applicant held a public hearing on May 10, 2023 @ 4 pm. at Ledger Bentonville, 240 South Main Street Bentonville, AR 72712.

The team presented represented the CIVICA network. The purpose of the meeting was to introduce CIVICA to it's potential community. The applicant adhered to all public hearing requirements set forth in 6.01.6. The public hearing was advertised for four weeks in The Northwest Arkansas Democrat-Gazette and promoted through social media. All Superintendents were notified about the public hearing within the designated timeframe required. While we anticipated attendance, we did not have a turnout to the hearing. We experienced unexpected inclement weather which we believe could have deterred interested families from attending.

As such, it is the intent of the CIVICA Network to host more public informational meetings in the community over the course of the application process and after receiving final approval until the opening of school. These meetings will be noticed in the Northwest Arkansas Democrat-Gazette, shared via social media and linked to the school's landing page. The community meetings will occur on an ongoing basis throughout the course of the planning year. Prior to having a school facility, the meetings will occur in public locations and via Zoom or equivalent virtual platform to allow for maximum participation.



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CIVICA Academy looks forward to becoming part of the Arkansas charter school family.

The CIVICA Network operates schools in Nevada and Colorado, as well. CIVICA Collegiate and Career Academy will offer K-12 students in Arkansas a quality and life-changing educational experience through a seamless college preparatory curriculum with an emphasis on preparedness for careers and post-secondary education attainment. Students in upper grades will experience this emphasis hands-on as they participate in CTE-style coursework and enlist in one of several Career Academy pathways at the School. CIVICA is committed to setting an environment that strives for academic achievement, develops character, and maintains the goal of preparing students to serve and give back to their community.

Sign up below to attend our informational meeting on May 10, 2023 at 4pm.

Ledger Bentonville

Classroom 140

240 South Main Street Bentonville, AR 72712

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

CIVICA Career and Collegiate Academy Bentonville will serve the families in Bentonville School District and the surrounding school districts of Gravette, Decatur, Gentry, Springdale, Rogers, and Pea Ridge. While the Bentonville School District currently has limited options for school choice, with only 2 charter school options available that focus solely on college prep and classical studies, CIVICA promises to provide students with a well-rounded education that prepares them for both college and their future careers. Starting from elementary school and continuing through high school, students will be equipped with the essential soft skills and hands-on expertise necessary to thrive in today's global environment. CIVICA will offer a variety of academies such as Health Sciences, Business & Marketing, Academy of Advanced Academics and Computer Science, which may evolve over time based on student interest and the needs of the surrounding communities.

Bentonville School District currently serves 17,848 students in 22 schools. In May 2022, RSP Associates presented an enrollment analysis for Bentonville School District. According to this Analysis, 20,173 housing units are expected to be coming to Bentonville School District by 2032, with over 9,000 of those units currently in production¹. The district is expecting to gain over 2000 students over the next 5 years which would put 11 of the district's schools to be over capacity¹.

Bentonville School District has seen a decline in proficiency in ELA, Math, Science over the past few years as highlighted in Table 2.1². Table 2.1 shows the percentage of students in grades 3-10 who are below proficiency, earned Close or In Need of Support. This can most likely be due to learning losses due to COVID. The largest need of the district is seen by looking at the data in Table 2.2². We see that the district's English Learners in grades 3-10 have severely decreased in proficiency over the past 5 years with nearly 90% of English Learners being below proficiency in all 3 achievement categories of ELA, Math and Science.

Table 2.1 Local District's ACT Aspire Assessment Scores*

School Year	ELA	Math	Science	Graduation Rate
2017-2018	36.25%	33.94%	39.91%	93.51%
2018-2019	34.72%	33.47%	40.28%	93.05%
2019-2020	NA	NA	NA	93.10%
2020-2021	41.09%	41.25%	45.24%	92.81%
2021-2022	36.48%	39.44%	44.13%	93.47%

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

School Year	ELA	Math	Science	Graduation Rate
2017-2018	47.36%	43.12%	50.98%	87.5%
2018-2019	48.07%	42.90%	52.50%	84.30%
2019-2020	NA	NA	NA	80.00%
2020-2021	56.82%	50.34%	59.34%	77.36%
2021-2022	88.5%	82.29%	88.03%	79.59%

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

CIVICA Bentonville can help bridge the gap by bringing opportunities and options to its students by supporting their learning. At the heart of its educational model, CIVICA Bentonville will address student needs in their development through STEM learning which will blend into students selecting a CTE pathway to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decision for the future. This type of educational model will create the

future leaders, neighbors, and work force that have the ability to solve the complex challenges of today and tomorrow.

1. Bentonville School District Enrollment Analysis- [https://go.boarddocs.com/ar/bentonville/Board.nsf/files/CE9NP660D7EC/\\$file/Bentonville%20EA%202122.pdf](https://go.boarddocs.com/ar/bentonville/Board.nsf/files/CE9NP660D7EC/$file/Bentonville%20EA%202122.pdf)
2. ADE Data Center- <https://myschoolinfo.arkansas.gov/SRC/30/0401000#section4>

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.

CIVICA Career and Collegiate Academy Bentonville plans on opening a facility within the Bentonville School District. Bentonville School District serves the city of Bentonville along with portions of Bella Vista, Centerton, Highfill, Cave Springs, Gravette, and Rogers. The school is expecting to draw students from the nearby school districts of Gravette, Decatur, Gentry, Springdale, Rogers, and Pea Ridge.

Bentonville School District currently serves 17,848 students in 22 schools. In order to understand the school’s targeted population more in depth, the school has examined student ethnicity demographics from Bentonville School District. We anticipate the actual student body will reflect these findings once the school opens. Data from public schools within our targeted population was obtained through the ADE Data Center³. Results were then averaged together to produce the findings shown below:

Demographics						
White	African American	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More
72.2%	3.0%	11.5%	6.9%	0.6%	1.2%	4.6%

We also anticipate that approximately 11% of our students will be eligible to receive special education while 5% will be English Learners (EL)³. Furthermore, we expect that roughly 22% of our students will qualify for Free/Reduced Lunch (FRL) services.

CIVICA Career and Collegiate Academy Bentonville looks forward to serving the students and parents of Bentonville with a state-of-the-art facility. The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The proposed facility will include program elements such as traditional classrooms, art, science and computer labs, multi-media instructional areas, lunch / multi-purpose room, food prep areas, and indoor and outdoor activity spaces.

3. ADE Data Center- <https://myschoolinfo.arkansas.gov/SRC/30/0401000#section4>

SCHOOL INFORMATION

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Grades to be Offered	K-3,6,9	K-4,6-7,9-10	K-11	K-12	K-12
Enrollment Cap	550	1225	1850	2300	2550

Charter Site Address:	Facility has not yet been identified.
City:	Bentonville
Chief Operating Officer:	Valerie German
Phone:	757-652-3933
School District Where Charter Will be Located:	Bentonville School District
List the districts from which the charter school expects to draw students:	Gravette, Decatur, Gentry, Springdale, Rogers, and Pea Ridge

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

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

Other:

College and Career Readiness Initiatives

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

Mission Statement: CIVICA’s mission is to set an environment that strives for academic achievement, character formation, and college & career readiness.

CIVICA Bentonville is dedicated to providing a well-rounded, academic curriculum in an environment that is rigorous, creatively stimulating, and nurturing. CIVICA Bentonville will 1) provide opportunities for active involvement of students, families, and communities; 2) provide a rigorous college-preparatory program with emphasis on student-centered instruction; 3) enhance classroom studies with technology and extra-curricular programs; and 4) provide an environment to foster successful life-long learning and student leadership opportunities.

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.

CIVICA Career and Collegiate Academy Bentonville is a replication of the highly successful COHEA Charter School located in Hialeah, Florida for the middle and high school grade levels. CIVICA Bentonville will offer K-12 students in Arkansas a quality and life-changing educational experience through a seamless college preparatory curriculum with an emphasis on preparedness for careers and post-secondary education attainment. The curriculum will be aligned to Arkansas Academic Standards. Students

in upper grades will experience this emphasis hands-on as they participate in CTE-style coursework and enlist in one of several Career Academy pathways at the School. CIVICA Bentonville is committed to setting an environment that strives for academic achievement, develops character and maintains the goal of preparing students to serve and give back to their community.

The proposed innovative K-12 Career and Technical Education Exploration Pathways will offer students opportunities in the elementary and middle school years through a focus on STEM education which will lead directly into college and career exploration and internships in the upper school through the following academies in: Health Sciences, Business & Marketing, Academy of Advanced Academics and Computer Science. Academies offered may also change based on student interest and demand.

