



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Wednesday, September 9, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

_____ Fayetteville Virtual Academy _____

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 Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Fayetteville Virtual Academy

Grade Level(s) for the School: K - 12 Student Enrollment Cap: 500

Name of School District: Fayetteville School District #1

Name of Contact Person: Kim Garrett, Ed.D., Associate Superintendent

Address: 1000 West Bulldog Boulevard City: Fayetteville

ZIP: 72701 Daytime Phone Number: (479) 444-3000 FAX: (479) 444-3004

Email: kim.garrett@fayar.net

Charter Site Address: 300 South Ray

City: Fayetteville

ZIP: 72701 Date of Proposed Opening: August 2016

Name of Superintendent: Paul Hewitt, Ed.D.

Address: 1000 West Bulldog Blvd. City: Fayetteville

ZIP: 72701 Daytime Phone Number: (479) 444-3000

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Fayetteville Virtual Academy will offer a virtual learning experience, as well as specialized field experiences, to kindergarten through 12th grade students who demand or require accelerated learning opportunities, greater flexibility, and/or aid in overcoming challenging circumstances, enabling them to graduate college and career ready.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

The Fayetteville School District proposes a Conversion Charter School, which will be a new LEA within the district. This proposed school will offer a virtual learning experience, as well as specialized field experiences, to students who demand or require options in their public education. Fayetteville Virtual Academy (FVA) will: provide a public education option to Northwest Arkansas' homeschooled population; reach students with high levels of anxiety in the classroom; enable students with unique situations not being served elsewhere to receive a high quality education; provide additional solutions for students with lapsed attendance or who are homebound, and provide an excellent option for accelerated learners. Three innovations signify Fayetteville Virtual Academy: the development of a Personalized Learning Plan (PLP) for each student, field experiences tailored to specific student interests, and every student's opportunity to specialize in an area of study. The PLP will be uniquely aligned to each student's needs and interests. This PLP will be reviewed by the teacher, student, and parent regularly to confirm that the student is demonstrating success. The PLP will eventually include a College and Career Portfolio that reflects academic pursuits, field experiences, and specialization areas. Field Experiences will be an exciting option for students of FVA. Tailored to a student's specific interests within the arts, sciences, languages, math, technology, engineering or more; field experiences could include visits to museums, local industry, and more. Finally, FVA students will specialize. By the end of the senior year, each student will have chosen at least one area to study deeply through experiences and coursework, completing four FVA courses in a specialized area. Fayetteville Virtual Academy offers an invaluable association with a public school district that has a long and rich history in Arkansas - a district that can provide more than just the opportunity to take online classes, but also the chance to be a part of a dynamic community of learners, athletes, musicians, actors and community servants. All in all, students will graduate from FVA with a focused college and career plan substantiated by field experiences and a diploma from Fayetteville Public Schools linking them to a community for a lifetime.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing to assess support for Fayetteville Virtual Academy was held on August 10, 2015 at 6:00 pm in the Adam's Leadership Center at 1000 West Bulldog Boulevard, Fayetteville, Arkansas. Notice of this hearing was posted on the District's Website and Social Media pages, was emailed to all certified staff members and parents, and was placed as an advertisement in the Arkansas Democrat Gazette on Sunday, July 19, 2015. Additionally, a reminder phone call was made to parents regarding the meeting.

Forty-seven individuals signed into the August 10th meeting, although there were more in attendance. Local media also covered this event. Dr. Paul Hewitt, Superintendent welcomed attendees and introduced the charter planning team: Dr. Kim Garrett, John L Colbert, Kay Jacoby, Mark White, and Holly Johnson. Dr. Garrett presented an overview of the proposed Fayetteville Virtual Academy including background information, innovations, timeline for implementation, and why Fayetteville Public Schools is right for this venture. Questions and comments were taken from the community. Discussion centered around extra curricular activities, athletics, teacher training, types of curriculum, individualized instruction, language instruction, and excitement about the possibilities. Attendees were all inquisitive and supportive.

An agenda, roster, and other pertinent information regarding this meeting are attached.

District staff also made a presentation to the Fayetteville Chamber of Commerce Legislation and Education Committees regarding the proposed Virtual Academy on Friday, August 21, 2015.

