



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2023 New Open-Enrollment Public Charter School Application

Institute for the Creative Arts

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:	Institute for the Creative Arts
Primary Contact for Application:	Dr. Rosilee Russell
Primary Contact Phone:	479-739-4655
Primary Contact Cell:	479-739-4655
Primary Contact Email:	Rosilee.russell@csafortsmith.org

Name of sponsoring entity:

Community School of the Arts

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:

Community School of the Arts

Other Schools Managed by the CMO:

Name of School	Location	Year Established
N/A		

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.

A public hearing was held on Thursday May 11, 2023, at 6pm at the United States Marshals Museum located next to the Community School of the Arts (CSA) Center for the Creative Arts which will house the Institute for the Creative Arts. Approximately 60 people attended the meeting. An attachment to this application is provided listing those who attended the meeting and signatures of those who support the Charter. We were pleased to have Senator Justin Boyd, Mayor George McGill, and several of our City Directors along with many CSA families and donors present.

The meeting was presided over by Dr. Rosilee Russell, Executive Director of Community School of the Arts (sponsoring entity) and Dr. Phillip Russell, Director of Development and Educational Outreach for CSA. The audience was given information about Open-Enrollment Charter Schools and the Charter School request that CSA is seeking. A brief history of CSA was provided including the organization's extensive involvement in the community and the long-standing partnerships that have been formed with over 30 school districts within the region to provide arts education to many area underserved children and teens. A discussion of the Charter's title *Institute for the Creative Arts* was presented with information as to how that fits within the scope of CSA.

The mission statement of the Institute for the Creative Arts was addressed along with a discussion of how the Institute will function as a performing and visual arts high school. The specialized curriculum was the primary focus along with a discussion of the core academic classes that will be offered.

Photos of the new facility were also presented along with school amenities. Questions about transportation, special needs, recruitment of faculty, and roll-out of programs were asked. The proposed charter school was well received. In fact, there were no negative comments about the proposed school.

Letters of support from Senator Justin Boyd, Representative Charlene Fite, Mayor George McGill, and Fort Smith City Leaders along with other supporting materials accompany this application.

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

EDUCATIONAL NEED

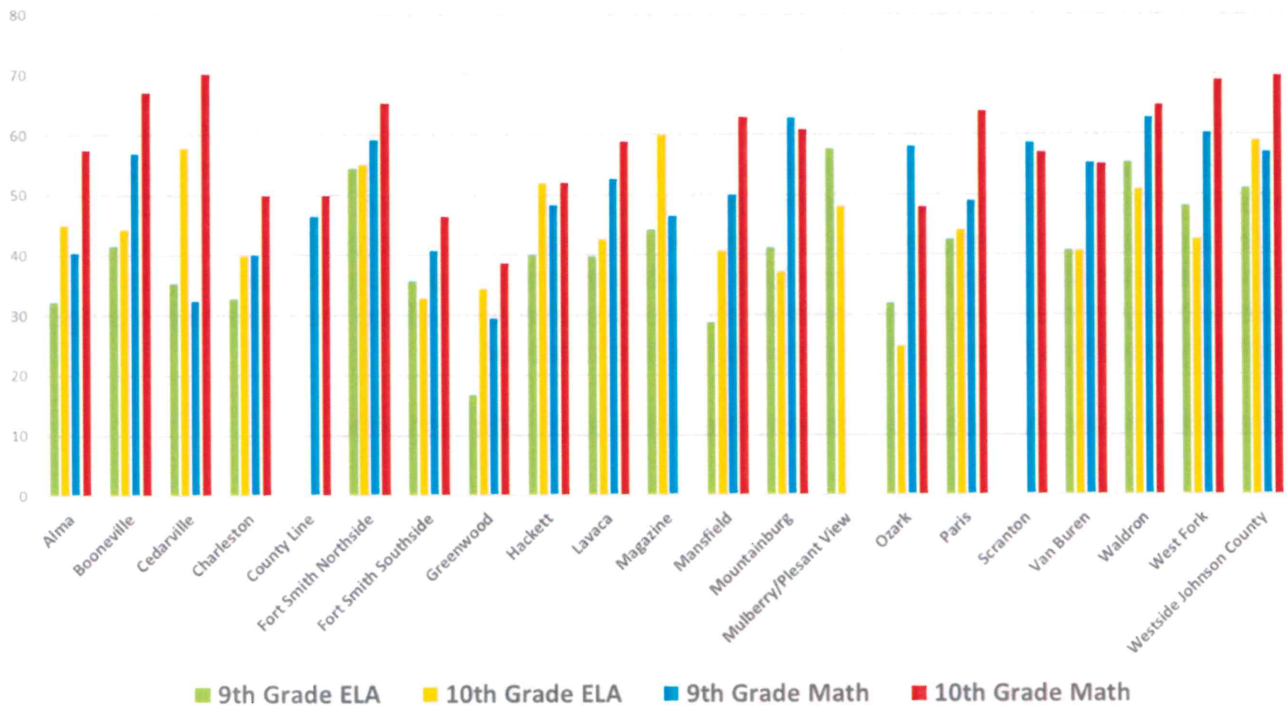
There are several important reasons to provide a Performing & Visual Arts high school in the Fort Smith region. Listed below are some of the key reasons.

1. There is a need for students to develop life skills through their educational experience. The life skills instilled through the arts cannot be overstated. Team building, discipline, communication, critical thinking, and problem-solving are key components in arts training which make for successful adults. The arts develop leadership skills in a way that no other form of study can accomplish.
2. Studies have confirmed the importance of participating in the arts for the development of social and emotional skills. It is vitally important to engage young people in the arts. Building a strong social-emotional base early translates into not only academic success and a higher employment success rate, but ultimately good citizens and effective leaders. <https://www.acealabama.org/resource-blog/social-and-emotional-benefits-of-art#:~:text=Art%20allows%20children%20and%20young,the%20intensity%20of%20those%20feelings>.
3. There is a need in our region for improved scores in core academic areas, particularly in the areas of math and literacy. Of the populations the Institute intends to serve, there are 21 public high schools. Of the 21 schools, 5 have a “D” grade, 10 schools have a “C” grade, and 6 schools have a “B” grade. Recognizing that covid was a hinderance to education and learning, we believe that under normal circumstances with no pandemic, the Institute will be one of the top high school models in the state because of its immersive, focused approach to learning. Through this approach, we can produce successful students at the highest level in both academics and arts. Arts education by its nature is a hands-on experience. When students begin to immerse themselves into the training, the mastery of skills increases at a rapid rate and students begin to outpace all other students in learning. The hands-on training combined with an immersive experience will be the approach to all core subject areas so that all students improve in their academic studies. This approach is not found in a traditional high school model. Students develop this style of learning in their arts study that then translates into their studies in core academic areas. In this environment, teachers are training students rather than simply providing a passive teaching experience. **(See chart below showing ELA & Mathematics Issues*)**
4. There is a need for greater arts opportunities in virtually all school districts in this region as most districts are deprived of adequate arts offerings and facilities. The arts are limited at all age levels prohibiting most high school students from discovering their talents and being prepared to enter college or a vocation. The Institute provides a way to meet this vulnerable population of students. Upon entering the Institute, students will immediately be connected to areas of creative interest as they explore their talents and skills. Simply stated, the innovative arts education and training provided through the Institute would not be available in the region without this project. Through this model, creative students will be prepared for the arts as an industry, including technological and performance opportunities, and will have the skills they need to enter college or a career.

5. There is a need for a school that approaches teaching and learning through the hands-on immersive approach of study in all areas including academics and arts. The approach is based upon the Italian Master Teacher/Apprentice style of instruction and requires teachers to be active in their work with students. Each student “trains” under their master teacher. Focus, discipline, repetition of processes, and active study are all part of the learning environment. Each student is treated individually and taught specific processes in which to master skills. Those processes become the foundation to great success, and they will be instilled in not only the arts but in all academic studies.
6. There is a need for additional school options in the River Valley. With the economic growth taking place in the Fort Smith region, and no designated school for the arts, there is a void to be filled by placing a Performing & Visual Arts High School in this area. The school has the potential to reach into 20 districts within a 60-mile radius and areas in which there are disadvantaged populations with little to no arts education and weak academic test scores.
7. In a day in which Career Tech and STEM centers are prevalent, the need for a Performing & Visual Arts high school that serves as an epicenter for creative studies is quite apparent. The Institute is a place where students from across racial, ethnic, and socio-economic lines and school boundaries can come and connect to arts studies that prepare them for college and/or career. Students are literally preparing for opportunities globally.

*The chart below shows the percentage of students in “need of support” in English Language Arts and Math from the potential high schools we will reach. Source: myschoolinfo.arkansas.gov 2021-2022 English/Language Arts & Mathematics

Percentage of Students With Scores in the "Need of Support" Category



HISTORY OF COMMUNITY SCHOOL OF THE ARTS

Community School of the Arts is a non-profit organization which began in 2016 serving the Fort Smith Community and surrounding region by providing high-quality instruction in music, theatre, dance, and visual art under the umbrella of *Community Arts Connection*. Children and youth participate in after-school, evening, and weekend classes and lessons.

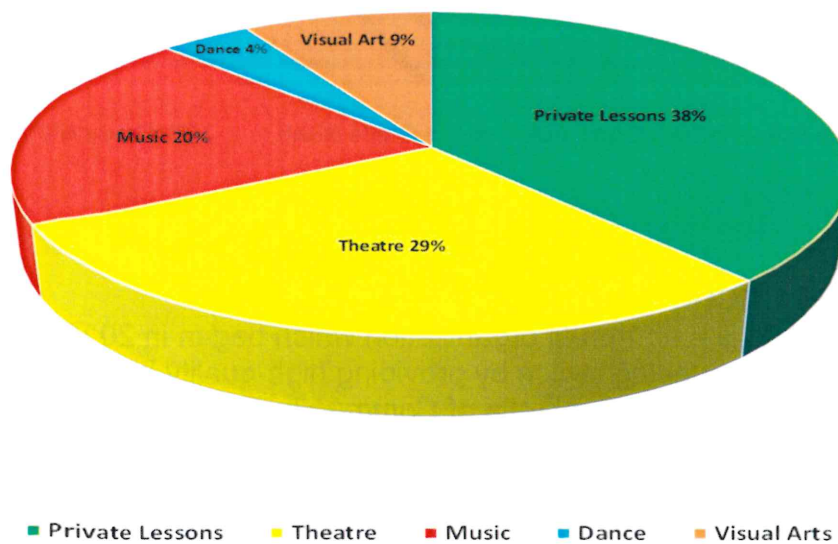
CSA began with the vision of Dr. Rosilee Russell. With a 40-year career in the arts, a doctorate in piano, and a 30-year history of working in higher education preparing young people for a career in the arts, Dr. Russell has had a vision for many years of establishing a preparatory arts program that spans from preschool through high school. She has developed precollege programs for the past 17 years. From her experiences, she has learned that the best way to achieve a top arts education is to provide programs and performances outside of the traditional school bounds. These programs allow for professional artist teachers to work with and immerse students in the arts for a real-world experience as well as provide one-on-one teaching and mentoring that is essential in arts education.

This past year CSA also opened the first in Arkansas arts-based preschool called the *Preschool for the Creative Arts*. Children ages 3-5 are learning through creative arts experiences and outpacing other children at their age in their skills that prepare them for kindergarten and first grade.