CIVICA Bentonville will matriculate students from elementary and middle school to high school, providing innovative and challenging course work to a diverse student populations. Students will be prepared for college and careers with industry-recognized skills to support Bentonville industry development and expansion.

CIVICA Bentonville also expects to increase academic achievement and realize its vision through a rigorous career-oriented curriculum, character development, and creating a permanent sense of community service. The goals set forth in CIVICA Bentonville's application focus on student growth both on an individual and group basis. CIVICA Bentonville has identified two overarching academic goals:

- Student success in English Language Arts/Literacy, Math, and Science
- Demonstration of at least one (1) year of growth in Reading and Math annually with the ultimate goal of meeting and exceeding proficiency in the core curriculum

As a school, CIVICA Bentonville is committed to achieving the following outcomes:

- Delivering increased learning opportunities for all students, by providing a challenging curriculum within a nurturing and quality learning environment;
- Expecting and encouraging that all students will realize their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies;
- Matching or surpassing the average student academic performance of the local district/state in all required state accountability tests;
- Seeking out, establishing, and maintaining sound, mutually beneficial partnerships with local higher education and civic institutions and businesses to provide a wide array of educational opportunities outside of the immediate classroom; and,
- Creating leadership opportunities for students at all levels.

Through the delivery of a rigorous and relevant curriculum, with an emphasis on mastery of the content of core academic areas (language arts, math, science, history, and the arts), students attending CIVICA Bentonville will feel safe to take educational risks to develop into individuals who are ready for lifelong challenges in college, career, and community.

CIVICA Bentonville believes that all students can and will learn, and that equitable, high-quality education should be sustained at all schools. Additionally, CIVICA Bentonville will operate on the belief that students will work up to the expectations that are set, thus setting nothing less than high expectations is the only appropriate standard. Additional components of CIVICA Bentonville include, but are not limited to, the following:

- Ownership – All stakeholders (students, parents, board members, community) involved in the education process

- Culture – High expectations, student leadership, sense of belonging, character development, ethical behavior, sense of responsibility and accountability
- Community Partnerships – Establishing partnerships with local businesses, educational institutions, government entities for the benefit of students
- Rigorous Curriculum – College awareness/career preparation, AP opportunities, dual enrollment courses, student centered instruction
- Continuous Evaluation and Improvement – Educational program driven by the mission and vision, responsibility aligned with accountability
- Growth Mindset – Students set goals according to their individual abilities and needs
- Teaching Methods, Principle and Essential Components – Through data-driven decision making, differentiated instruction and intervention, and utilizing best practices from successful schools with similar demographics.

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.

Every student at the school will participate in the statewide program of educational assessments required by state law and the Arkansas SBOE.

Goal	Measuring Instrument
<p>Students in grades K-2 will meet or exceed high standards in literacy and Math, as evidenced by scoring proficient on the i-Ready assessment. The school expects to place emphasis on learning gains throughout the course of the year and as the child progresses from year to year.</p>	<p>The school will use i-Ready to assess students in Grades K-2. The school commits to using state approved assessments. , The students’ average from the previous year from the local school district will be used for first-year comparisons. Weekly testing of knowledge attained will be done in the classroom by the teacher.</p> <p>Goal allows CIVICA Bentonville to demonstrate student growth on an individual and cohort basis, thus ensuring clearly visible and attainable targets for student and their families.</p>
<p>Students in grades 3-10 will meet or exceed high standards in ELA, mathematics and science as evidenced by meeting or exceeding the district or State average, whichever is higher, on the ATLAS Assessment*.</p>	<p>ATLAS and/or current state assessment. The students’ average from the previous year from the local school district will be used for first-year comparisons. Weekly testing of knowledge attained will be done in the classroom by the teacher.</p> <p>Goal allows CIVICA Bentonville to demonstrate student growth on an individual and cohort basis, thus ensuring clearly visible and attainable targets for student and their families.</p>
<p>Students in grades 3-8 will meet or exceed high standards in Math, as evidenced by meeting or exceeding district or state average, whichever is higher, on the ATLAS Assessment in the School.*</p>	<p>ATLAS and/or current state assessment. The students’ average from the previous year from the local school district will be used for first-year comparisons. Weekly</p>

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

CIVICA Academy will offer all required courses outlined in the Standards for Accreditation.

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

English Language Arts;

Mathematics;

Social Studies – including Arkansas History;

Science;

Fine Arts; and

Health and Safety Education and Physical Education.

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

English Language Arts;

Mathematics;

Science;

Social Studies - including Arkansas History;

Fine Arts;

Health and Safety and Physical Education;

and Career and Technical Education.

In Grades 5-8, students will be offered courses leading towards a CTE Academy in Grades 9-12. For example, students interested in the Business, Marketing & Management Academy, students will start with Course 399050 Keyboarding OR Course 399320 KeyCode, and in either Grade 7 or 8 students will take 399280 Career Development before progressing along the course options outlined in the Arkansas MS CTE Business & Marketing Technology Education Course Information document. The Arkansas DCTE Operational Guide will be used to implement the Academy Programs.

The school will use a variety of methods to gauge interest in expanding CTE options, including student and family interest surveys, community engagement, and government reports, such as the Growth Industries report, to offer students a high-quality education that prepares them for success in life.

Grades 9-12

As the school increases grade levels to offer the full 9-12 program, further Academy courses will be offered.

English Language Arts - 6 units;

Science - 5 units;

Mathematics - 6 units;

Computer Science - 1 unit;

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

Social Studies - 4 units;

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

Career and Technical Education - 9 units of sequenced career and technical education courses representing three (3) occupational areas.
 Courses offerings shall include advanced educational courses in accordance with the laws of the State of Arkansas and the rules of the Division. (S/P)

CIVICA Academies expected to be offered in the following Career Fields:
 Health Sciences, Criminal Justice and Public Safety
 Business, Marketing and Management
 Academy of Advanced Academics

Research Based Instruction Materials				
Grades	Content	CORE Selected Curricula	Supplemental and Technology	Rationale
K-2	English Language Arts	Core Knowledge Language Arts (CKLA) ; Amplify ; 2015 Edition	Wonderworks Intervention; i-Ready; Wordly Wise (vocabulary); Orton-Gillingham (Wilson Reading)	Adopted program designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text for Differentiated Instruction (DI)
3-5	English Language Arts	Into Reading; Houghton Mifflin Harcourt; 2020 Edition	Wonderworks Intervention; i-Ready; Wordly Wise (vocabulary); Orton-Gillingham (Wilson Reading)	Adopted program designed to meet the individual needs of all learners, and utilizes small group instruction and leveled text for Differentiated Instruction (DI)
6-12	English Language Arts	College Board <i>Springboard</i> for 6-12; Houghton Mifflin Harcourt, <i>Collections 6-12</i>	i-Ready; Holt McDougal; Reading Plus; SAT Advantage; SBAC Writing Rubrics	Adopted program designed to meet the individual needs of all learners, students read and analyze a wide range of texts in genres and also learn to write in various forms and is aligned to Advanced Placement coursework and prepares students for high-stakes assessments and college courses.
K-5	Mathematics	Curriculum Associates, <i>Ready Mathematics</i>	i-Ready; ST Math	Adopted program designed to meet the individual needs of all learners, includes multiple resources to ensure that all students are meeting state requirements for math and provides comprehensive interventions.

6-12	Mathematics	College Board <i>Springboard</i> for 6-12	Carnegie Learning's Cognitive Tutor Programs; Springboard Pre-AP Program	Adopted program fully aligned with NCTM Principles and NV Standards for Mathematics and designed to support students and help them learn that they can be mathematical thinkers. There is an emphasis on reasoning and problem solving, prepares students for high-stakes assessments and college courses.
K-12	Science	Delmar Cengage Learning, <i>Project Lead the Way for K- 12</i> ; Accelerate Learning, <i>STEMScopes for K- 12</i>	Gizmos	Adopted program taught via modules to empower students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them.

The school will offer an AP course in each of the core content areas to students who are eligible to take such a course. The suggested AP courses to be offered are AP Biology, AP World History and AP Pre-Calculus. Modifications to course offerings may be made as students are enrolled and progressing. The school maintains that it's curriculum and course offerings will meet the needs of the students enrolled.