Additionally, the district held a meeting for teachers interested in teaching in the virtual academy on Thursday, September 3, 2015. Over 50 teachers expressed interest in learning more. A roster of those attendees is attached.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located *at least three weeks prior to the date of the meeting.***

2. Give the mission statement for the proposed charter school.

Applicant Response:

Fayetteville Virtual Academy will offer a virtual learning experience, as well as specialized field experiences, to kindergarten through 12th grade students who demand or require accelerated learning opportunities, greater flexibility, and/or aid in overcoming challenging circumstances, enabling them to graduate college and career ready.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Fayetteville School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	85.64	84.76	86.51
Targeted Achievement Gap Group	72.75	72.23	72
African American	71.3	61.63	72.92
Hispanic	74.72	75.56	80.65
White/Caucasian	89.5	89.79	88.29
Economically Disadvantaged	73.94	72.77	72.56
English Language Learners/ Limited English Proficient	70.47	69.21	79.41
Students with Disabilities	44.52	54.53	62

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Fayetteville School District		
Campus Name	Fayetteville Virtual Academy will be a new LEA within the district		
Grade Levels	K-12		
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Fayetteville School District		
Campus Name	Fayetteville High School		
Grade Levels	10 - 12 (2015 - 2016 will be 9-12)		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	83.15	82.10	87.54
Targeted Achievement Gap Group	62.76	74.32	74.23
African American	73.44	68.09	77.78
Hispanic	60.81	69.44	81.97
White/Caucasian	87.83	88.64	88.89
Economically Disadvantaged	62.26	74.45	75.32
English Language Learners/ Limited English Proficient	41.18	54.17	81.82
Students with Disabilities	33.33	68	64.58

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Fayetteville School District		
Campus Name	McNair Middle School		
Grade Levels	6-7 (2015 will be 5-6)		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	90	87.88	
Targeted Achievement Gap Group	71.51	68.28	
African American	88	84	
Hispanic	65.85	56.10	
White/Caucasian	92.22	90.78	
Economically Disadvantaged	75.84	69.8	
English Language Learners/ Limited English Proficient	44	36	
Students with Disabilities	47.54	54.1	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Fayetteville School District's analysis indicates a need for Fayetteville Virtual Academy (FVA). Considering the population of students, potential students, parents, and available data, it was determined that the FPS educational opportunities should be expanded outside the walls and time constraints of the traditional school through virtual opportunities.

Three distinct categories of students who will particularly benefit from virtual learning were identified - students who are "at risk," students who are homeschooled, and students who desire accelerated learning. The desire to educate and support all of these students and their families drives the decision to provide Fayetteville Virtual Academy to the community of Fayetteville Public Schools.

Across the United States, provision of online public schools is growing. Thirty states now offer fully online schools with 315,000 students taking all of their courses online across the US. (www.kpk12.com/states). There are virtual schools available to students on a state-wide basis. Fayetteville Public Schools can offer this online opportunity - but along with it the invaluable association with a public school district that has a long and rich history in the state of Arkansas - a school district that can provide more than just the opportunity to take online classes, but with it the chance to be a part of a dynamic community of learners, athletes, musicians, actors, and community servants.

“Blending Learning: The Evolution of Online and Face-to-Face Education from 2008 -2015” published by The International Association for Online Learning (iNACOL), states “Personalized learning environments provide the very best educational opportunities and personalized pathways for all students, with highly qualified teachers delivering world-class instruction using innovative digital resources and content.” Fayetteville Virtual Academy, through online curriculum and tailored personalized learning, will offer this personalized, online learning within

the Fayetteville School District.

The students and parents within the Fayetteville School District are discerning and have exceedingly high expectations; many are well-educated due to the proximity of the University of Arkansas. Fayetteville is also a diverse community due in part to this university community, as well. This population demands excellence and opportunity. It is expected that students will utilize this Virtual Academy for many reasons -for greater flexibility, to ameliorate challenging circumstances, to access accelerated learning opportunities, and as an alternative to homeschooling.

Serving Homeschooled Students:

The number of homeschooled students in the 2013-2014 school year residing in the Fayetteville School District was 305. In the Northwest Arkansas area, including Benton and Washington Counties, that number expands to 3,267. Students are homeschooled for a variety of reasons including: religious reasons, concerns about public and private schools, lack of individual attention or focus, demanding extracurricular schedules for elite athletes, or health and discipline issues. Available test data regarding homeschooled students is inadequate - achievement is hard to define. There is little data available for comparison to students in public schools. Still, anecdotal evidence has demonstrated that many homeschool families are not utilizing a rigorous curriculum that best prepares them for college or career. Fayetteville Virtual Academy can make a difference to these families by providing an alternative curriculum presented by the excellent faculty of the Fayetteville Public Schools.

Serving At Risk Students:

Statistics outlined in the charts above highlight an achievement gap for “at risk” students in particular. There is room for improvement - a variety of challenges prevent students from reaching their full potential. These challenges include: high levels of anxiety, lapsed attendance, being homebound or unique situations not being served elsewhere. A virtual academy, with personalized instruction, mentoring, and individualized monitoring can make an impact on the future of these students. This potential is discussed in the North American Council for Online Learning’s (NACOL) paper, “Using Online Learning for At-Risk Students and Credit Recovery.”