Reaching over 1000 students yearly, CSA has established itself as one of the state's largest 501c arts education programs. Through a capital campaign, CSA has built a state-of-the-art facility called the Center for the Creative Arts on the riverfront in downtown Fort Smith. The facility will house the CSA Community Arts Connection programs and the anticipated specialized Performing & Visual Arts charter high school. There is additional land at the new facility site with plans to build additional space to house the Preschool for the Creative Arts, additional high school classroom space, a large performance hall and other arts spaces, allowing for all programs including the Institute to grow and expand. The focus of CSA is to build a culture of arts education that begins in early childhood and continues through high school so that all young people can fully develop as a whole person from socially to intellectually to creatively. The Institute for the Creative Arts will be the culminating program that fully develops teens as they prepare to enter a career.

The chart below gives data on student interest in each arts discipline.

Percentage of Students Enrolled in Each Discipline



CSA ARTIST CONNECTIONS & COMMUNITY PARTNERSHIPS

CSA has developed important connections with artists, community leaders and sponsors, state officials, and other non-profit organizations in addition to the hundreds of families that have been served that places CSA in a unique position to serve as the sponsoring entity for the Institute. Former Arkansas Governor Asa Hutchinson is a strong supporter of the Center and all that it means to the education of future generations of young people. In fact, it was an honor for us to have the Former First Lady of Arkansas, Susan Hutchinson, serving as

Honorary Co-Chair for our capital campaign. Our former Secretary of Education, Mr. Johnny Key, former Secretary of Commerce, Mr. Mike Preston, and several state legislators including Senator Justin Boyd, Representative Charlene Fite, and United States Senator John Boozman all endorse the Center and the important role it will have in cultural and economic development. We are also supported by our Mayor, George McGill, and our City Directors along with our City of Fort Smith Chamber of Commerce. CSA has cultivated many community relationships with companies and businesses such as Arvest Bank, First National Bank, ArcBest, Weldon, Williams, & Lick, Landmark, McDonald's, and Carco-Hertz to name a few, along with relationships with civic clubs, many area non-profits including the United States Marshals Museum who is our next-door neighbor to the Center, and area schools across the region. CSA has cultivated a group of close to 300 donors over the past 6 years who believe in what the arts and arts education can do for young people. We have received numerous grants as well to construct the Center.

Our list of artists who have taught and worked at CSA is extensive including over 50 area and regional artists who have actively worked with students at CSA. We are reaching some 15,000 audience attendees each year for concerts, shows, productions, and summer camp showcases. In short, CSA has developed a climate of artistic excellence that allows the new Center for the Creative Arts and programs housed there to serve as the convening authority in arts education. Students attending the Center will connect with the region on a much broader scale through participation in many area service projects, professional development activities will bring teachers and leaders from around the two states, and collaborations to build national exposure through festivals and special signature events will draw greater tourism on a much larger scale. In addition, the synergy created between the United States Marshals Museum and CSA will serve to build a riverfront that attracts populations throughout the area.

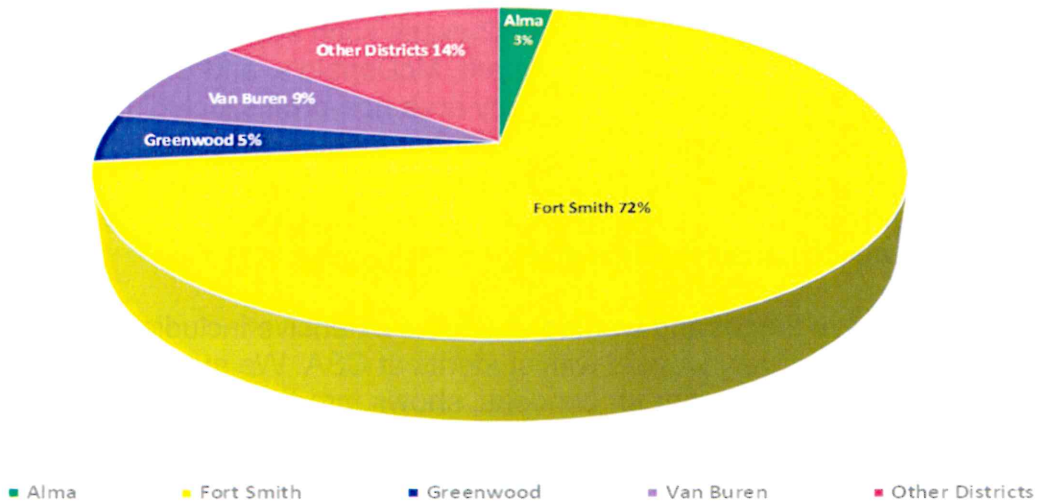
REACHING THE UNDERSERVED

In terms of supporting the needs of students, CSA has a long history of serving underserved populations. CSA believes that no child or teen should be deprived of a quality arts education. Through grants and private dollars, CSA has provided scholarship funding to every underserved student wishing to attend the programs. In addition, CSA sponsors many outreach programs in which CSA instructors provide a weekly arts program at area underserved elementary schools at no charge to the school or student. The program is funded by private dollars and grants and reaches as many as 300 children a week in the areas of theatre, dance, strings, and choir. Also, through day performances of the CSA theatre productions, schools are able to bring their students for little to no cost to the show. CSA reaches over 3000 students yearly for these performances. Many of these students would not otherwise have the opportunity to see a production without this programming.

Through CSA on site programs, approximately 500 students yearly are reached for classes, lessons, and camps. Of those students, 9% are Asian, 7% are Hispanic, and 5% are African-American. Within the surrounding populations we serve, over 70% of the students are on free/reduced lunch at their school. In addition, 19% of our students are homeschooled and 21% of our students attend a private school in Fort Smith. With only one private high school in Fort Smith, the Institute, because of its specialized nature, will potentially be the top option for these students including homeschool students wishing to be involved in the arts for high school credit.

CSA reaches students from over 30 districts in Arkansas and Oklahoma. The chart below shows the percentage of students participating in area Arkansas districts.

Percentage of Students Enrolled from Each District



Other Districts include the following:
 Booneville, Cedarville, Charleston, County Line, Hackett, Huntington, Lavaca, Magazine, Mansfield, Mountainburg, Mulberry Pleasant View, Ozark, Paris, Prairie Grove, Scranton, Waldron, West Fork, Westside

Many of the populations CSA serves fall into the low to moderate income range with a significant percentage of families in poverty. There are potentially seven counties in Arkansas that the Institute will reach and that CSA currently reaches. These counties represent a total population of over 635,000. Below is detail showing the populations served along with income averages.

Selected Demographic Data by County from U.S. Census for Arkansas

Sebastian County

Median Income	\$43,240
Average Income	\$25,084
Percent in Poverty	15.6%
Percent Asian	4.7%
Percent Black	7.0%
Percent Hispanic	14.8%
Population	127,827

Crawford County

Median Income	\$46,619
Average Income	\$23,851
Percent In Poverty	16%
Percent Hispanic	8.1%
Population	63,257

Franklin County

Median Income	\$39,463
Average Income	\$20,262
Percent in Poverty	18.3%
Population	17,715

Johnson County

Median Income	\$37,170
Average Income	\$19,681
Percent in Poverty	22.2%
Percent Hispanic	14.3%
Population	26,578

Logan County

Median Income	\$39,748
Average Income	\$22,221
Percent in Poverty	18.6%
Population	21,466

Washington County

Median Income	\$49,629
Average Income	\$27,823
Percent in Poverty	15.2%
Percent Hispanic	17.1%
Population	239,187

Scott County

Median Income	\$35,509
Average Income	\$17,375
Percent in Poverty	20.2%
Percent Hispanic	7.9%
Population	10,281

HISTORY BEHIND THE DEVELOPMENT OF THE INSTITUTE

The 1980s saw the beginning of a special high school model in education known as the Governor's School. Governor's Schools began in several forms including summer programs, full-day high schools, residential high schools, and cooperative half-day programs as schools for both arts and academics opened. All served the purpose of bringing students of similar interests and talents together and preparing them for a college career in their chosen field and ensuring success in their high school setting.

Educational leaders realized very quickly that this type of program provided an innovative learning environment where students could thrive as it was a place designed to focus on specific areas of interest such as math, science, or the arts, with the goal of immersing students in their area of interest. The results of these programs were amazing. Students participating in these programs were consistently outperforming other students in the nation. Educators found that there were academic and social benefits not found in a traditional school. Students learned compatibility, tolerance of differences, discipline, and responsibility.

Students of like mind and interest were working together creating an environment where students felt understood and could grow into confident and successful individuals.

The Governor's School model serves as the backdrop for the development of the CSA Institute for the Creative Arts. The Founder/Executive Director, Dr. Rosilee Russell, has enjoyed a 40-year career in the arts. She has experiential knowledge of the effectiveness of the Governor's School programs and an understanding of the importance of providing this type of rigorous training to creative and artistically talented students.

In March 2018, Dr. Russell and members of the CSA Board visited the *Governor's School for the Arts* in Norfolk, Virginia. GSARTS is a national model for arts education serving over 400 high school students yearly with some 700 students seeking entrance into the program each year. Students participating in this program receive top scholarships to attend colleges and universities throughout the nation. In addition, Dr. Russell has done extensive research on other top Performing Arts High Schools including the Governor's School in Greenville, South Carolina, ICON which is the new Performing Arts High School opening this fall in Iowa City, Iowa, the La Guardia High School for the Performing Arts (the high school used as the backdrop for the famous show *Fame*), the Booker T. Washington High School for the Performing and Visual Arts in Dallas Texas, and the New World High School for the Performing Arts in Miami, Florida. Each of these schools has a rigorous visual and performing arts curriculum and strong core academics. Students in these schools excel beyond what they would do in a traditional high school.

Fast forward to the 21st century. There is a major shift occurring across the globe that will ultimately position creative individuals in places of leadership across all career boundaries. Creative students are no longer taking a back seat but are now rising to the forefront as leaders of change and as the role models for society. This is a powerful change that has far-reaching effects on our economy and society. Not only will creative people have careers in the arts, but they will be leaders of the corporate world. In addition, the dominance of technology has caused major changes in all aspects of life from education to arts to corporate. (See Daniel Pink's Book entitled *A Whole New Mind, Why Right-Brainers will Rule the Future*). We realize that the Institute must house arts programs that will impact students across career boundaries, provide them a clear path to a career in a creative field, and ensure success in their future. This will be the first Institute of its type in the region.

WHY FORT SMITH AND WHY NOW

Fort Smith and the surrounding region of the River Valley is now in a unique position to offer an open-enrollment charter school and specifically the Institute for the Creative Arts. There are not enough school options currently in Fort Smith and there is no arts school in the region for creative students to attend. This is a major deficiency for a city this size.

Economically, some major changes are happening in Fort Smith. Governor Sarah Sanders recently announced that the Air Force has formally decided to place its Foreign Military Sales program in Fort Smith at the Ebbing Air Force National Guard Base. Foreign Military Sales is a security assistance program authorized by the Arms Export Control Act. The act allows the U.S. to sell defense equipment, conduct training and provide services to a foreign country when the president deems doing so will strengthen U.S. national security and promote world peace. Countries from around the world including Germany, Poland, and Singapore will be participating and personnel will be arriving in Fort Smith by 2024. It is expected that some

900-1500 families will move into Fort Smith, many of whom will live here for an extended number of years. The economic impact will be tremendous. Mayor George McGill indicated that Fort Smith could see an annual impact of \$800 million - \$1 billion. Governor Sanders is quoted as saying, "the decision makes it clear Arkansas is an international powerhouse and plays an important role in training, equipping and supplying friends across the globe." This development makes it vitally important for Fort Smith to have a Performing & Visual Arts High School for families moving here from around the world. The arts are high priority for these families and essential to many foreign students attending schools in the U.S.