The purpose of the CTE Career Exploration Pathways is to provide students an opportunity to explore a variety of career and technical education proficiencies that offers students the opportunity to connect classroom learning to authentic business and industry experiences. CIVICA will emphasize the interdisciplinary connections between STEM and English Language Arts subjects and CTE project based learning. When appropriate to instruction, guest speakers will be invited to share their expertise in order to personalize the topics discussed in the CTE Career Exploration special. This opportunity to hear from a guest speaker breaks down possible stereotypes and allows students to give value to others points of view. Bringing in guest speakers will also enhance the level of expertise the students are exposed to during technical education instruction. Students will have the opportunity to master 21st Century "Soft Skills" beginning as early as Kindergarten.

Career Exploration Grades K-9	Career Preparation Grades K-11	Career Training Grades 11-12
<ul style="list-style-type: none"> • Guest Speakers from Industry • Career Fairs • Industry Tours • Career Interest Inventories 	<ul style="list-style-type: none"> • School-based Enterprises • Job Shadowing • Simulated Workplace 	<ul style="list-style-type: none"> • Clinical Experiences • Pre-apprenticeships • Internships • CTE Work Experiences • Registered Apprenticeships

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?

CIVICA Bentonville’s program is aligned to the Arkansas Academic Standards and by commitment of the School to the founder’s mission and vision, the School will deliver a high quality curriculum (with college and/or career preparation as a guiding force.) The school leader will oversee the alignment of all curriculum materials with the Arkansas Academic Standards.

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?

Teachers will provide instruction for mastery of the Arkansas State ELA Standards to promote academic excellence in the science of Reading. Programming will be guided by the R.I.S.E. Arkansas initiative. Curriculum materials will be chosen by using the Approved Reading Curriculum Guidance Document. The school will provide ELA instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of texts and tasks as they progress through all grades. A Literacy plan will be created as part of the school’s improvement plan.

Sample of research based programs used in CIVICA schools:

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

The Language Arts program will reflect critical and creative thinking and a harmonious balance of its several components, including reading, writing, speaking, listening, viewing and oral interpretation of literature. Language Arts instruction will also cover the application of the writing

process, effective use of speaking and listening and language skills, higher-order critical thinking and literacy skills, enabling future success in high school and beyond.

Instructional Strategies - The School's Language Arts program will include strategies for students reading at grade level or higher, as well as for students who are reading below grade level. It is expected that students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas. The program emphasizes critical and creative thinking skills through instruction aligned to the Arkansas Standards. Lessons will be based on broad topics covering the reading process, literary analysis, the writing process, communication, information, and media literacy.

- *Universal Design of Learning:* The School will use the Universal Design of Learning as a guide to instructional design and delivery in all curriculum development. Universal Design of Learning is a framework for flexible, differentiated instructional approaches that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (e.g., students with disabilities, ELLs) can participate fully in core instruction.
- *Systematic & Explicit Instruction:* The School will use formative and summative assessment data to realign the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade appropriate.
- *Differentiated Instruction (DI):* For optimal instruction, students will be grouped in various ways and in flexible settings to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students. Teachers will set specific reading goals with students during data chats and will monitor the reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction.
- *CRISS Strategies (Creating Independence through Student-owned Strategies):* Project CRISS is an educational initiative designed to help students of all abilities learn content information across the curriculum and throughout the grade levels. Some strategies for the ELA classroom might include word walls, graphic organizers, marginal note taking, reader response logs, two column notes, to name a few. Teachers will utilize CRISS strategies in all their lessons.
- *Writing Strategies:* Writing will be incorporated across the curriculum and specifically during ELA instruction. Writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT (essay writing that includes a role, audience, format and a topic, plus a strong verb). Students writing after reading may include: quick-writes, mapping, brainstorming, essay questions and/or journal entries, writing a summary, developing a learning log entry, writing peer responses, or creating a summary poem.

- *Technology integration* - The School also plans to implement and use technology across all disciplines, especially in English/Language Arts, through real world application activities. Students will use technology resources to supplement instruction. Students will also have opportunities to develop group forums, communicate with teachers and other students, providing for in-depth, real world application, and multi-level sensory application of acquired skills, knowledge, and material. Technology will also be integrated within the lesson as one of the methods used to diagnose student's curricular gaps.
- *Systematic & Explicit Instruction:* Systematic instruction refers to the explicit sequence of instruction and the emphasis upon providing guided practice. Systematic instruction is a more descriptive term than direct instruction and is less ambiguous. The School will use formative and summative assessment data to align the instructional framework and provide systematic and explicit instruction for text-based vocabulary acquisition and close reading models using complex text that is grade level appropriate. Explicit instruction is teacher-led, interactive instruction where the words and actions of the teacher are unambiguous and direct. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Ample practice opportunities, including guided practice with corrective feedback, supported application and student independent practice using aligned student materials help the student to apply what they have been taught. The purpose of explicit instruction is to convey the content and skills clearly so that students can be led to mastery of the information.
- *Methods for Differentiated Instruction (DI):* For optimal instruction, students will be grouped in various ways and in flexible settings to accommodate varying levels and learning styles. Teachers will implement various teaching methodologies, such as: whole-group, small-group and individual instruction; to address the various needs of the students. Teachers will set specific reading goals with students during data chats and will monitor attainment of reading goals as a part of their independent reading and accountability strategies embedded into their weekly instruction.
- *Placement & Courses* - The curriculum is designed to serve students of all levels. All students will have access to every opportunity our teachers and administration can provide to accelerate their academic progress. Students who wish to pursue an advanced academic program will be provided with Gifted (as applicable), Honors and Advanced courses. The School will utilize an individualized approach for the proper placement of the students in their courses, considering test scores, academic history and both state and district requirements to inform placement decisions. All students at the school will be encouraged to maximize their academic potential by taking the most rigorous program they can handle.

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

In alignment with Act 1063 of 2017, the Right to Read Act, as amended by Act 489 of 2021, all teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction; and all other teachers shall demonstrate awareness in knowledge and practices of scientific reading instruction.

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

Core content will be delivered using the researched based instructional materials, strategies and best practices that have proven successful at CIVICA schools. The Arkansas standards are the recipe the School will employ to bring the mission to fruition. As part of the R.I.S.E. Arkansas Science of Reading goals, the school will ensure that teachers are exposed to professional development opportunities.

The educational design is based on the design the CIVICA model, which has proven highly successful in raising student achievement and student mastery. The governing board and administrative staff will oversee the implementation of the following practices/activities to ensure that the program is replicated implement with fidelity:

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

Teachers Developing Instructional Strategies/Curriculum: Teachers will play an integral role in the implementation of core curriculum and implementation of instructional strategies, maintaining - and exceeding - the highest expectations- in alignment with the Arkansas Standards. Curriculum development will reflect how best to present a core body of knowledge, integrating technology, accommodating different learning styles and helping teachers to individualize and improve the learning process. Teacher participation in curriculum development will also serve to increase their personal investment in the pedagogical process, as has been the case at the school to be replicated.

Professional Learning Community: As a resource for English/Language Arts teachers, the School will select teachers to join the network of ELP/Reading Coaches as well as the Math, Science and Social Studies Professional Learning Communities, respectively, wherein the respective groups of teachers work together

to prepare pacing guides, discuss network and school data, identify student level of understanding, set goals for students, and share best practices.

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

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

STUDENT SERVICES

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

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

The school's comprehensive counseling program will be provided through direct services to students **90% of their work time**, including classroom guidance, **academic advisement**, individual student planning, responsive services and system support, **intervention and orientation, career planning**, as well as indirect services on behalf of a student. Direct services will include large group and classroom lessons on Social Emotional Learning (SEL). Large group lessons will be in the form of assemblies. Classroom lessons will be based on the SEL curriculum chosen as the school will follow its curriculum. The appropriate program will be grade appropriate and CASEL approved (https://pg.casel.org/?_gl=1%2Ahgp85i%2A_ga%2AMTg3NTUzNDcyMS4xNjc2MDQ3MzMy%2A_ga_WV5CMTF83E%2AMTY4NDEyNDAYNS41LjAuMTY4NDEyNDAYNS4wLjAuMA). The counselor will provide the large group lessons. The counselor will train the classroom teachers on the SEL curriculum so they can implement. Students that are identified as needing more individualized support will also receive direct services in a small group through a referral by teachers to the counselor. Examples of small group counseling will include social skills, emotional awareness and self-regulation, grief and loss, attendance/truancy, and organization and study skills. Individual counseling will also be provided to students based on their need. For example, students in the special education program that have a counseling goal on their Individualized Education Plan (IEP) or students with a 504 Plan. Indirect services will be provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations. Most importantly, the school will collaborate with families as partnerships between schools and families can improve students' grades, attendance, persistence, and motivation. Examples of collaboration will include Open House, monthly parent workshops (in person or virtual), and parent conferences. **In addition, the counselor will provide guidance in interpreting augmented, criterion-referenced, or norm-referenced assessments for students and parents**. The time allotted to carry out the school's counseling program will be 30 hours weekly. The school's counselor will create a monthly

schedule of his/her activities which will be reviewed by the school's administration to ensure the majority of the workday is supporting the school's counseling program.