Additionally, the riverfront is beginning to be developed in Fort Smith and the Institute is an important catalyst that is accelerating this development. Since the Institute will be housed in the new Center for the Creative Arts located on Riverfront Drive and next to the United States Marshals Museum, the development of national festivals, riverfront activities and yearly signature events will be a huge attraction for visitors. The Institute leaders, arts teachers, and students will lead the way in much of this development.

Student Benefits

- The opportunity to train and perform in a high-tech state-of-the art facility while preparing for a career in a creative field
- An innovative learning environment where students can thrive
- An appreciation and love for learning that is not typically acquired
- Development of imagination, creativity, and critical thinking skills to the fullest
- Strong leadership skills
- Articulate and professional communication skills
- Resources that are not typically available at a public school
- Ability to interact and connect with students of equal talent and skills
- All socio-economic levels and disadvantaged students get to participate, creating a level learning field
- Academic test scores improve
- Preparing to enter a rigorous college program or a creative field in the corporate world
- The opportunity for students to work together outside of district boundaries
- Opportunities to work together across arts disciplines
- Providing the proper training to a changing climate of world leaders

Cultural Benefits

- Positively promotes the image of Arkansas.
- Contributes to the overall economic growth of the state by making Arkansas more attractive to corporate leaders, professional people, and educators. The arts bring people of means and substance to a community.
- Improves quality of place and the public perception of the arts.
- Increased tourism which generates greater revenue. Many performances, festivals, productions, signature events, and exhibits.
- Many more nationally acclaimed artists visiting the state to work with students and present public events.
- Building audiences who love and appreciate the arts.
- Partnerships with professional educational programs, visual and performing arts organizations, higher education institutions, and pk-12 schools to advance arts awareness, cultural development and quality in teaching and learning.
- Building audiences who love and appreciate the arts.
- Long-term economic development.

The development of the Institute for the Creative Arts is a tremendous opportunity for Arkansas as it will dramatically improve the artistic and academic culture, strengthen the economy, improve quality of place, and bring greater visibility. An endeavor of this type will certainly attract many leaders from educators to corporate leaders, to students, to parents, to city officials. The Institute represents a lighthouse of opportunity to countless future generations of young people.

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

The Institute for the Creative Arts is located in Sebastian County within the city limits of Fort Smith, Arkansas. The school is located in downtown Fort Smith at 1101 Riverfront Drive, an area that is most concentrated with students who are economically disadvantaged and the most diverse area of the city. This location for the school increases the access for these underserved populations.

The Institute will be housed in a new state-of-the-art facility called the Center for the Creative Arts, owned by CSA which will open by early January 2024. Along with the Institute, the Center will house the CSA *Susan Burrell Hutchinson Community Arts Connection* programs that are offered for children and youth after school.

The Center for the Creative Arts is a 40,000 sq. ft. facility that includes spaces for music, theatre, dance, visual art, culinary, film, and creative writing with state-of-the-art equipment and instruction for each of the specialized disciplines. With the Institute for the Creative Arts housed in this new facility, it is positioned to provide "Best in Class" arts education. The facility will also house all academic classes for the Institute.

The Center is located in an Opportunity Zone and next to the United States Marshals Museum. The facility is built on the riverfront looking across the Arkansas river into Oklahoma. The construction of the Center is part of the riverfront development led by Fort Smith leaders and officials. The Center is located in a strategic area for arts and cultural events, and family friendly activities. With the addition of the Foreign Military Sales Program Pilot Training Center that will bring 900 military members and their families from across the world to live in Fort Smith, this High School for the Performing & Visual Arts is very attractive to these new families and will provide an additional high school as the Fort Smith population increases.

The Institute for the Creative Arts includes surrounding populations of some 20 school districts within a 60-mile radius, many of which are very rural and economically and educationally disadvantaged. In addition, there are no less than 12 Oklahoma districts within 30-45 minutes of the Institute. Some of these students have an Arkansas residence and would be eligible to attend the Institute. CSA currently has students from these districts in their after-school programs. While some of the potential districts to be reached have arts instruction in their curriculum, many of the populations are severely limited in arts offerings.

Below is a chart showing the potential cities/school districts the Institute intends to reach with populations, student enrollment, and percentage of students on Free & Reduced Lunch in each district. Of the 20 districts listed below, the average F/R Lunch for these districts is 74%, clearly showing these are underserved populations. The Institute will provide opportunities that these students would not otherwise have.

City	City Population	School Enrollment	% Students on F/R Lunch
Alma	5898	3143	56.22
Booneville	3836	1246	100.00
Cedarville	1451	745	100.00
Charleston	2623	853	53.78
County Line	Not a City	545	74.14
Fort Smith	89,576	14,361	73.48
Greenwood	9605	3793	37.44
Hackett	810	778	100.00
Johnson County Westside	Not a City	609	100.00
Lavaca	2463	847	50.57
Magazine	747	430	78.85
Mansfield	1065	775	75.38
Mountainburg	527	620	100.00
Mulberry/Pleasant View	1564	392	100.00
Ozark	3584	1737	51.41
Paris	3229	1016	100.00
Scranton	240	437	49.67
Van Buren	23,353	5506	51.28
Waldron	3310	1414	79.27
West Fork	2325	804	43.99

The Institute will offer cutting-edge programs that will ultimately provide students with good jobs in the 21st century. Through the Institute, life skills including team-work, problem-solving, critical thinking, communication, discipline, and social/emotional skills are instilled in each student, preparing them for their future and to be future leaders in their community and beyond.

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Grades to be Offered	9-11	9-12	9-12	9-12	9-12
Enrollment Cap	250	350	400	500	500

Charter Site Address:	1101 Riverfront Drive
City:	Fort Smith
Chief Operating Officer:	Dr. Rosilee Russell
Phone:	479-739-4655
School District Where Charter Will be Located:	Fort Smith
List the districts from which the charter school expects to draw students:	Alma Booneville Cedarville Charleston County Line Fort Smith Greenwood Hackett Johnson County Westside Lavaca Magazine Mansfield Mountainburg Mulberry/Pleasant View Ozark Paris Scranton Van Buren Waldron Westfork

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

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

Other:

Performing & Visual Arts High School - A College and Career Prep

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

Mission

Empowering students through an intensive arts and academic curriculum that prepares them for higher education, creative careers, and to become future leaders in the performing and visual arts industries.

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.**SYNOPSIS OF EDUCATIONAL MODEL**

The purpose of the Institute is to serve as a Performing & Visual Arts High School in Arkansas. It will be the first of its kind in the state. In order to understand this educational model, it is important to know what a Performing & Visual Arts High School is and how it functions. The purpose of this type of school is to provide intensive, hands-on study where students are daily immersed in their craft with rigorous training provided by highly-qualified professionals who know the world of arts and the industry standards. The model is based upon the Italian “Master-Teacher/Apprentice” approach. The Master-Teacher imparts knowledge and skill to the young student who then must spend hours in practice and training to attain mastery.

This school is not an arts-integration school where the arts are inserted into all subjects as a means of learning that particular subject. Rather, this school is an immersive arts school where creative students vigorously train to hone their talents to the highest level. With the guidance of Master Teachers combined with peer collaboration, artistic endeavors produce meaningful outcomes.

Practice, rehearsal, and mastery of skills through memorization, repetition, and drill are implemented daily within the classroom. Teacher-student engagement and one-on-one time for instruction and support are key to the success of each student. Processes are instilled within each student that provide a foundation for success including discipline, focus, communication, team-work, and problem-solving. The active learning environment provides a place where creative students can thrive while preparing them for college and for careers that are in high demand. Inherent in this model is an approach centered on personalized education both in the arts and academic studies.

In addition, through this type of model, students develop strong study skills that translate into the same type of focus and discipline in core academic studies. It is the goal of the Institute then to use the immersive style of a performance-based arts school to serve as the backdrop to build strong core academics within each student. For those students coming to the Institute with a strong arts background, a significant number of those students will already be strong in their academic studies. For students just beginning their arts journey, the Institute will begin immediately developing those study skills in the student. Similar to athletics, processes are formed, practices adhered to, foundational elements solidified, and skills mastered.

With this philosophy in mind, the Institute will be focused on ensuring student success in both arts and academic studies. The Institute comes under the umbrella of Community School of the Arts which currently houses after-school programs and an arts-based preschool providing

quality educational opportunities in the arts from Prekindergarten through high school graduation.

The overall structure of the Institute is similar in design to a College or University. The Institute will be set up by departments called “Schools” with a designated Director leading each department.

There are seven Schools within the Institute:

School of Academic Studies

School of Music

School of Dance

School of Dramatic Arts

School of Culinary Arts

School of Art & Design

School of Cinematic Arts

As students enter the Institute, they will go through an audition process to be placed in one or more of the arts schools which best fits their interests and creative abilities. Students will then be placed in a curriculum track that develops those specific creative skills. Students will also have the flexibility to change direction in their arts curriculum as they move forward at the Institute and hone their skills. Within each department, students will be mentored by the Director and other instructors to assist them in excelling to their full potential and to identify any areas of weakness for additional help.

The School of Academic Studies will house core content areas including math, science, English, foreign language, and social studies. We anticipate that a significant number students will also be high achieving academic scholars, so our goal is to provide a full complement of Pre AP and AP courses to meet the needs of those students who accelerate in their core content areas. Interventions and tutoring will be provided for those students struggling in a content area. The mentoring philosophy of arts study will also be the philosophy adhered to in core content areas so that students receive one-on-one time with their core instructors.

WHY A PERFORMING & VISUAL ARTS HIGH SCHOOL

There are several Performing & Visual Arts high schools across the nation, all producing top students in both arts and academics. There is now clear evidence that arts study contributes significantly to overall student achievement and success. Recent studies have shown that students who have access to arts education are 5 times less likely to drop out of school, 4 times more likely to be recognized for academic achievement, 3 times more likely to pursue a Bachelor's degree, and 30% more likely to pursue a professional career. In addition, over 70% of the nation's employers say that creativity is the #1 skill they are looking for when hiring. By providing a performing and visual arts high school, we are building a special model with students who graduate and go on to be successful people.

Listed below are just a few of the articles giving evidence of the results of a strong arts-based education.

<https://www.publicschoolreview.com/blog/how-the-arts-benefit-your-children-academically-and-behaviorally#:~:text=In%20fact%2C%20students%20in%20the,were%20proficient%20in%20social%20studies.>

<https://files.eric.ed.gov/fulltext/ED529766.pdf>

<https://ipaintmymind.org/blog/11-rock-solid-statistics-that-prove-how-vital-art-education-is-for-kids-academic-social-achievement/>

<https://www.americansforthearts.org/by-topic/arts-education/10-arts-education-fast-facts>

KEY PROGRAMMATIC FEATURES OF THE INSTITUTE

- An extended school day from 8am-4pm.
- Block scheduling for longer time blocks in the arts to accommodate rehearsals and major projects. Classes follow a Monday/Wednesday schedule, Tuesday/Thursday schedule, and a shortened class schedule on Fridays for all classes with time remaining for extended arts classes.
- Scheduling that more closely aligns with college scheduling.
- Significant time for students to meet with advisors Monday-Thursday.
- Significant time for teachers to collaborate during their Professional Learning Communities (PLC).
- Extended time daily for a comprehensive arts curriculum.
- Curriculum options for public school and other charter school students to opt to take elective arts courses at the Institute.
- The Institute provides the 38 required high school course offerings with no barriers toward meeting graduation requirements.
- No less than 12 units of course offerings in each arts discipline allowing for students to graduate with a transcript that shows a thorough arts education.
- Numerous AP and Pre AP offerings for high achieving scholarly students.
- Arts programming that simulates current industry practices and standards. Our arts programming meets industry expectations by preparing students for creative careers that are constantly evolving both in artistic methodology and digital applications.
- The opportunity for creative students to interact, connect, and collaborate across arts disciplines as they excel in their craft.
- Reaching the underserved population in rural counties to provide equal access to arts education.
- Identifying creative abilities in students that are not readily found in a traditional setting.
- Professional artists not typically found in a traditional high school to teach and train the students in a true arts-immersion experience.
- Development of strong leadership skills including communication, team-work, problem-solving, critical thinking, creativity, social and emotional stability, and discipline. No other educational environment builds these skills as strongly as an arts-immersion environment.
- Outstanding performances, concerts, shows, workshops, and exhibits, both traditional and contemporary styles for populations across the region to enjoy.
- Providing a school that ranks among the nation's best in artistic and academic performance.
- The skills instilled in the arts transfer to strong study skills and test scores in academics.

- An appreciation and love for learning that is not typically acquired in traditional education settings.
- Increased opportunities for all socio-economic levels to participate in the arts.
- Fostering an environment of inclusion and innovation.
- Fostering the growth and development of every student artist. The program discovers who you are and develops who you aspire to be.
- Preparing creative students to become our next generation of leaders.

Below is a chart listing some of the careers that will be available for students graduating from the Institute for the Creative Arts

CAREERS IN THE ARTS

Music Producer	Actor/Performer	Art Director	Food Service
Recording Artist	Scenic Designer	Special Effects	Restaurant Manager
Performing Artist	Costumer	Animation	Children’s Author
Recording Engineer	Technical Director	3D Modeler	Ghostwriter
Session Musician	Lighting Designer	Graphic Designer	Editor
Artist Manager	Projection Mapping	Book Illustrator	Journalist
Touring Manager	Sound Designer	Comic Book Artist	Technical Writer
Music Teacher	Dancer	Game Level Designer	Advertising
Music Publicist	Dance Instructor	Layout Artist	College Professor
Composer	Physical Therapist	Multimedia Designer	Entrepreneur
Arranger	Music Therapist	Storyboard Artist	Worship Leader
Musical Theatre Director	Art Therapist	Restaurant Chef	Accompanist
Stage Manager	Film Director	Personal Chef	Radio Broadcaster
Theatrical Makeup Artist	Film Producer	Caterer	News Broadcaster
Choreographer	Screenplay Writer	Baking/Pastry Chef	Architect

In addition to these creative careers, students graduating from the Institute will possess skills which allow them to excel in fields such as law, medicine, engineering, and business. Creativity, critical thinking, communication, and leadership skills that are the central focus of arts education are in high demand in our economy and essential to the success of our next generation. There is no other educational model that teaches these skills as effectively.

--

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

Goal	Measuring Instrument
80% of first year graduates will be accepted to a four-year college, art school, or creative career in the arts industry.	Student Success Plan which will house all of the students' college application and entrance data
The Institute will form and foster relationships with a minimum of 5 local artists and 3 national organizations to provide relevant, real-world experiences and opportunities for students	Number of partnerships with local artists and national organizations
At least 90% of students will complete a capstone project that includes: a minimum of 2 service learning projects, one yearly performance or presentation, and a culminating performance or presentation the senior year.	Student Success Plans and Capstone Projects
Students will meet or exceed the state averages on the ACT and SAT Tests due to the enhancement provided through the exposure and integration of the arts.	State ACT and SAT Test Averages and the Institute's ACT and SAT Test Averages
At the end of each school year, families will report at least an 85% overall satisfaction with the school and their student experience.	Data from the parent survey

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?

By the time we serve all four grades (9-12), we will offer the required 38 course offerings. Core studies in math, science, English, and social studies will be offered. As we anticipate many of the Institute students to seek advanced studies in their academics, we will offer a host of AP options. As previously mentioned, studies have shown that students participating in the arts are significantly stronger in core academics than those students who do not participate in the arts. Therefore, we are prepared to offer accelerated studies at all grade levels and in all areas. We have been working directly with Ms. Krystal Nail, Program Director for the Office of Gifted & Talented and Advanced Placement, and it is our intent to offer Pre-AP classes for 9th grade students in core content areas to ensure that we begin early with accelerated studies. The Dean(Principal) of the Institute will oversee the AP program initially. There will also be options for concurrent enrollment in certain classes through a possible

partnership we are currently working on with the University of Arkansas – Fort Smith.

Within each arts content area and due to the comprehensive approach to each arts field, students will graduate with more than the required credits for high school graduation. This is very important due to the scholarship and potential career opportunities each student will have from these advanced studies.

In addition, the Institute is working with the DESE Director of Curriculum Projects, Amy Counts, on course approvals to provide embedded courses within the arts. For example, the Institute will request that Personal Fitness for Life (0.5 Physical Education Credit) be embedded in Dance.

Below is a listing of offerings at the Institute including core content classes and AP options along with the listing of credits offered in each of the arts areas. For more detail on arts curricula, see the appendices for offerings.

ENGLISH LANGUAGE ARTS	CREDIT UNIT
English 9	1
English 10	1
English 11	1
English 11/12 Cross Cultural Literature	0.5
English 11/12 Film as Literature	0.5
English 11/12 Mass Communications	0.5
English 11/12 Entrepreneurship & Innovation	0.5
AP English Language and Composition	1
AP Literature and Composition	1
Oral Communications - Professional Communications	0.5
ELA Drama	0.5
Journalism	1
Creative Writing	0.5
TOTAL CREDITS OFFERED	9.5

SOCIAL STUDIES	CREDIT UNIT
US History	1
World History	1
Civics	0.5
Economics & Personal Finance	0.5
African American History	0.5
AP United States Government & Politics	0.5
AP US History	1
AP World History: Modern	1
TOTAL CREDITS OFFERED	6

WORLD LANGUAGES	CREDIT UNIT
Spanish 1	1
Spanish 2	1
AP Spanish	1
TOTAL CREDITS OFFERED	3

MATHEMATICS	CREDIT UNIT
Algebra 1	1
Geometry	1
Algebra 2	1
Precalculus	1
AP Precalculus	1
AP Calculus	1
AP Statistics	1
Algebra 3	1
TOTAL CREDITS OFFERED	8

SCIENCE	CREDIT UNIT
Physical Science	1
Biology	1
Chemistry	1
Physics	1
AP Biology or Anatomy & Physiology	1
AP Chemistry	1
TOTAL CREDITS OFFERED	6

PE/HEALTH & WELLNESS	CREDIT UNIT
Outdoor Pursuits	0.5
Personal Fitness for Life	0.5
Health & Wellness	0.5
TOTAL CREDITS OFFERED	1.5

CAREER & TECHNICAL EDUCATION	CREDIT UNIT
Culinary Program (Family & Consumer Science)	TBD
Television Production	TBD
Radio Broadcasting	TBD

*FINE ARTS	CREDIT UNIT
Music Offerings	12
Dance Offerings	12
Musical Theatre Offerings	12
Visual Art Offerings	12
Culinary Art Offerings (CTE)	12
Cinematic Art Offerings	12
Creative Writing Offerings	12

* See Appendices for Sample Arts Curriculum

PRE-AP OPTIONS
Pre-AP Algebra 1
Pre-AP Algebra 2
Pre-AP Biology
Pre-AP Chemistry
Pre-AP English 1
Pre-AP English 2
Pre-AP Geometry with Statistics
Pre-AP World History and Geography

The arts curriculum is very specialized. Students will select a path of study for arts that will place them in a specific arts curriculum. Some of the courses will allow students in multiple grade levels to participate together. Arts education provides a great outlet for this type of multiple grade integration.

The supporting materials with this application include some of the potential arts curricula that

are being developed with possible courses at each grade level, specific arts tracks, and course descriptions. An audition process for each student entering the Institute will take place for the purpose of placing the student in the best arts curriculum for that particular student. Placement may change as the student gets acclimated to the Institute and better understands his/her abilities and interests.

It is the intent of the Institute to develop curriculum that aligns with state standards by early 2024. The core content curriculum will be selected from approved state curriculum. The Dean/Principal and other key personnel will work together to determine the best curriculum and how it aligns with the new standards. They will also work on scheduling, and other important details necessary to be ready for an August 2024 opening. We anticipate beginning this process by early January 2024.

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?

The Institute is reviewing the list of High-Quality Instructional Materials (HQIM) that are available through the Arkansas Initiative for Instructional Materials (AIIM) to ensure that all materials align with the Arkansas Academic Standards. We support the use of instructional materials that lead to opportunities for students to reach college, career, and life goals. We also understand that we must meet the needs of a highly creative and diverse group of students. We have spent extensive time reviewing materials, having conversations with individuals at the Division of Elementary and Secondary Education (DESE) and exploring options with curriculum specialists at the Arkansas Public School Resource Center (APSRC). Department Directors along with teachers in each department will also spend time comparing curricula and materials to the Arkansas Academic Standards in core areas in order to select the best option for the Institute.

In addition, the arts curriculum in each discipline is designed as an accelerated and robust arts program that prepares students for college and beyond but adapted for the appropriate age. Significant research has been done for each arts curriculum through discussions with college arts educators and industry artists as well as review of top college arts programs. The curricula meets or exceeds the Arkansas Academic Standards. The appendix includes some of the arts course offerings with course descriptions.

Important to the success of the Institute is to not only hire full-time teachers in core academic classes, but also to hire full-time teachers in the arts disciplines. These teachers are professional practicing artists who love teaching young people. They are very experienced in industry standards and trends in the art world and can best prepare young people for a career in a creative field.

The arts programs that will be offered in the Institute include: Musical Theatre, Music, Dance, Visual Art, Culinary, Film, and Creative Writing. Each of the arts disciplines will be set up under a formal collegiate type of title. They are: School of Music, School of Dramatic Arts, School of Dance, School of Culinary Arts, School of Art & Design, and School of Cinematic Arts. All core academics will come under the School of Academic Studies. Within some of

these areas or schools are secondary tracks. For example, music includes a track for performance of either instrumental or vocal, a music composition track, and a music technology track. All students in music will have a core set of classes followed by classes in their particular track. Some of the curriculum to be offered in the arts will be offered through Career and Technical Education. We will implement modified programs of study to meet CTE requirements. The Culinary program, which falls under Family & Consumer Science is a program to be offered through CTE. Other courses that may be offered through CTE are Television Production and Radio Broadcasting. We are working directly with Mr. Tim Johnston, Associate Director, Division of Career and Technical Education for approval of these programs.

An important element of the arts curricula for all students is the completion of a Capstone project in the senior year. The project will be discussed when the student enters the program and will be part of the Student Success Plan.

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?

Once we have our Department Directors and Lead Teachers in place, they will select the curriculum from the state approved list that includes the literacy, reading and dyslexia lists.

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

In accordance with Arkansas Act 1063 of 2017, the Right to Read Act, we acknowledge that all teachers including special education in grade nine through grade twelve will be trained in the knowledge and practices of scientific reading instruction by completing both phases of a prescribed pathway. The teachers will receive instruction through R.I.S.E. – Reading Initiative for Student Excellence. Training will be through the Arkansas Public School Resource Center.

Teachers in grades 9-12 will demonstrate awareness and will receive training in the knowledge and practices of scientific reading instruction by completing one of the Prescribed Pathways for Awareness through ADE.

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

The Dean (Principal) will serve as the Science of Reading assessor for the Institute. Should the Dean not be licensed, the Institute will work with APSRC to identify an assessor for 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.