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

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

Suicide Prevention

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

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

Anti-Bullying Program

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

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

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

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

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

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

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

The school is requesting a waiver for the requirements of a complete Media Center for the first charter application. **As the school has not identified a facility and cannot attest to the complete media center,** the school will provide classrooms with computers and classroom library books. = (https://dese.ade.arkansas.gov/Files/20201209142240_2019%20Arkansas%20Library%20Media%20Standards%20Final.pdf). The classroom library will have a good balance of grade appropriate fiction and nonfiction books labeled by categories of common themes and topics **selected in accordance with the school’s selection policy, to wit; materials are selected to promote intellectual freedom, problem-solving and critical thinking, and access to information and ideas.** The Superintendent or their designee shall form a selection committee chaired by the Library Media Specialist and instructional personnel. The committee will select materials that coincide with the mission and vision of the school, provide diverse viewpoints, and support the growth and development of students while supporting curriculum, research and recreational reading.. Although initially these materials will reside in classrooms, they are the responsibility of the Library Specialist.

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

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

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

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

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

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

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

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

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

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

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

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

As part of the RtI process, a request will be made for a formal evaluation of students who are suspected of needing a specialized program. This request for a formal evaluation is made by the Problem-Solving Team (PST) and occurs only after the team determines that extensive evidence based efforts have been ineffective in meeting the student's educational needs OR that the intensive interventions were successful in meeting the student's educational needs, but sustained implementation of said interventions is not feasible for a regular education teacher. **NOTE: At any time during this process, the parent has the right to request an evaluation for special education eligibility and RtI can be conducted concurrently. The school understands that RtI will not block a special education referral.**

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

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

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

When conducting an initial evaluation, the school will consider:

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

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

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

EXCEPTIONS:

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

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

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

b) Describe the Least Restrictive Environment continuum available.

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

*Regular class with Indirect Service (RG)

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

*Regular Class 80% or more (RG)

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

*Regular Class 40% to 79% (RR)

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

*Regular Class Less Than 40% (SC)

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

*School-based Day Treatment

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

*Special Day School

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

***Residential School**

EX: Special Education student is placed in a residential facility for the provision of 24/7 treatment and care. The school will identify an approved residential facility that will provide the necessary special education and related services as written in the Individualized Education Plan, but will maintain its responsibility for procedural safeguards being met and the provision of FAPE.

***Hospital Program**

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

***Homebound Instruction**

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

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

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

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

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

referral characteristics, conduct required and recommended screening information, obtain required, other and optional evaluation data, and understand the evaluation data analysis process to determine eligibility for any of the 13 IDEA categories.

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

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

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

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

The school will screen each student in K-2, any new K-2 students that do were not screened previously, a student in 3rd grade or higher who has reading difficulties as noted by the classroom teacher, or a K-2 student from another state who enrolls for the first time in the school. The screening shall be performed with fidelity and include phonological and phonemic awareness, sound symbol recognition, alphabet

knowledge, decoding skills, rapid naming skills, and encoding skills. The school shall screen using the Dynamic Indicators of Basic Literacy Skills (DIBLES). DIBELS alone may be insufficient to determine the existence of dyslexia, therefore additional screening assessments will be used to measure components that were not measured in DIBELS. The school will refer to the Arkansas Dyslexia Resource Guide for a list of screening instruments (https://dese.ade.arkansas.gov/Files/DRG-App-I-TOC_20210923084612.pdf). If the DIBELS shows that a student is at some or at risk, then a Level I dyslexia screener will be administered. If the initial dyslexia screening indicates that a student exhibits characteristics of dyslexia, the RtI process will be implemented to address the needs of the student. Students administered a Level II dyslexia screener may be determined as having functional difficulties in the academic environment due to the characteristics of dyslexia and should be considered for accommodations or equipment under a Section 504 plan. Parents will be notified if dyslexia intervention services are needed based on the screeners. Parents will have the option to receive an independent dyslexia evaluation from appropriately trained professionals (EX: School psychologist). The school will contract with a school psychologist as needed.

The approved K-12 Dyslexia Intervention Program the school will use is S.P.I.R.E. with Sounds Sensible (<https://drive.google.com/file/d/1JlbFt6R1ZmBzVkvvHVzxAVKuM5kcPHW-/view>).

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

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

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

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

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

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

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

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

The school will use the state’s initial English proficiency screener (ELPA21) as the Language Proficiency Screener. Placement decisions will be made by a site-based Language Proficiency and Assessment Committee (LPAC) consisting of at least three educators, one from each category:

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

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

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

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

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

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

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

The school must monitor the progress of all of their ELs in achieving English language proficiency and acquiring content knowledge. Monitoring ensures that ELs are making appropriate progress with respect to acquiring English and content knowledge while in the ESOL program or, in the case of opted-out EL students, in the regular educational setting. To assess ELs' acquisition of English proficiency, the school will use the ELPA21. ELPA21 (English Language Proficiency Assessment) is a standardized test aligned with English Language Proficiency Standards. It assesses language acquisition in the four domains of Reading, Listening, Speaking, and Writing. **Exit/placement decisions must be made by and documented no later than September 30th of each school year for continuously enrolled students. Table 2. Criteria for Annual Review Placement of English Learners** (<https://drive.google.com/file/d/1C7O8axIJvHVtBtHI32RriA26UUkIDqCW/view>) will be used for decision criteria.

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

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

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

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

EL students will receive explicit English language instruction through the use of the explicit instruction teaching method. This involves clear and direct communication of information or skills to ELs. It is an approach where our teachers provide explicit guidance, step-by-step demonstrations, and explicit explanations to help students understand and acquire new knowledge or skills. With this teaching method, our teachers will break down complex tasks or concepts into smaller, manageable parts and provide explicit and systematic instruction on each component. Our teachers will use clear and concise language, provide models and examples, and offer guided practice opportunities to support students' understanding and

mastery of the content. This instruction will include clearly communicating the learning objectives, providing direct instruction using modeling, think-alouds, and demonstrations to guide the learning process, providing scaffolded support, ensuring active student engagement, providing regular feedback, and incorporating cumulative reviews of previously taught material. Our teachers will also use EL strategies throughout their instruction such as, but not limited to, Total Physical Response (TPR), utilizing a chart with Pictorial Exchange Communication System (PECS), pairing students up for cooperative learning activities, and providing students with a language toolbox, a notebook full of pages of illustrated vocabulary words organized by theme.

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

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

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

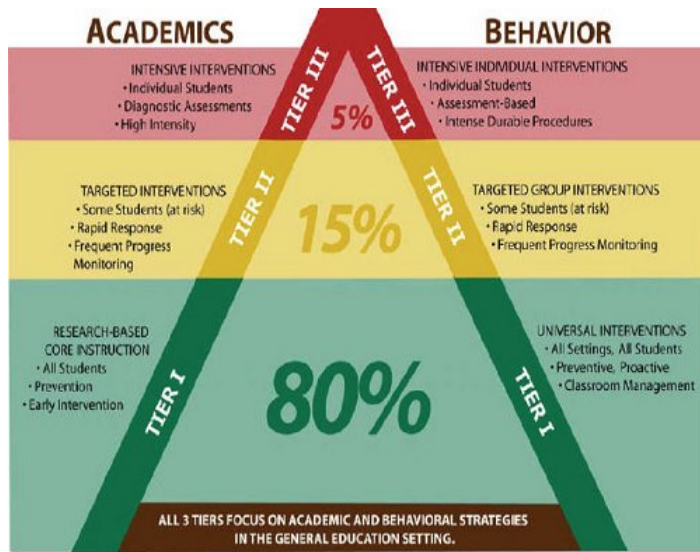
While the curriculum at the school is deemed academically challenging, a waiver will be sought for the inclusion of a gifted and talented program.

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

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

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

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



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

interventions. In summary, the school's goals will be to identify students' needs early, intervene promptly, and prevent academic or behavioral problems from escalating so that an alternative learning environment will be provided.