We will be seeking a licensure waiver for this position, so that we may be able to hire the individual who we believe is best positioned to offer quality counseling services to our students. We will seek to hire a licensed guidance counselor, if possible. This individual will provide guidance to each student regarding high school curriculum, college entrance exams and placement, vocational needs, and overall career path assistance. The counselor will work with each student to develop a Student Success Plan.

The Counselor will adhere to all regulations of Act 190 including spending 90% of his/her time focused on student needs and advisement and 10% of the time on administrative duties. All areas of student assistance required in Act 190 will be provided by the Counselor.

In addition, the counselor will work with the directors of each arts discipline to assist in developing college and university partnerships for the purpose of connecting students to specific schools and instructors. College days will be set up at the Institute as well as coordinating student visits to college campuses. Our goal is to help students develop ongoing relationships with college professors and administrators to better facilitate their scholarship opportunities and entrance into the institution. The counselor will also work to connect students to corporate entities and vocational opportunities. Partnerships will be formed for the purpose of providing students with a vocational avenue and job possibilities.

In addition, the counselor will handle mental health issues to the extent that those issues are within the counselor's scope of training. Any mental health issues beyond that scope will be contracted out.

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 Institute will provide two designated media spaces. In accordance with Standards for Accreditation 2-D.1: The annual budget of the Institute will contain sufficient funds to provide "an appropriate balance of print, non-print, and electronic media. The materials will be adequate "in quality and quantity to meet the academic standards for all students. The media spaces will house books, printed materials and access to the internet because each student will have a Chromebook. In addition, the Institute has formed a partnership with the Fort Smith Public Library so that students have free access to all library materials.

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?

Until such time that enrollment warrants employment of a media specialist, the Director of the English Department will coordinate library materials with the assistance of a faculty committee. Professional development for staff regarding library/media services will be provided so that Arkansas K-12 Library Media Standards (2019) are embedded within the English Language Arts curriculum.

- 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?**

A partnership has been formed with the Fort Smith Public Library so that students and staff have free access to all types of library materials. We will seek to contract a Library Media Specialist at the Fort Smith Public Schools for professional development. They are familiar with copyright laws and are current and knowledgeable regarding the use of technology in research as well as using technology in core content areas.

In addition, for those students enrolled in concurrent enrollment classes at UAFS through our potential partnership, those students will have full access to the UAFS Library.

- 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?**

The Institute will adhere to the policies for Library Media and Information Technology as set forth in Arkansas Act 372 of 2023 which requires that a school have a written policy for addressing challenged materials and requires that the policy is physically present and readily available to the public upon request. The Act provides the detailed steps in which the parent/guardian of a student may challenge the appropriateness of material available to students. The Dean will be responsible for researching and writing the Act 372 procedures for challenged materials which must be approved by the Board of Education.

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 Institute will ensure that all students with disabilities will receive a Free Appropriate Education (FAPE) as outlined in the Individual with Disabilities Education Act (IDEA) of 2004. Child Find – a component of the IDEA of 2004 requires that the school have policies to identify, locate and evaluate those students who attend the school who are in need of special education and related services.

The Institute will implement Child Find by making the public aware through a variety of methods. This includes posting the required annual notices, direct mailings to families,

posting notices on the Institute website and social media, public service announcements and use of print media, announcements through parent support groups, conducting routine school screenings, and providing print brochures to be distributed in the community.

When considering the effect of a child's disability on overall academic performance, the criteria that must be considered include not only academic achievement (norm and criterion referenced tests, classroom performance, report cards), but also affective, behavioral and physical characteristics which contribute to the disability. The Institute will develop and maintain a written child find plan that details the efforts undertaken to meet its responsibilities. We understand that personnel at the Institute as well as parents may make a referral if they believe a child has a disability. The Institute will take immediate action and hold a referral conference within 21 days of the referral to determine if the child is in need of an evaluation. Should an evaluation be necessary, the Institute will take action without delay to ensure an evaluation happens. RTI data will not be used to delay a referral for testing. The required participants of an IEP committee will meet to review the results of the evaluation to determine the proper placement for the child.

b) Describe the Least Restrictive Environment continuum available.

The Institute will ensure that students receive services in the least restrictive environment as determined by their Individual Education Plan. The majority of students with disabilities will receive instruction in the general education classroom with support from the special education instructor. In terms of the LRE continuum, students will receive instruction as appropriate to each individual throughout the continuum from full inclusion to resource room to homebound. The Institute will establish a collaborative partnership with general and special education teachers, related services providers, counselors, therapists and parents/caregivers to ensure that the students with identified special needs have equitable access to quality education.

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

The Institute will employ a certified special education teacher to provide services to our students with disabilities. In addition, we will ensure that all staff members receive professional development through APSRC, Arkansas IDEAS, or Guy Fenter Educational Service Cooperative in best practices for working with children with disabilities. In addition, the Institute for the Creative Arts will:

1. Ensure compliance with program and fiscal requirements of the Individuals with Disabilities Education Act and related state laws and regulations
2. Provide professional development and technical assistance outreach to improve special education programs
3. Support efforts to ensure all educators are adequately prepared to meet the needs of children with disabilities
4. Manage federally required data reporting and analysis
5. Administer and oversee state and local special education annual applications/budgets and related expenditures
6. Maintain an effective system for dispute resolution

- 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 Institute will employ a special education teacher and provide aides and paraprofessionals as needed. The school Nurse will conduct yearly hearing and vision exams. As needs arise, the Institute will contract with state approved therapy service providers and examiners to fully meet the needs of all students. These services may include but are not limited to:

Speech/Language Therapy, Occupational and Physical Therapies, and Therapies for hearing and visually impaired students. We will apply for our own Medicaid number and bill related services through Medicaid and pay the Medicaid match. Our school financial officer will be responsible for this process. Behavioral Health Services will be contacted as needed for services. This group works with many schools in Arkansas.

<https://www.bhsarkansas.org/services/school-based-mental-health-services>

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

The Institute will follow the provisions of Act 1039 of 2017 which was designed to ensure that the needs of all students with characteristics of dyslexia are being met effectively. The Act describes required screening and interventions. The special education teacher will be trained to do Level 2 Screenings for students exhibiting characteristics of dyslexia. The Institute will contract for services from the state approved dyslexia intervention list as needed.

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 Institute will follow the DESE ESOL Program Guide as revised in January of 2023. The Institute will ensure that there is sufficient personnel and resources to implement the EL program including hiring an EL specialist. We will also train teachers to teach EL students and will provide necessary interventions to address student needs. The EL Program at the Institute will identify English Learners by using the Home Language Usage Survey (HLUS) and the Home Language Verification Form (HLUS-VF) to determine which students have a language other than English present to an extent that can impact a student's English language development. The Institute will follow the guidelines outlined in the Arkansas English Learner Entrance and Exit Procedures Manual. This includes the following:

1. Assessment, placement and notification to parents will happen within the first 30 days of school.
2. The Home Language Usage Survey will be used to determine if the student should be placed in an ESOL program.
3. Screening of students will take place following the survey. This includes determining if the student needs an interpreter to converse with parents/guardians, if the student speaks another language with peers, if parents/guardians interact with their child in

another language, or if the student mixes English and another language in their writing. Prior home surveys will also be reviewed.

Following this screening and the determination that the student is a Minority Language Student, the Institute will document and Code the student as a Minority Language Student. The student will then go through an additional screening to determine his/her level of English Proficiency.

Placement and student accommodation decisions will be made by the Language Proficiency and Assessment Committee (LPAC) consisting of the Institute's Dean, the designated EL specialist, and an educator who is familiar with the student's work in the classroom. The LPAC will meet within the first 30 days of school to review assessment data, provide initial placement, and determine classroom accommodations and recommendations that will best assist the student in learning.

The parent/guardian notification will include the reason for identifying the student as limited English proficient, the level of English proficiency, accommodations that will be made for the student along with teaching methods, ways in which the accommodations will benefit the student's learning, exit requirements and parental rights.

The LPAC will annually review the student's records and report no later than September 30th. The committee reviews will include an analysis of the English Language Proficiency Assessment for the 21st Century (ELPA21). ELPA21 measures four domains: Listening, Speaking, Reading, and Writing. The assessment will be done yearly in Grade Bands 9-12 to help in the planning and instruction needed to ensure that our EL students are prepared for life beyond high school including college, vocational, or career.

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 Institute will identify one or more teachers who will go through the ESOL Institute training program to qualify for the Arkansas ESOL endorsement. These individuals, along with the EL Specialist will provide services to Institute students in this area.

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

A home-language survey will be sent out to determine if there are limitations in understanding English. The Institute will contract with translators as needed. The Institute website will include translations to all parent native languages. In addition, all documents sent home to parents will be translated into parent native language. The Institute will provide interpreters for such areas as phone calls, parent/teachers conferences, school activities, and parent nights.

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

The Institute, because of its unique arts specialization, offers a challenging and very rigorous curriculum in each of the arts disciplines that meets the needs of each individual student and more than meets the standards set forth in Gifted and Talented. The bulk of the curriculum in each department is not coursework that is typically offered in a traditional school. The curriculum in each arts discipline is designed in a college-prep format with the Directors of each department overseeing the accelerated learning and ensuring that the courses meet college-prep standards. AP Fine Arts courses will also be available as needed. The Directors of each department will develop the curriculum and ensure that it meets a college-prep accelerated plan. We have been working directly with Ms. Krystal Nail, Program Director for the Office of Gifted & Talented and Advanced Placement to ensure that our arts curricula meets and exceeds the needs of gifted and talented students.

Opportunities for acceleration will be included in the students' Student Success Plans. In addition, as part of the overall Institute program, all students entering the Institute will begin preparing for a senior Capstone project that shows the culmination of their artistic work while attending the Institute. Students will work with individual instructors who serve as mentors/advisors throughout the process and for the full amount of time the students attend the Institute. Performances and projects will be part of each students yearly activities leading up to the Capstone project. The one-on-one time between student and teacher is vitally important to the overall growth and development of the students' talents and creative abilities for each project and performance. The process of working individually with mentor teachers, combined with working together as students to master each project and performance leads to mastery of skills and tremendous growth in the areas of communication, critical thinking, and problem-solving.

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

The Institute is requesting a waiver due to the unique model. The Institute will develop partnerships to meet the needs of all students as they arise.

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

The Institute will partner with the Fort Smith Public Transit System to provide bus passes to students as needed and will ensure that all students with special needs have transportation as required by law. The Institute will also assess the need for transportation and develop a plan from that assessment including possible hub locations for pick-up and drop-off of students. We will encourage families to carpool and will assist in connecting families within each community to work together to transport students from their community. Since the Institute is located in a regional center of growth and industry, the Institute will be a spotlight for students in outer rural districts to attend, so an assessment of transportation needs in those areas will be implemented. Our goal is to make sure all students wishing to attend the Institute are not hindered from attending due to transportation.

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 family engagement coordinator will be either the Dean of the Institute or a Department Director. That individual will spend time personally meeting each family that is involved with the Institute. Newsletters, social media posts, and other forms of direct communication will take place regularly with the families. Most importantly, parents will be strongly encouraged to attend performances, exhibits, and other on-site student activities that display the talent and outstanding work of each student. Parents will be encouraged to serve as chaperones to off-site activities including performances, service projects, club meetings, and special trips. A parent-advisory group will be formed to meet regularly with the family engagement coordinator. Also, families will be able to opt for a home visit from teachers and school leaders if they wish.

A formal plan of action will be developed by the family engagement coordinator with the families that will address many expectations and areas of concern. Included in the formal plan are the following areas:

1. Ways in which the Institute will work with parents and families to develop and review relevant policies and strategies related to engagement.
2. Ways in which academic improvement needs will be met
3. Measures that will be made to ensure adequate representation of parents and families of participating students in the process(Title I)
4. Ways to implement parent, teacher, and student organization meetings
5. Methods of communication with the Institute and parents including personal meetings, print materials, language barriers, surveys, and parent groups
6. Ways in which the Institute will provide multiple opportunities for parents and families to engage with the school.

7. Ways in which the entire school staff will build relationships with families including how to respond to parent requests for assistance and parent concerns
8. Ways in which the Institute will communicate information about curriculum, assessments, student progress, and the role parents may play in student academic success. This includes training materials the Institute will provide to assist parents and the assistance the Counselor will provide families.
9. Ways in which the Institute will coordinate with other organizations, businesses, community partners, and alumni for support. In addition, the Institute will provide ways to integrate Federal and State programs for support. A plan to implement a Parent Teacher Organization will be formed for support.
10. The Institute will implement annual Title I meetings along with a School-Parent Compact and will adhere to all Title I regulations required by law.

The Institute will schedule a minimum of two Parent-Teacher Conferences each year. This will provide opportunity for parents and educators to share information and to discuss pertinent testing information.

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

Each student will have an individualized student success plan. This will be coordinated with the Counselor, student and parents, and Director of the student's specific arts area. The plan will be reviewed and updated yearly. Included in the plan are the four elements required in a Student Success Plan:

1. A plan that will guide the student toward graduation
2. A plan that addresses accelerated learning opportunities
3. A plan that will address any academic and artistic deficits with solutions to those deficits
4. A plan that includes college and career planning options

Students will be connected to partnering college and university representatives who will regularly visit the Institute. Instructors in each arts area will work one-on-one with students to prepare them for college arts auditions and for vocational opportunities. The counselor will work with each student for scheduling of SAT/ACT tests. Academic instructors will work with each student to prepare them for college entrance tests. Tutoring will be available to prepare for these tests. Each student will be mentored by the counselor and their instructors to prepare for application for college scholarships and for vocational internships. Any areas of learning difficulties in both the arts and academic areas will be addressed through tutoring and assistance from the teachers and the counselor.

In addition, the Counselor will work with each student as they enter the Institute to begin the process of developing a Senior Capstone Project in their specific arts discipline. This will be coordinated with the arts teachers who are working with the student and will be a process to work on each year the student attends the Institute. The Capstone project will be a culmination of the student's artistic work while attending the Institute.

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?**

Many of the Institute's teachers will have traditional teacher licensure. We are requesting a waiver for those teachers who do not have traditional licensure and are committed to reviewing alternative pathways to licensure. We have formally talked with Ms. Karli Saracini, Assistant Commissioner of Educator Effectiveness, and Ms. Melissa Jacks, Program Manager of Educator Effectiveness, both of whom have offered to assist the Institute in getting all teachers approved. The teachers, many of whom will be arts teachers, will complete the Arkansas Qualified Teacher form (AQT) and meet the requirements. Some of the arts teachers have worked professionally in the industry and go well beyond the requirements of AQT as teachers. In addition, some of the instructors have more than 18 hours of graduate work completed and some fall under the category of Highly Qualified Professor (they have three years or more of teaching their content at the college level.)

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

No waiver requested.

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.**

The Institute will partner with the Child Nutrition Unit (CNU) and serve meals through the National School Lunch Program. (NSLP) We will initially use our culinary kitchens to prepare and serve student meals under the supervision of the certified Child Nutrition Director. A cafeteria is currently in the planning stage to be constructed. Once that is complete, all meals will be prepared and served there. We will partner with our local food distributors/vendors and those recommended by ADE.

Our Child Nutrition Director will adhere to the state requirements and have all forms submitted and approved before distribution to parents and guardians. In addition, the Child Nutrition Director will be responsible for attending proper training to stay compliant and have full knowledge of what is required along with keeping all information up to date and confidential.

The budget assumes 75% of the students enrolled will qualify for free and reduced-priced meals as indicated in the calculation of NSLA funding and Title 1 funding. Students who do not qualify will be able to purchase lunch and breakfast.

- 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 Institute affirms that we must complete an Agreement and Policy Statement with the ADE, DESE, Child Nutrition Unit. The Institute also affirms that the facility must pass inspection with the Arkansas Department of Health and that a Child Nutrition Director will be employed and certified. We will have all inspections, requirements and regulations met before proceeding. We will partner with the ADE, DESE and CNU to ensure all measures have been met.

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

The school will apply to participate in the National School Lunch Program allowing students who qualify for free or reduced meals to receive them. Parents will be asked to complete an application each year, and eligibility will be based on the federal guidelines.

SCHOOL GOVERNANCE AND OPERATIONS

24. Describe the governing structure of the open-enrollment charter school including

board composition, selection process, length of term and responsibilities.

The Institute for the Creative Arts governing structure is designed to support the mission of the school and assist in creating strong connections to community leaders and families who are committed to ensuring students are provided a well-rounded educational experience.

The Institute will be governed by a Board of Directors comprised of no less than 5 members with a limit of 9 members including one CSA board member. Board members come from many areas including education, business, and community engagement. Board members are selected on their interest in the arts, education, and young people. The governing board of CSA, the sponsoring entity, and the governing board of the Institute will function as two separate individual entities. One board will not have authority over the other. The two boards will work together within the community to ensure quality arts education. Institute Board members serve a three-year term with the option to renew for a second three-year term. The Board will elect a Chair, Vice-Chair, Secretary, and Treasurer and will be governed by their by-laws.

The Institute is designed in a similar style to a college in terms of leadership and program departments. The Institute will be administered by the Dean who is functioning as the principal/superintendent of the Institute. The Dean will report to the Board. The Director of Operations & Finance will report to the Dean. The Institute will be set up by departments called Schools. There are seven schools in the Institute with the goal of having a Department Director for each school. The schools are: School of Academic Studies, School of Music, School of Dance, School of Dramatic Arts, School of Culinary Arts, School of Art & Design, and School of Cinematic Arts. The Department Directors will report to the Dean.

The Institute Board will work with the Dean to assist in promoting the school's goals, academic achievement, arts advancement, and the overall mission and vision of the Institute. The board will focus on policy and budget issues and leave the day-to-day operations to be handled by the Dean.

In addition, the Board of Directors will be responsible for overseeing the financial condition of the Institute to ensure that it remains financially strong. Monthly budget reports will be provided at Board meetings and the Board will be responsible for approving the annual budget. The Board will also undergo an annual audit by the state auditor. The Board will also ensure that the Institute meets all state and federal regulatory requirements applied to public charter schools in the State of Arkansas.

Below is a list of the primary powers and duties of the Institute Board. These will be further reviewed as the Institute opens.

1. The Dean shall oversee the management of the Institute and report to the Board
2. The Board shall support the mission, vision, and educational model of the Institute
3. The Board shall request, review, and approve charter-related documents to be submitted to the Arkansas Department of Education
4. The Board will ensure that the Institute is in compliance with all charter related laws
5. The Board will adopt a yearly budget
6. The Board will ensure that fiscal policies are in line with accepted accounting standards
7. The Board, in tandem with the Dean, will establish short and long range goals and monitor progress of achieving those goals

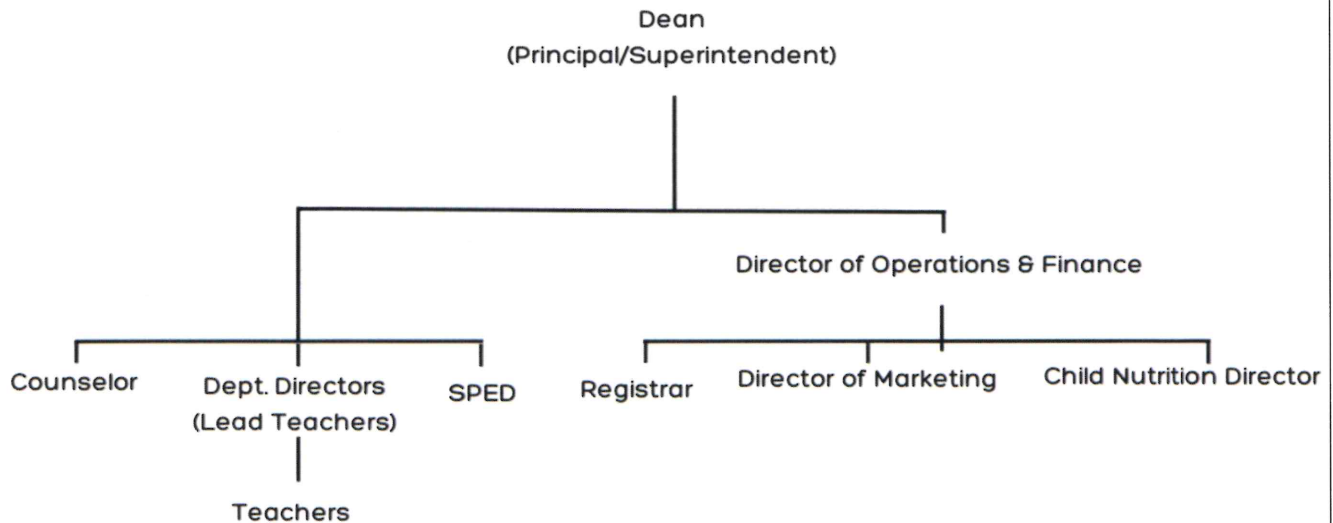
8. The Board will provide a yearly evaluation of the Dean and has the power to terminate the Dean if necessary.
9. The Board members will support the Institute within the community and region and engage community partners as they have opportunity. They will support the Dean in such areas as recruitment, arts education, academic achievement, performances, and overall student success.
10. The Board will build a sense of community among the stakeholders, students, and families through support of student achievement and the advancements the Institute makes in arts and academic education.
11. The Dean will ensure that all Board members complete required yearly professional development training.

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.

1. The Dean and the Director of Operations & Finance will make decisions related to purchasing and finance. They will develop a yearly budget to present to the Board of Directors for approval. Department Directors will be given a yearly budget.
2. The Board will approve a Student Handbook each year in accordance with ADE requirements that will include Student Policies and Procedures regarding attendance and discipline. In order to maintain a safe environment that is conducive to learning, the Board will establish policies necessary to regulate student behavior and to promote an orderly environment that is respectful of the rights of others and ensures the uniform enforcement of school discipline.
3. The Board has the authority to hire and terminate the Dean. The Dean will make recommendations for hiring and terminating leaders, instructors, and staff. These recommendations will be brought to the board for final approval.
4. The Board of Directors will work with the Dean to propose and adopt a yearly budget. The Director of Operations & Finance will work with the Dean to make decisions related to finance as well as oversee the day-to-day financial operations.
5. The Board has the final approval of the yearly budget.

Below is the projected Organizational Chart for the Institute for fall of 2024

Institute for the Creative Arts Organizational Chart



POSITION DESCRIPTIONS

The following is a general list of duties for the leaders of the Institute

Dean (Principal/Superintendent)

The Dean will have primary responsibility for overseeing the day-to-day operations of the Institute. This includes financial and administrative management responsibility and management of Department Directors (Lead Teachers), staff, teachers, and students. It also includes management of contracted services, professional development activities, curriculum, scheduling, and testing, as well as other daily issues that arise. The Dean will be on campus the majority of each school day to ensure all daily activities run smoothly and according to law. He will be assisted through other office personnel. The Dean will promote and encourage the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Director of Operations & Finance

The Director of Operations & Finance will handle the daily financial details and will be trained in the state APSCN system. Invoices, credit card transactions, procurement, deposits, reports, HR, and insurance are a primary part of the responsibilities.