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

In addition, the administration and counselor will conduct periodic credit checks for students in grades 9-12 in order to be proactive with at-risk students. An Alternative Student Action Plan will be created by the counselor, the student's teacher, and the designated administrator. The Alternative Student Action Plan will be overseen by the counselor. The student's parents will be invited to a meeting to discuss the plan and review the student's progress towards graduation on a semester basis. Criteria used for the consideration of this plan will include, but will not be limited to:

- *Personal or family problems or situations
- *Recurring absenteeism
- *Mental/physical health problems
- *Ongoing, persistent lack of attaining proficiency levels in literacy or mathematics
- *Drop out from school
- *Disruptive behavior
- *Homelessness
- *Pregnancy.

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

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

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

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

The school believes that the success of each student is directly related to the involvement of parents and guardians. The family engagement coordinator and administration will prepare an informational packet to be distributed annually to parents describing the school's parental involvement program, ways for the parent to become involved in the school, and a parent survey regarding his or her interest in volunteering. The family engagement coordinator and administration will encourage parents to participate in their child's daily education by signing up to be volunteers and assisting with daily activities. All volunteers will be trained and if they participate in classroom activities, they will receive a background check and a mandatory class with the administration. In addition, each teacher will have access to tools such as email, text, and apps that allow for constant communication between teachers and parents. Families will be sent notices, encouraged to attend monthly school meetings, and given adequate time to voice opinions or concerns. Quarterly Parent-Teacher Conferences will be scheduled to update parents on their child's progression. In addition, the family engagement coordinator will establish partnerships with community agencies to provide resources to parents. The administration will regularly evaluate the parental involvement program to ensure its effectiveness.

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

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

The special education and purchase services line item in the budget includes funds for this position.

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

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

- Part 1 – Guide the student along pathways to graduation
- Part 2 – Address accelerated learning opportunities
- Part 3 – Address academic deficits and interventions
- Part 4 – Include college and career planning components

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

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

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

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

- Background Check: All employees must pass a mandatory background check to ensure the safety and well-being of the students. This requirement remains in place, and no applicant with a suspended or revoked teaching license will be hired.
- Core Subject Instructors: The school has a record of attracting motivated and dynamic individuals who have chosen to make a career change and enter education. As these individuals proceed with their licensure process, the requirement for candidates to be eligible for AQT as no teacher is hired without a bachelor's degree, and demonstrating content knowledge in a manner consistent with the AQT Rules (ADE 342), most often with a degree in the subject area or the passage of a content area exam.

While the applicant is requesting flexibility in staffing, it is crucial to maintain the necessary qualifications and standards to ensure the hiring of competent and qualified individuals who can contribute effectively to the school's educational mission.

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

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

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

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

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

An organized, healthy meal service that meets local health, state and federal regulations and adheres to 7 CFR Parts 210 and 220 will be offered at the school site. Healthy, well-rounded, nutritious meals will be provided in accordance with The Healthy, Hunger-Free Kids Act of 2010 and the USDA Dietary Guidelines of meal component and portion size requirements. The School will participate in the free/reduced priced meal program and will provide free and reduced priced meals for eligible children. Eligible children are children from households with gross incomes within the free and reduced limits on the Federal Income Guidelines. All Healthy meals will be distributed to students using a point of sale accountability procedure.

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

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

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

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

The school will implement a Verification plan and during the verification period, the confirmations of eligibility for free and reduced priced meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the child is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP. Verification

efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements. The School will implement the following procedure for processing Free/Reduced Lunch Applications: 1) Disseminate lunch applications to all students upon enrollment; 2) Collect lunch applications and determine applications published in the Federal Register by Food & Nutrition Service, USDA; 3) Enter determinations for each child into the district mainframe or report the information to the state as required; 4) Provide students with notice of eligibility; 5) Serve/Charge student lunches in accordance with determined eligibility; 6) Submit claims for reimbursement within 30 days of the following month for each approved month of the school year once approved by the NSLP.

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

SCHOOL GOVERNANCE AND OPERATIONS

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

CIVICA Academy Arkansas, Inc. is the legal entity that will operate the school. The CIVICA Academy Arkansas governing board, made up of at least five (5) but no more than seven (7) members, is the ultimate policy-making body with the responsibility of operation and oversight of the School, CIVICA Career and Collegiate Academy Bentonville. The governing board will function in alignment with Arkansas law, and Arkansas Division of Elementary and Secondary Education rules governing public charter school. The board will adopt policies and procedures in alignment with Arkansas Law related to Charter School Governing Board Operations, however, a waiver will be sought for several provisions that are generally inapplicable in the open-enrollment charter school context, and/or otherwise outlined in the CIVICA Academy Arkansas, Inc. below order to replicate the success of CIVICA schools in other states.

The governing board will undergo mandatory board training in accordance with the laws of the State of Arkansas and the rule 3-A.6 of the Division.

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

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

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

At the initial meeting of the board, the founding members will select a Chair, Vice Chair, Secretary, and Treasurer. Members will be able to self-nominate for any position and a simple majority vote will determine the selection. Members will hold these positions for the duration of their term, except in the cases of removal resulting in a vacancy as described below. Positions will be re-selected at the first meeting of each

subsequent fiscal year by the process described above. Members may be re-selected for positions they hold, with a simple majority vote of the serving board determining the holder in the event of a contested position.

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

Term Limits: Each elected Director shall hold office for a term not less than three (3) years and not more than (5) years as shall be determined by the Board whether to establish staggered terms or otherwise. There is no limit on the number of terms a director may serve.

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

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

CIVICA Academy Arkansas, Inc.

Valerie German, M.D., Bentonville, AR
Layda Morales, School Leader, Homestead, FL
Elaine Clemente, School Leader, Miami, FL
Carmen Cangemi, School Leader, Orlando, FL
Clint Duvo, School Leader, Palm Beach, FL

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

25. Identify the positions that will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

CIVICA Bentonville's Board of Directors is the ultimate policy-making body with the responsibility of operation and oversight of the school including, but not limited to, academic direction, curriculum, and budgetary functions. They shall also serve as the final decision-making authority for student disciplinary expulsions, as well as adopting the student code of conduct and family handbook. It shall be the responsibility of the CIVICA Bentonville Board to establish annual budgets, adopt financial policies. The Board will hire the superintendent and responsible for hiring the Superintendent/Principals for their school sites. The Board also has the power to fire a superintendents and principals.

The directors of the governing board will contribute the wide range of relevant knowledge, skills, and commitment needed to oversee a successful charter school. The Board will meet quarterly, with the last

meeting of the fiscal year designated as the annual meeting. Special meetings may be called as needed at the request of the Superintendent to the Chair. All meetings will be conducted as prescribed by the laws of Arkansas, with the exceptions of the portions requested to be waived in that section.

Board Member Positions:

Chair: The Chair of the Board will preside at all meetings of the Board of Directors. The Chair will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chair will have the powers and duties of the Chair in the event of their absence.

Treasurer: The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the school, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Member. The Treasurer shall be charged with safeguarding the assets of School and they shall sign financial documents on behalf of the school in accordance with the established policies of the school. They shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Secretary: The Secretary will act under the direction of the Chair and may have other duties and powers as the Chair of the Board of Directors may assign. The Secretary will keep minutes of regular and special meetings of the board of directors, including without limitation a:

- Record of the members present or not present at the meeting;
- Record of the outcome of a vote; and
- Maintain a permanent record of the minutes.

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

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

CIVICA Bentonville's on-site administration consists of the Superintendent/Principal and administrative team – as needed (ex: Assistant Principal, Lead Teacher, Special Education Teacher, etc.), who are responsible for curriculum development, working with the teaching staff, addressing student-related issues, and administering student services programs. The administrative team, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The Superintendent/Principal, with the support of the administrative team, will ensure that the operations of the school (resources, courses, policies) are in accordance with CIVICA Bentonville's Mission and Vision. The Superintendent/Principal will be evaluated annually by the Board through a process that includes progress toward achieving school goals based on the school's mission and vision, feedback from stakeholders, as well as a review of school data and performance to determine the Superintendent/Principal's success. The evaluation's purpose is to measure the Superintendent/Principal's

effectiveness and inform them of successes as well as opportunities for growth, improvement, and professional development.

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

The CIVICA Bentonville board is autonomous and self-directing over the school's operations.

CIVICA Academy Bentonville will enter into an arms-length CMO service, support and licensing agreement with CIVICA Educational Foundation, Inc. This agreement focuses on establishing the school's brand and programs and other services relating to school operations. It also outlines the expectations of the school's Governing Board, which has the primary and ultimate authority of Arkansas charter school operations, policy making and governance.