Department Director (Lead Teacher)

Each Department Director is responsible for the teachers who work in their department. They are also lead teachers in their department and responsible to each individual student in terms of their progress and overall student achievement. Department Directors will work with their respective teachers to provide exceptional student opportunities and develop a climate of student success. They will coordinate college visits, guest artists for master classes/workshops, performances, exhibits, student service projects, and vocational opportunities. They also assist in the hiring of instructors for their department. Department Directors report to the Dean.

Teachers

Teachers are responsible for the daily oversight of the students. They are to monitor the student progress, report and assist in any learning difficulties, accelerate student learning whenever possible, and mentor each individual student in their care. Teachers must provide motivation to each student, assist in connecting the student to colleges and careers, and create an environment where student learning can excel. Teachers report to their Department Director.

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 Sponsoring entity/Charter Management Organization CSA has a separate Board of Directors. The CSA Board does not control or have authority over the Institute Board or Institute employees. The Institute will be housed in the CSA owned facility, the Center for the Creative Arts and will be in a lease agreement with CSA.

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

1. Definition of Conflicts of Interest

A conflict of interest arises when a person in a position of authority over the organization may benefit financially from a decision he or she could make in that capacity, including indirect benefits such as to family members or businesses with which the person is closely associated. This policy is focused upon material financial interest of, or benefit to, such persons.

2. Individuals Covered

Persons covered by this policy are the organization's officers, directors, chief employed executive, and chief employed finance executive.

3. Facilitation of Disclosure

Persons covered by this policy will annually disclose or update, in writing, to the Chair of the Board of Directors any interests that could give rise to conflicts of interest, such as a list of family members, substantial business or investment holdings, and other transactions or affiliations with businesses and other organizations or those of family members.

4. Procedures to Manage Conflicts

For each interest disclosed to the Chair of the Board of Directors, the Chair will determine whether to (a) take no action, (b) assure full disclosure to the Board of Directors and other individuals covered by this policy, (c) ask the person to recuse from participation in related discussions or decisions within the organization, or (d) ask the person to resign from his or her position in the organization or, if the person refuses to resign, become subject to possible removal in accordance with the organization's removal procedures. The organization's chief employed executive, and chief employed finance executive will monitor proposed or ongoing transactions for conflicts of interest and disclose them to the Chair of the Board of Directors in order to deal with potential or actual conflicts, whether discovered before or after the transaction has occurred. The Board will fill out an annual Disclosure form.

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 Institute for the Creative Arts will offer the citizens of Sebastian, Crawford, Scott, Logan, Washington, Johnson, and Franklin Counties along with school districts in those areas equal opportunity to learn about and apply for enrollment in the Institute. A full-scale and well-developed recruitment plan will be implemented to ensure all populations are aware of the Institute.

The Institute is in a unique position to reach a significant student base because of its relationship to CSA. Since the opening of CSA, there has been a plan to offer a performing & visual arts high school. Now, with the opportunity for the Institute to open as a specialized public charter, CSA is already in place to serve as a major feeder to the Institute. Since CSA reaches more than 30 schools, with 20 or more of those schools in Arkansas, there is a strong base of support that will be a primary target for recruitment from the outset. Plans are already being made for recruitment with CSA families, donors, and community supporters receiving information now about the possible opening of the Institute. Upon final approval of the Institute, a full-scale recruitment plan will be launched immediately that will reach into each community where potential students may be.

Marketing materials will be developed including the following:

1. Community meetings and open forum sessions in each city
2. Print materials including brochures, mailouts, newspaper and other print media ads
3. Social media including website postings, Facebook and Instagram messages, video clips, etc.
4. Radio and Television appearances
5. Public Service Announcements
6. Meetings with CSA families and students who are already enrolled in CSA after-school programs
7. Meetings at Boys & Girls Clubs, area churches, community centers, and other locations where groups from all socio-economic backgrounds meet
8. Announcements to CSA stakeholders and sponsors who have a vested interest in arts

education and youth.

9. CSA teachers, staff, and leadership will collectively be involved in the recruitment of students as they will make personal visits to families, communities, civic groups, and other organizations that wish to host a meeting to hear about the Institute. CSA stakeholders will also be invited to join in meetings to support the coming of the Institute.

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.

If necessary, a lottery to determine which applicants will be accepted to the Institute will be held and conducted by the Office for Education Policy at the University of Arkansas. An email accompanies this application from Dr. Sarah McKenzie confirming their role in the lottery. CSA will hold the lottery from the Center which will be streamed live.

The lottery will be anonymous and random. Each student will be assigned a number, and the numbers will be selected electronically by a random number generator. After 80% of the seats have been filled, the lottery will stop. Siblings of those selected may then be added, as well as children of the Institute's employees and founding members. The remainder of the openings will be selected by the random number generator until a total of the year's expected cap has been selected. Any students not chosen will be placed on a waiting list according to the time stamps on their applications.

Following the lottery, the selected applicants will be notified within one week. The results of the lottery will be posted on the Institute website. Applicants will be assigned a number for confidentiality. The results of the lottery will be posted on the Institute's website using the assigned numbers to ensure student confidentiality. A representative from the Institute will make three attempts to notify the applicants' parents and receive confirmation of their acceptance. After one week with no confirmation, the seat of the selected applicant will become available to the next student on the waiting list. As seats become available, students on the waiting list will be notified and given the option to enroll.

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.

CSA will utilize all of the enrollment preferences listed in Ark. Code Ann. § 6-23-306(14). Children of the founding members and children of full-time teachers and employees shall not exceed 10% of the total number of students enrolled in the school. It will be the school's policy to prioritize enrollment of all of the preference groups, including the ones listed above and siblings of currently enrolled students. Once the seats have been offered to the appropriate individuals (via lottery, if necessary), the remainder of the seats will be issued using the lottery process described in Item 29. above.

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

Students will be added to the roster as slots become available. If a student withdraws from the Charter during the school year, the Institute feels this impact because of losing a vital student in pursuing future opportunities. The Administration will meet with the family to discuss the reason for the withdrawal. This will provide important insight into ways in which the Institute will make change and improve the overall instruction, leadership, and effectiveness of its programs.

For those students who are on the waitlist, the process of contacting the families follows policy. School officials will notify the next prospective student listed on the waitlist for possible enrollment. If the student accepts, the enrollment process begins by completing a required application with the required documents. If the student declines, the Institute will continue down the waitlist until the enrollment of a student has occurred.

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

Director of Operations & Finance

- Maintain and manage daily bookkeeping through APSCN and eFinance
- Prepare and pay all invoices
- Maintain insurance policies and make all payments
- Coordinate and collect all payments
- Make weekly financial deposits
- Assist with reporting donor/sponsor giving and year-end tax letters
- Record all credit card transactions
- Post online ticket sales and record ticketing reports
- Generate revenue/expense reports
- Maintain grant bookkeeping
- Prepare personnel materials including faculty contracts, hiring materials, policies and procedures, and all other relevant documents
- Manage insurance and benefits for faculty and staff
- Set up and maintain HR files including background checks, applications, etc.
- Coordinate faculty payroll and processing
- Material acquisition and procurement
- Coordinate office functions with Institute staff
- Coordinate Box Office personnel for all events

Registrar

- Register students in eSchool
- Coordinate student registration with faculty
- Manage student records in Triand
- Ensure graduation requirements are met
- Complete cycle reports
- Email policies to parents

- Coordinate new students with faculty
- Provide customer service to new and returning families
- Assist in coordinating faculty schedules
- Sell tickets to performances and ticketed events

The Institute will use APSRC for support and assistance with our Business Office.

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 Institute will adopt a procurement process that complies with Arkansas state law and will only procure items and services that meet the needs of the Institution and fulfill its mission. The Institute will use best practices when procuring services to receive the best price. The Institute will ensure all purchases are in the best interests of the school and in accordance with funding guidelines. The Institute will purchase quality supplies/services and will deal fairly with all vendors. The Institute will avoid any conflict of interest or perceived conflict of interest with any supplier relationships.

The Institute will execute purchase orders to be approved by the Dean and adhere to all state bidding requirements. A designated group of check and contract signers will be determined by the Board of Directors.

All lease agreements shall be evidenced by a lease or sublease agreement approved and signed by the Board. The agreement shall identify all terms and conditions of the lease.

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

The Institute will operate on a fiscal year beginning July 1 and ending June 30. The budget shall be developed by the Dean with input from the Director of Operations & Finance and the Department Directors. The budget will be submitted to the Board of Directors in June of each year for approval by June 30. Financials will be prepared monthly and presented to the Board. The Dean is responsible to monitor the budget vs. actual expenditures to ensure fiscal accountability and viability. Should there be a need to amend the budget during the fiscal year, the Dean will bring this recommendation to the Board for approval.

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 Institute will use the Legislative Auditor to perform the first-year audit.

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

The facility to house the Institute is the Center for the Creative Arts owned by the sponsoring entity CSA. CSA and the Institute each have their own separate Boards and governance. Instructors and staff members working in CSA may also be hired to work in the Institute. Payment will be made to these individuals from separate accounts and from the two separate organizations.

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 facility is in compliance with the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA).

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

No

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.

The Institute for the Creative Arts will be housed in the Center for the Creative Arts located in Fort Smith, AR within the boundaries of the Fort Smith Public School District. As an open-enrollment public charter school, it is not confined to district boundaries. Due to the lack of boundary restrictions, we anticipate that students will attend the Institute from Fort Smith, Greenwood, Van Buren, and Alma districts along with other rural districts that are within 60 minutes of the Institute. At full enrollment, the Institute will serve 500 students in grades 9-12. Below is a listing of possible districts:
Alma

Booneville
Cedarville
Charleston
County Line
Fort Smith
Greenwood
Hackett
Johnson County Westside
Lavaca
Magazine
Mansfield
Mountainburg
Mulberry/Pleasant View
Ozark
Paris
Scranton
Van Buren
Waldron
Westfork

According to the School Year 2021-2022 Third-Quarter Average Daily membership figures, as maintained by the ADE Data Center, the Fort Smith School District had a student population of 13,818 students, of which 38.91% were White; 34.88% were Hispanic, and 10.51% were Black. The Van Buren School District had a student population of 5,598 students, of which 66.45% were White and 19% were Hispanic. The Greenwood School District had a student population of 3,842 students, of which 82.87% were White and 5.87% were Hispanic. The Alma School District had a student population of 3,180 students, of which 84.02% were White and 6.48% were of Two or More Races.

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

CSA is the sponsoring entity only. CSA is providing a state-of-the art 40,000 sq. ft. facility that is uniquely designed to best serve students in arts education. It includes classrooms, theatres, dance studios, rehearsal halls, practice studios, recording studio, film and art rooms, culinary space, media space, cafeteria, box office, student gathering areas, and outdoor performance spaces. CSA will lease the space yearly to the Institute. The lease agreement will include services that CSA will provide.

CSA has long planned for a performing and visual arts high school that provides the final step in preparation to becoming a professional artist. The CSA Preschool for the Creative Arts and the after-school Community Arts Connection bridge children and young people to the high school Institute for the Creative Arts.

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	School Superintendent Licensure
Arkansas Code Annotated	6-13-1096-17-427
Standard for Accreditation	4-B.2 4-B.1
ADE Rules	DESE Rules Governing the Superintendent Mentoring Program
Rationale for Waiver	School Superintendent: As stated in our application and budget, we will employ a Dean(Principal) only the first year and seek to employ a full-time Superintendent(President) the second year. We will avail ourselves of training available through the Arkansas Public Resource Center to assist our Superintendent in receiving all necessary training needed to perform the duties of the position to the best of his or her ability. We will seek to hire a licensed Superintendent if at all possible, but wish to have the ability to hire the individual who will be the most capable of implementing our educational model and successfully leading our school. We are requesting the waiver for Superintendent Licensure and mentoring requirement.

Waiver #2 Topic	Teacher Licensure
Arkansas Code Annotated	6-15-1004 6-17-309 6-17-401

	6-17-418 6-17-902 6-17-908 6-17-919	
Standard for Accreditation	4-D.1	
ADE Rules	DESE Rules Governing Educator Licensure, Section 7	
Rationale for Waiver	<p>A waiver for teacher license is being requested. While the school will seek to hire licensed teachers where possible, we wish to have the ability to hire teachers who may or may not be licensed but who are experts in their field and highly qualified in their content area. We intend to utilize this waiver primarily for artist-teachers, in order to provide our students with both capable teachers but also those who can bring relevant professional expertise to our students. These instructors will hold a minimum of a Bachelors degree, meet the requirements of AQT, and have significant experience in their field.</p>	

Waiver #3 Topic	Gifted and Talented	
Arkansas Code Annotated	6-20-2208(c) (6) 6-42-109	
Standard for Accreditation	2-G.1	
ADE Rules	DESE Rules Governing Gifted and Talented Program Approval Standards	
Rationale for Waiver	<p>The Institute is a rigorous college-prep program. We are seeking a waiver for the Gifted and Talented requirements, as we believe that our general educational model will be rich and robust enough to provide quality education to even those students who would usually be provided with separate Gifted and Talented educational opportunities. Our arts curriculum is designed specifically around college arts models and will offer classes not typically found in a traditional high school setting. Because of the college-prep design, the courses will meet the needs of gifted & talented students. In addition to Pre-AP and AP offerings, the content in each arts discipline is accelerated</p>	

	so that students will have advanced coursework in all areas of study.
--	---

Waiver #4 Topic	Alternative Education Services
Arkansas Code Annotated	6-15-1005(b) (5) 6-18-503 (a) (1) (C) (i) 6-48-102 6-48-103
Standard for Accreditation	2-I.1
ADE Rules	DESE Rules Governing Student Special Needs Funding, Section 4
Rationale for Waiver	Within our general educational model, we will provide students education services and programs to address the issues that have caused the student to struggle in the normal classroom setting. We will address social and behavioral issues that a school counselor and our Department Directors can address in a mentoring role.

Waiver #5 Topic	Board of Directors
Arkansas Code Annotated	6-13-608 6-13-611 6-13-612 (c) 6-13-615-616(a) 6-13-617 6-13-618 6-13-619 (c) (1)(A), (d) 6-13-620 (5)(B) 6-13-620 (5)(A)(ii) 6-13-630-631 6-13-634 6-13-635 6-14-101 et seq. 6-13-1303
Standard for Accreditation	
ADE Rules	ADE Proposed Rules Governing reimbursement by school districts for election expenses

Rationale for Waiver	We are requesting waivers from these statutes and rules as they are largely inapplicable to our charter board governance model and our board selection process. The Institute will adopt Board of Directors policies and rules that align well with the mission of the school including board size, length of term, selection policies of board members, powers and duties, attendance, and other pertinent policies. The Board will be required to attend yearly professional development activities as required by the state.
-----------------------------	---

Waiver #6 Topic	Health and Safety Services
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	We rescind this waiver request. We recognize the seriousness of student health issues and will contract with a registered nurse who will be on site to meet any and all student health issues as they arise.

Waiver #7 Topic	Library Media Specialist
Arkansas Code Annotated	6-25-103-104
Standard for Accreditation	2-D.1 4-F.1 4-F.2
ADE Rules	
Rationale for Waiver	We will utilize classroom libraries to provide sufficient media materials to our students, with classroom teachers being able

	to assist students in obtaining and using the materials. Two media spaces will also be provided within the facility. We will teach the required library media standards by embedding the required content into our English Language Arts courses. The lead teacher in the English Department will be designated to oversee library/media services and coordinate library materials with the assistance of a faculty committee. The committee will also have a written challenge policy in place that the Institute approves and adopts. Professional development will also be provided to teachers regarding library/media services.
--	--

Waiver #8 Topic	Principal Licensure
Arkansas Code Annotated	6-17-302
Standard for Accreditation	4-C.2
ADE Rules	DESE Rules Governing Educator Licensure
Rationale for Waiver	. A waiver for Principal licensure is being requested. The Institute will seek to hire a licensed Principal with significant school experience and an interest in arts education, but wish to have the ability to hire the best possible candidate for the position. We will provide the appropriate training as needed.

Waiver #9 Topic	Personnel Policies
Arkansas Code Annotated	6-17-203 6-17-204 6-17-205 6-17-208 6-17-2301(c)(1) 6-17-2301(d)(2) 6-17-2302-2305 6-11-129(a)(1)(B)
Standard for Accreditation	
ADE Rules	DESE Rules Governing Documents Posted to School District and Education Service Cooperative websites, Section 6

Rationale for Waiver	We are requesting these waivers in order to allow us to utilize our own personnel policies and procedures, which will be drafted to meet the specific needs of our school, and not the general rules which are largely applicable to public school districts.
-----------------------------	---

Waiver #10 Topic	Counseling Standards
Arkansas Code Annotated	6-18-2003 (a)(2)(A)
Standard for Accreditation	4-E.1
ADE Rules	
Rationale for Waiver	The Institute intends to hire a licensed counselor. However,we request this waiver in order to have the ability to hire a guidance counselor who we believe will provide the best services to our students. We are not seeking any waivers in this area which would cause us to be unable to fully provide the comprehensive counseling plan required by state law.

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

<p><u>178 Instructional Days – standard only</u></p> <p>Standard 1-A.4.1</p>	<p><u>Acquisition of Commodities</u></p> <p>Ark. Code Ann. § 6-21-303</p>	<p><u>Adopt School Calendar</u></p> <p>Ark. Code Ann. § 6-10-106</p>	<p><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><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><u>Attendance</u></p> <p>Ark. Code Ann. § 6-18-213(a)(2)</p>	<p><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><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><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><u>Classified Employee Minimum Salary</u></p> <p>Ark. Code Ann. §§ 6-17-2201, et seq. 6-17-2403</p>
<p><u>Clock Hours</u></p> <p>Standard 1-A.2</p>	<p><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><u>Credit for College Courses</u></p> <p>Ark. Code Ann. § 6-18-223</p>	<p><u>Curriculum – Advanced Placement Courses</u></p> <p>Ark. Code Ann. §§ 6-16-1203(a) 6-16-1204(a), (c), and (d)</p> <p>DESE Rules Governing</p>	<p><u>Curriculum – Career & Technical Education</u></p> <p>Standard 1-A.1.2.7 (5-8) 1-A.1.3.9 (9-12)</p>

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

<p><u>Instructional Materials</u> Ark. Code Ann. § 6-21-413 DESE Rules Governing Instructional Materials – Sections 5.01, 5.01.2</p>	<p><u>Leased Academic Facilities</u> Ark. Code Ann. § 6-21-117(2)-(5) Standard 6-A.1, 6-A.2</p>	<p><u>Library Media Services – includes standard for balance of instructional materials</u> Ark. Code Ann. § 6-25-103 Standard 2-D.1</p>	<p><u>Library Media Specialist</u> Ark. Code Ann. § 6-25-104 Standard 4-F.1, 4-F.2</p>	<p><u>Maintain School Facilities</u> Standard 6-A.1</p>
<p><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</p>	<p><u>Period of Silence</u> Ark. Code Ann. § 6-10-115</p>	<p><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</p>	<p><u>Personnel Policies – Committee on Personnel Policies</u> Ark. Code Ann. §§ 6-17-203 6-17-205 6-17-209</p>	<p><u>Personnel Policies – Daily Planning Period</u> Ark. Code Ann. § 6-17-114</p>
<p><u>Personnel Policies – Duty-Free Lunch Period</u> Ark. Code Ann. § 6-17-111</p>	<p><u>Personnel Policies – Employment of Licensed Personnel</u> Ark. Code Ann. § 6-17-301</p>	<p><u>Personnel Policies – Grievance Procedure</u> Ark. Code Ann. §§ 6-17-208 6-17-210</p>	<p><u>Personnel Policies – Non-instructional Duties</u> Ark. Code Ann. § 6-17-117</p>	<p><u>Personnel Policies – Personnel Policies – Incorporated into Teacher Contracts</u> Ark. Code Ann. § 6-17-204</p>
<p><u>Personnel Policies – Public School Employees’ Fair Hearing Act</u> Ark. Code Ann. §§ 6-17-1701, et seq.</p>	<p><u>Personnel Policies – Requirements</u> Ark. Code Ann. § 6-17-201(a) & (c)</p>	<p><u>Personnel Policies – Right to Join Professional Organization</u> Ark. Code Ann. § 6-17-202</p>	<p><u>Personnel Policies – School Employees’ Minimum Sick Leave</u> Ark. Code Ann. §§ 6-17-1301, et seq.</p>	<p><u>Personnel Policies – Teachers’ Minimum Sick Leave</u> Ark. Code Ann. §§ 6-17-1201, et seq.</p>
<p><u>Personnel Policies – Teachers’ Fair Dismissal Act</u> Ark. Code Ann. §§ 6-17-1501, et seq.</p>	<p><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</p>	<p><u>Personnel Policies – Use of Personal Leave</u> Ark. Code Ann. § 6-17-211</p>	<p><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</p>	<p><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</p>

<p><u>Pledge of Allegiance</u> Ark. Code Ann. § 6-16-108</p>	<p><u>Principal</u> Ark. Code Ann. § 6-17-302 Standards 4-C.1, 4-C.2</p>	<p><u>Professional Development</u> Ark. Code Ann. §§ 6-17-703 6-17-704 6-17-705 DESE Rules Governing Professional Development Standard 4-G.1</p>	<p><u>Report Cards</u> Ark. Code Ann. § 6-15-903(a)(2)</p>	<p><u>Required Instruction</u> <u>K-4</u> Standard 1-A.1.1</p>
<p><u>Required Instruction</u> <u>5-8</u> Standard 1-A.1.2</p>	<p><u>Required Instruction</u> <u>9-12</u> Standard 1-A.1.3</p>	<p><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)</p>	<p><u>School Calendar – School Start Date</u> Ark. Code Ann. § 6-10-106</p>	<p><u>School Counselor</u> Standard 4-E.1 & 4-E.2</p>
<p><u>School Property and Supplies – Rules</u> Ark. Code Ann. § 6-21-303(b)</p>	<p><u>School Safety Policies & Procedures</u> Standard 6-A.2</p>	<p><u>Statewide Assessment System</u> Ark. Code Ann. § 6-15-2907 Under Ark. Code Ann. § 6-23-401(b) this is NOT waivable.</p>	<p><u>Written Student Discipline Procedures</u> Ark. Code Ann. 6-18-503(b)(2) DESE Rules Governing Student Discipline and School Safety, 4.11</p>	<p><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</p>
<p><u>Teacher Excellence & Support System (TESS)</u> Ark. Code Ann. §§ 6-17-2801, et seq. DESE Rules Governing Educator Support and Development</p>	<p><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</p>	<p><u>Teachers' Salaries – 12-mo. Contract for Vocational Agri Teachers</u> Ark. Code Ann. § 6-17-802</p>	<p><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.</p>	<p><u>Transportation</u> Ark. Code Ann. §§ 6-19-101, et seq.</p>

REQUIRED ATTACHMENTS

1. IRS letter reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status.
2. Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:
 - a. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - b. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - c. The last publication date of the notice was no less than seven days prior to the public meeting.
 - d. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
3. Budget Template
4. Statement of Assurance