CIVICA Educational Foundation, Inc. will provide the services and supports to the Arkansas Board. The CMO works for the Board of Directors of the Bentonville school. The Arkansas Board will otherwise be self-selecting both for new board members and officers.

The proposed agreement is designed to ensure that an "arm's length" relationship exists between the Governing Board and the CMO. To this end, the Governing Board will retain independent legal counsel. The Governing Board is committed to the management of the school and for providing continuing oversight of school operations. The Governing Board is committed to the mission of the school and is cognizant of its responsibility to effectively and properly manage public funds. This fiduciary obligation will not be ceded to the CMO.

The charter school will comply with rules and regulations of the sponsoring entity. The network prides itself on the relationships it builds with the various charter school authorizers it works with across the country.

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

There are no existing conflicts of interest between the founding Governing Board, CMO or staff.

Conflict of Interest Policy: As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of the applicant can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from the organization for their personal benefit.

Nature of Conflicting Interest: A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. Such an interest might arise through:

- Owning stock or holding debt or other proprietary interests in any third party dealing with the Corporation.

- Holding office, serving on the Board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the Board.
- Receiving remuneration for services with respect to individual transactions involving the Corporation.
- Using the corporation's time, personnel, equipment, supplies or good will for other than Board - approved activities, programs and purposes.
- Receiving personal gifts or loans from dealing or competing third parties. Receipt of any gift is disapproved except gifts of a value less than \$150, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

Interpretation of this Statement of Policy: The areas of conflicting interest listed and the relations in those areas, which may give rise to conflict are not exhaustive. Conflicts might arise in other areas or through other relations. Directors, officers and management employees will hopefully recognize such areas and relation by analogy. However, it is the policy of the Board that the existence of any conflict of interest shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

Disclosure Policy and Procedure: Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed: 1. The conflicting interest is fully disclosed; 2. The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3. Where products, goods or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable valuation or other reliable evidence of market value; and 4. The Board has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the Board Chair who shall bring the matter to the attention of the Board. Disclosure involving the directors should be made to the Board. The Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair and reasonable. If the conflict is not deemed to be material and the conflicted party is excluded from the decision-making process, then the Board can use its reasonable judgment and make a decision, which it deems to be in the best interest of the entity. The decision of the Board on these matters will rest in its sole discretion, and its concern must be the welfare of the Corporation and the advancement of its purpose.

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

The school will use wide-ranging student recruitment and marketing efforts to ensure that all potentially interested students and families have equal access to apply and enroll at the school. The recruiting and marketing initiatives will target the entire community, specifically targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs or may be “at risk” of academic failure. Specific recruitment and marketing activities will consist of but are not limited to:

Community Outreach: CIVICA Bentonville began marketing through the hosting of a public hearing at the Ledger Bentonville. This meeting was held to the public in order to introduce the network to the community. If approved, the school acknowledges that a grassroots recruitment campaign is especially

important to make sure that “harder-to-reach” families (e.g. single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment. A grassroots marketing campaign includes: parent informational meeting, attendance at community events, a ‘door to door’ approach, a school website, social media such as Google Ads, Facebook/Instagram ads, flyers, direct mailers, advertisements in varying media, and building relationships with community groups. The School will continue to post flyers in local public facilities such as the post office, community centers, libraries and other locations of public access, and will also use banner advertisement on the proposed location and hold tables at local malls, community events, and religious organizations to reach all demographic populations. The goal is to reach parents by using various means of information delivery.

Marketing materials will contain inclusive language to inform parents that all students are welcome to apply to CIVICA regardless of their socioeconomic status, race/ethnicity, home language, or enrolled academic program (Special Education, English Language Learners). Promotional materials and announcements will be made available in multiple languages other than English (as needed) in order to accommodate English Second Language (ESL) families.

The school will have a website following the similar layout of the school information built with language translation options, enrollment and opening timelines, curriculum examples, as well as location and registration procedures. Digital and social media advertising are used in order to reach out to a broad audience through ads, which direct parents to click on the school’s website.

In addition, the CIVICA network intends to build relationships with community groups and organizations in the area. In partnership with community organizations, informational events at open forums such as community centers, parks, and libraries will be held to inform the public. All of these methods are key to successful recruitment of students. It is expected that many of the organizations committed to partnering with the school will also help with public awareness and student recruitment.

The school will promote and host informational meetings near the school’s proposed location, which would be accessible to all interested in attending. These events would be promoted in the same manner as mentioned earlier. During the informational meetings, the school will highlight its program and how it will serve all students. CIVICA will work to ensure at least one (1) informational meeting per month targeting interested families and students until enrollment targets are met.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the school. Local elected officials and community leaders will be invited to visit the school. They will also be given updates on the program’s growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

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

Admission Policy - In accordance with federal and state anti-discrimination laws and in accordance with the Arkansas Code Annotated §6-23-306, the School will not discriminate on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.

Any eligible student who submits an application (prior to the posted deadline) shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection/lottery process.

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

- Students who are siblings of a student enrolled in the charter school.
- Students who are the children of a founding member of the governing board and children of employees of the charter school.

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

If the number of applicants exceeds the capacity, students not selected in the initial lottery will be placed on a waitlist. The same enrollment preferences will apply if space becomes available for a student on the waitlist. A lottery system will take place as enrollment spots become available.

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

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

- Students who are siblings of a student enrolled in the charter school.
- Students who are the children of a founding member of the governing board and children of employees of the charter school.

Students will be enrolled based on grade level availability and will be held on a waitlist using a lottery system as enrollment spots become available.

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

As seats become available, students on a waitlist will be notified of an opening through a random lottery process. The same enrollment preferences apply.

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

JOB DESCRIPTION

REPORTS TO: Superintendent/Principal

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Business Manager Shall:

Bookkeeping & Human Resources:

- Perform book keeping functions for all internal accounts, to include the after school program unless operated by an outside vendor, using the schools Board adopted book keeping system and the states accepted practices.
- Under the direction of the school Superintendent/Principal, work with school based fundraising programs and school-based departments to record all internal accounts funding, to include athletics, band, parent association, etc.
- Record and prepare bank deposits and withdrawals.
- Coordinate with payroll department and input data as necessary.
- Assists the Superintendent/Principal with operating account needs.
- Assist the Superintendent/Principal with all purchase orders to include placing necessary supply orders and monitoring future needs.
- Coordinate with school employees for supply purchases.
- Assists the Superintendent/Principal in preparing for the annual audit as needed.
- Assist the Superintendent/Principal in preparing account reconciliations and other reports required by the district.
- Manage school copy machines and usage.

Compliance Procedures:

- Assist the Superintendent/Principal as directed with all related compliance measures to be uploaded and/or delivered as part of the state's oversight requirements.

Secretarial, Staff & Student Services:

- Assist the office as needed with student registration, attendance, lunches, transportation, safety, and health needs.
- Assist parents and students as needed.
- Assist with student data entry and records.
- Assist with field trip coordination.

The CMO will provide the school's business and back off service's as part of its agreement. The CMO and affiliated service and support entities employ professionals in the fields of charter school law and compliance, academics and curriculum, assessment, accreditation, finance and accounting, marketing and communications, facilities and maintenance, etc. The agreement will cover all back office support services through to include, but not limited to:

- Staff Administration and Human Resources Coordination
- Financial projections and financial statement preparation
- Bookkeeping and Record Keeping
- Grant Solicitation
- Financial Solicitation
- Assistance with board meeting coordination and minute taking
- Campus accreditation
- Professional development that is aligned to the CIVICA Network model and the Arkansas Academic Standards
- Research-based lesson planning assistance
- Professional Development for School Leader and Teachers
- Leadership training and workshop programs
- Compliance and operations support
- Access to CMO best practices for support and instruction on educational technology

- Make available proprietary materials and educational programs

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

The Governing Board will oversee and direct the school's financial activities through policy and actions and resolutions formally adopted during properly convened meetings.

The Board will monitor the school's finances through the receipt of accounting and financial reports, presentation of the annual audit report by the independent auditor, and recommendations by staff for the procurement of goods and services. The CMO will assist the school with Procurement and Purchasing Services.

All procurement transactions will be conducted in a manner to provide, to the maximum extent practical, open and free competition. Solicitations shall clearly establish all requirements that the bidder or vendor will fulfill in order for the bid or offer to be evaluated by the CMO and the Board. Any and all bids or offers may be rejected when it is in the Board's interest to do so.

The CMO will conduct a cost/price analysis in connection with every procurement action to determine reasonableness, allocability, and allowability prior to presenting it to the board.

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

The CMO will prepare and the Governing Board will be responsible for reviewing and approving a preliminary operating budget prior to the beginning of the fiscal year; reviewing quarterly financial statements; annually adopting and maintaining and amending the operating budget for the school; monitoring the school's performance, selecting and retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit; reviewing and approving the audit report, including audit findings and recommendations. The Board will report finances to all applicable Arkansas oversight agencies.

At no additional charge to the school, the CMO will contract with an Education Service Provider (ESP), Academica, which will assist the CMO in the preparation and reporting of the School's finances. The CMO's duties will be clearly spelled out in the CMO Agreement. In essence, the CMO's job will be to implement the directives and actions by the Governing Board and Superintendent/Principal.

35. Describe the way an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

The applicant requests that the authorizer allow a licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit. The audit will be conducted by an Arkansas-licensed

CPA and/or firm and in accordance with auditing standards as set forth by the American Institute of Certified Public Accountants or other applicable audit standards, as determined by the Board in compliance with ADE audit rules, and best practices for auditing a public charter school.

The Board expects and demand a full, thorough, expedient audit. All audit findings will be presented to the Board. The auditors will be available for questions, and all relevant information set forth for review. Once the board approves, the audit is submitted to the state.

The applicant will work with HLB Gravier, LLP for its audit needs. HLB Gravier commits to becoming a member of the Arkansas State Board of Public Accountancy.

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

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

A facility has not yet been identified.

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

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

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

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

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

CIVICA Academy Arkansas anticipates that it will receive most of its students from the Bentonville (BSD), Fayetteville (FSD), Rogers (RSD), and Springdale (SSD) School Districts. As an open-enrollment public charter school, however, CIVICA Academy Arkansas may enroll students from anywhere within the State of Arkansas. Pursuant to Ark. Code Ann. §6-23-106, CIVICA Academy Arkansas is required to carefully

review the potential impact that its operation would have upon the efforts of the BSD, FSD, RSD, and SSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. At full enrollment, CIVICA Academy Arkansas will have a student population of 2,000 students in Grades K-12.

CIVICA Academy Arkansas, in its review, has carefully reviewed the potential impact that the operation of an open- enrollment public charter school within the boundaries of either the BSD or the FSD would have upon the efforts of those school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, CIVICA Academy Arkansas has found that none of the school districts listed above are under any court orders concerning their desegregation obligations, and are therefore unitary in all respects of their school operations. Therefore, the granting of an open-enrollment charter to CIVICA Academy Arkansas to operate its school within the boundaries of the BSD or the FSD cannot be said to have a negative impact on the BSD, FSD, RSD, and the SSD's ability to comply with the districts' statutory obligations to create and maintain a unitary system of desegregated public schools.

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

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

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

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

The CIVICA Network (www.civicanetwork.com) operates three schools across three states. The mission of the CIVICA network is to create an environment that strives for academic achievement, character formation and college & career readiness. The model is in line with recent education reform laws in Arkansas which call on established operators to bring high-quality programs to the students of Arkansas. The CMO also pays special attention to the needs of the community in each area in operates. Career academies and pathways offered are associated with the Bentonville community's industries.

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

- Professional development that is aligned to the CIVICA Network model and Arkansas Educational Standards
- Research-based lesson planning assistance
- Professional Development for School Leader and Teachers
- Leadership training and workshop programs

- Compliance and operations support
- Access to CMO best practices for support and instruction on educational technology
- Make available proprietary materials and educational programs
- Assistance with board meeting coordination and minute taking
- Bookkeeping and Record Keeping
- Staff Administration and Human Resources Coordination
- Financial projections and financial statement preparation
- Grant Solicitation
- Financial Solicitation
- Facilities Services: identification of facility, enhancements & retrofit.
- Strategic Planning Support.
- Procurement/Purchasing Services Support
- Virtual Education Support
- Branding and Marketing

WAIVERS

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

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

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

Waiver #1 Topic	Board of Directors
Arkansas Code Annotated	6-13-608 6-13-611 6-13-612(c) 6-13-613 6-13-615 6-13-616(a) 6-13-617 6-13-618 6-13-619(a), (c), (d)(1)(A), (d)(4) 6-13-620(5) 6-13-622(b) 6-13-630 6-13-631 6-13-634 6-13-635 6-13-1303 6-14-101, et seq.
Standard for Accreditation	
ADE Rules	Rules Governing School Board Zones and Rezoning
Rationale for Waiver	<p>The applicant seeks a waiver for the sections of Arkansas Code Annotated and ADE Rules listed above as it pertains to the proposed board of directors and policy adoption. The board members are not selected or elected from the general public but rather named to the board as described in the application, which also describes the process for filling vacancies, the frequency of meetings, officer positions and responsibilities, and length of terms. The board is the only body that may adopt policies for the school.</p> <p>The applicant is replicating a highly successful model that has a proven track record of academic excellence. The core of this process is the board, which is made up of dynamic individuals from</p>

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

Waiver #3 Topic	Facilities and Flag Display
Arkansas Code Annotated	6-16-105 6-16-106 6-21-117
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Because the applicant has not identified a facility, a waiver is being

	<p>requested in the case that the landlord does not allow for a flag to be permitted. The school commits to finding alternatives ways to display the American and Arkansas State flag.</p> <p>The school facility will, at minimum, meet the requirements of all state and local health and safety codes, ADA and IDEA</p>
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Waiver #4 Topic	Personnel Policies
Arkansas Code Annotated	Ark. Code Ann. §§ 6-17-2301(c) 6-17-2301(c)(1) & (d)(2) 6-17-2302 6-17-2303 6-17-2304 6-17-2305 6-17-203 6-17-205 6-17-209 6-17-301 6-17-208 6-17-210 6-17-202 6-17-201(a) & (c)
Standard for Accreditation	3-A.2 (only to the extent that the classified salary schedule must be published on the school's website)
ADE Rules	Rules Governing Documents Posted to School District and Education Service Cooperative Websites – 5.01.4, 5.01.5, 6.01, 6.02 (as for these sections, only to the extent that classified & administrator salary information is required to be published on the school's website)
Rationale for Waiver	<p>The applicant is seeking a waiver for the above sections of statutes, standards and rules as they pertain to personnel policies. The applicant plans to adopt personnel policies covering all necessary areas, including but not limited to salary schedules, benefits and other compensation issues; annual school calendars; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force and assignments. Employees will be "at will" and will be paid in accordance with the Fair Labor Standards Act and in accordance with the referenced personnel policies of the Board. Employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of Directors. Issues such as minimum sick leave will be addressed in the Employee Handbook for the school. This waiver will generally allow the school to make prompt personnel decisions to address performance issues negatively impacting the school's operation. The applicant also seeks the ability to develop policies with groups of employees outside of those mandated. As</p>

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

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

Waiver #7 Topic	Teacher Licensure
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Arkansas Code Annotated	Ark. Code Ann. §§ 6-15-1004 6-17-309 6-17-401 6-17-418 6-17-902 6-17-908 6-17-919
Standard for Accreditation	
ADE Rules	DESE Rules Governing Educator Licensure – Section 7
Rationale for Waiver	The applicant is seeking a waiver for the above sections of Arkansas Code Annotated and Rules to hire the most qualified teachers best suited to implement the Board’s shared goal and vision. In some circumstance a teacher may not at time of hire hold a valid Arkansas Teaching Certificate, and some may have extensive career experiences that make them uniquely qualified for the innovative programs the school offers. Out-of-field instructors will be used only in extreme circumstances and subject to board approval. All employees must pass a background check. The applicant has a proven track record of success using an alternate observation and evaluation system, and is seeking a waiver in order to continue using that method.

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

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

	Standard 1-A.6 (Teaching Load) 4-D.1
ADE Rules	DESE Rules Governing Class Size and Teaching Load
Rationale for Waiver	The applicant is seeking a waiver for the above sections of Arkansas Code Annotated, Standards , and Rules to hire the most qualified teachers best suited to implement the Board’s shared goal and vision. In some circumstance a teacher may not at time of hire hold a valid Arkansas Teaching Certificate, and some may have extensive career experiences that make them uniquely qualified for the innovative programs the school offers. Out-of-field instructors will be used only in extreme circumstances and subject to board approval. All employees must pass a background check- and for core subject areas be eligible to be designated as Arkansas Qualified Teachers . The applicant has a proven track record of success using an alternate observation and evaluation system, and is seeking a waiver in order to continue using that method.

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

Waiver #11 Topic	Report Cards
Arkansas Code Annotated	Ark. Code Ann. § 6-15-903 a(2)

Standard for Accreditation	
ADE Rules	
Rationale for Waiver	The applicant requests the waiver for the above section of ACA insofar as it pertains to distribution of report cards, that an electronic transmission of the report card to a parent/guardian's email address will be acceptable as a distribution method.

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

Waiver #13 Topic	Facilities and Flag Display
Arkansas Code Annotated	6-16-105 United States Flag 6-16-106 Arkansas State Flag 6-21-117 Leased Academic Facilities
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	Because the applicant has not identified a facility, a waiver is being requested in the case that the landlord does not allow for a flag to be permitted. The school commits to finding alternatives ways to display the American and Arkansas State flag. The school facility will, at minimum, meet the requirements of all state and local health and safety codes, ADA and IDEA.

Waiver #14 Topic	Gifted and Talented
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Arkansas Code Annotated	6-20-2208(c)(6), 6-42-109
Standard for Accreditation	2.G.1
ADE Rules	DESE Rules Governing Gifted and Talented Program Approval Standards
Rationale for Waiver	<p>The school requests a waiver to the Statutes, Standards and Rules regarding the separate Gifted and Talented program requirement. The school's model provides a rigorous curriculum to all students, challenging them academically and preparing them for future success while recognizing that some children of high ability and potential require differentiated learning and challenges in areas of study that interest them. The school's integrated model focuses on differentiation of instruction and mirrors the standards typically associated with Gifted and Talented programs. By offering a challenging educational experience beyond standard expectations found in most educational settings, teachers can incorporate advanced subject matter, delving into complex concepts that surpass grade-level material as an alternative to the standard curriculum. College preparatory courses, including Pre-AP and AP courses, are integrated to equip students with the necessary skills for higher education. Through personalized learning plans created in consultation with educators and parents, the school can tailor instruction to cater to students' preferences and challenge them in their learning. Our counselors will provide criterion- and norm-referenced assessments for student screening.</p>

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

<p style="text-align: center;"><u>178 Instructional Days – standard only</u></p> <p>Standard 1-A.4.1</p>	<p style="text-align: center;"><u>Acquisition of Commodities</u></p> <p>Ark. Code Ann. § 6-21-303</p>	<p style="text-align: center;"><u>Adopt School Calendar</u></p> <p>Ark. Code Ann. § 6-10-106</p>	<p style="text-align: center;"><u>Alternative Learning Environment (ALE)</u></p> <p>Ark. Code Ann. §§ 6-15-1005(b)(5) 6-18-503(a)(1)(C)(i) 6-48-102 6-48-103</p> <p>DESE Rules Governing Student Special Needs Funding – Section 4</p> <p>Standard 2-I.1</p>	<p style="text-align: center;"><u>Arkansas History</u></p> <p>Ark. Code Ann. §§ 6-16-124(a)(2) 6-17-418 6-17-703</p> <p>Standard 1-A.1.2.8</p>
<p style="text-align: center;"><u>Attendance</u></p> <p>Ark. Code Ann. § 6-18-213(a)(2)</p>	<p style="text-align: center;"><u>Board of Directors</u></p> <p>Ark. Code Ann. §§ 6-13-608 6-13-611 6-13-612(c) 6-13-613 6-13-615 6-13-616(a) 6-13-617 6-13-618 6-13-619(a), (c), (d)(1)(A), (d)(4) 6-13-620(5) 6-13-622(b) 6-13-630 6-13-631 6-13-634 6-13-635 6-13-1303 6-14-101, et seq.</p>	<p style="text-align: center;"><u>Body Mass Index (BMI) Assessment</u></p> <p>DESE Rules Governing Nutrition and Physical Activity and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, Section 5.02.5, 12.00</p>	<p style="text-align: center;"><u>Class Size & Teaching Load</u></p> <p>Ark. Code Ann. § 6-17-812</p> <p>Standard 1-A.5 (Class Size) Standard 1-A.6 (Teaching Load)</p> <p>DESE Rules Governing Class Size and Teaching Load</p>	<p style="text-align: center;"><u>Classified Employee Minimum Salary</u></p> <p>Ark. Code Ann. §§ 6-17-2201, et seq. 6-17-2403</p>
<p style="text-align: center;"><u>Clock Hours</u></p> <p>Standard 1-A.2</p>	<p style="text-align: center;"><u>Comprehensive School Counseling Program & School Counselor</u></p> <p>Ark. Code Ann. §§ 6-18-2002(2)(A) 6-18-2003(a)(2)(A) Standard 4-E.1, 4-E.2</p>	<p style="text-align: center;"><u>Credit for College Courses</u></p> <p>Ark. Code Ann. § 6-18-223</p>	<p style="text-align: center;"><u>Curriculum – Advanced Placement Courses</u></p> <p>Ark. Code Ann. §§ 6-16-1203(a) 6-16-1204(a), (c), and (d)</p> <p>DESE Rules Governing Grading and Course Credit – Sections 4-1.00 & 6.00</p>	<p style="text-align: center;"><u>Curriculum – Career & Technical Education</u></p> <p>Standard 1-A.1.2.7 (5-8) 1-A.1.3.9 (9-12)</p>

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

Ark. Code Ann. § 6-21-413 DESE Rules Governing Instructional Materials – Sections 5.01, 5.01.2	Ark. Code Ann. § 6-21-117(2)-(5) Standard 6-A.1, 6-A.2	Ark. Code Ann. § 6-25-103 Standard 2-D.1	Ark. Code Ann. § 6-25-104 Standard 4-F.1, 4-F.2	Standard 6-A.1
<u>Parent & Family Engagement Plan</u> Ark. Code Ann. § 6-15-1701, et seq. DESE Rules Governing Parental Involvement Plans and Family and Community Engagement Standard 5-A.1	<u>Period of Silence</u> Ark. Code Ann. § 6-10-115	<u>Personnel Policies – Classified Employees Personnel Policies</u> Ark. Code Ann. §§ 6-17-2301(c) 6-17-2301(c)(1) & (d)(2) 6-17-2302 6-17-2303 6-17-2304 6-17-2305	<u>Personnel Policies – Committee on Personnel Policies</u> Ark. Code Ann. §§ 6-17-203 6-17-205 6-17-209	<u>Personnel Policies – Daily Planning Period</u> Ark. Code Ann. § 6-17-114
<u>Personnel Policies – Duty-Free Lunch Period</u> Ark. Code Ann. § 6-17-111	<u>Personnel Policies – Employment of Licensed Personnel</u> Ark. Code Ann. § 6-17-301	<u>Personnel Policies – Grievance Procedure</u> Ark. Code Ann. §§ 6-17-208 6-17-210	<u>Personnel Policies – Non-instructional Duties</u> Ark. Code Ann. § 6-17-117	<u>Personnel Policies – Personnel Policies Incorporated into Teacher Contracts</u> Ark. Code Ann. § 6-17-204
<u>Personnel Policies – Public School Employees’ Fair Hearing Act</u> Ark. Code Ann. §§ 6-17-1701, et seq.	<u>Personnel Policies – Requirements</u> Ark. Code Ann. § 6-17-201(a) & (c)	<u>Personnel Policies – Right to Join Professional Organization</u> Ark. Code Ann. § 6-17-202	<u>Personnel Policies – School Employees’ Minimum Sick Leave</u> Ark. Code Ann. §§ 6-17-1301, et seq.	<u>Personnel Policies – Teachers’ Minimum Sick Leave</u> Ark. Code Ann. §§ 6-17-1201, et seq.
<u>Personnel Policies – Teachers’ Fair Dismissal Act</u> Ark. Code Ann. §§ 6-17-1501, et seq.	<u>Personnel Policies – Teacher Excellence and Support System (TESS)</u> Ark. Code Ann. §§ 6-17-2801, et seq. DESE Rules Governing Educator Support and Development	<u>Personnel Policies – Use of Personal Leave</u> Ark. Code Ann. § 6-17-211	<u>Personnel Policies – Website Requirements</u> Ark. Code Ann. § 6-11-129 DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites – Sections 5&6	<u>Physical Education</u> Ark. Code Ann. § 6-16-132 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 Standards 1-A.1.1.6, 1-A.1.2.6, & 1-A.1.3.8
<u>Pledge of Allegiance</u> Ark. Code Ann. § 6-16-108	<u>Principal</u> Ark. Code Ann. § 6-17-302	<u>Professional Development</u> Ark. Code Ann. §§ 6-17-703 6-17-704	<u>Report Cards</u> Ark. Code Ann. § 6-15-903(a)(2)	<u>Required Instruction K-4</u> Standard 1-A.1.1

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

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