Many educators are finding that online and blended learning are effective ways to reach students who fail one or more courses, become disengaged, or who seek an alternative to traditional education. Some of the early online programs that initially focused on high-achieving students, such as the Kentucky Virtual High School, have expanded offerings, and are finding success with a much broader range of students. As online learning moves past the early adopter phase, the growth of online programs focused on at-risk students or credit recovery has redefined how educational technology can be used to address the needs of all students, from advanced students in search of Advanced Placement or dual-credit courses, to at-risk students trying to find the right instructional mix to fit their learning styles.

The promise of using online learning in providing an alternative method of instruction for at-risk students is demonstrated by the increasing number of school districts implementing online curriculum with at-risk students and dropouts, and the success of many of these online credit recovery programs.

The self-paced aspect of online courses is particularly valuable to at-risk students, who may associate education with difficulties and stress, compounded by learning deadlines imposed by arbitrary calendars or school hours.

(http://www.inacol.org/wp-content/uploads/2015/02/NACOL_CreditRecovery_PromisingPractices.pdf).

Serving Accelerated Students:

Fayetteville Public Schools has a vibrant community of gifted and talented, advanced and accelerated students, as demonstrated by the continually high ACT scores, consistently exceeding state and national averages by nearly 4 points in all categories. Additionally, in 2015, 59 7th grade students were recognized as Arkansas Duke TIP students, with four of these being recognized nationally. As we review the numbers of gifted and talented students, in elementary school grades K- 5, a five year average shows 478 students participating in GT programs. By high school, GT participant numbers dwindle to an average of 233 over five years. A virtual school could encourage gifted and talented students, through the use of the PLP, to continue along this accelerated path by allowing more AP courses, and more attention to acceleration. Additionally, those students who wish to work in an even more accelerated manner, take additional coursework, or even graduate early will find Fayetteville Virtual Academy provides this flexibility as well.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

N/A

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

Three distinguishing innovations of the Fayetteville Virtual Academy are as follows: a Personalized Learning Plan (PLP), Field Experiences and the Opportunity to Specialize.

1. A Personalized Learning Plan

FVA will offer personalized, rigorous, online academic curriculum providing learning opportunities aligned to student needs and/or interests through the creation of a Personal Learning Plan (PLP) for each FVA student. This plan will span three levels of education: K-3, 4-8, and 9-12. At each level, students will participate in General Studies as the core instruction.

- In K through 3, General Studies is defined as foundational learning in English Language Arts and Reading, Mathematics, Science, and Social Studies.
- In grades 4-8, General Studies is defined as the four core content areas with enhanced or accelerated coursework such as Pre-Advanced placement studies and courses for high school credit available in all four areas.
- In grades 9-12, general studies is defined as courses that meet high school graduation requirements including Advanced Placement (AP) and concurrent college courses.

The online curriculum allows students and families the flexibility that many desire. Learning can be anywhere, anytime, and self-paced. FVA students will be supported by the partnership of FVA teachers

and their parents, who become co-learning coaches for students. The teacher, parent and student become the PLP team and work together to ensure the success of the student. The team is provided an important orientation and education. The PLP team regularly reviews the PLP to make sure that the student, whether advanced, on-track, or at-risk, is demonstrating success including opportunities for challenge. Adjustments will be made to ensure that all students are progressing at the optimum rate for each child. Over time, each student will create a college and career portfolio that reflects academic pursuits, field experiences including college and career visits, assessments, and specialization areas that will become evidence for college admissions and career readiness. Assessments will include the ACT Aspire, ACT/SAT, and the PSAT along with performance on Advanced Placement Exams, and college and career interest inventories.

2. Field Experiences

Field Experiences will offer FVA students opportunities to interact with other students and adults to develop collaboration, communication, creativity, and critical thinking skills. Field experiences will allow students opportunities to fully participate in their community by finding areas where they can serve others. Students will be connected with educators, professionals, or community leaders in order to first explore and then narrow their particular interests for more in-depth research and study within a particular area. A Field Experiences Coordinator will be employed by FVA to ensure the success of this innovation. Field experiences for all students will be broken into three general areas: community service, exploration, and specialization. Community service offers students unique connections with the world they inhabit. They can volunteer in a variety of ways, including work with local nonprofits or religious institutions. Exploration provides a window into future career or college choices - What is exciting? What encourages future study? Specialization offers that deeper commitment to learning and excelling in a field of study.

At the K-3 level, field experiences will focus more heavily on community service with some exploration. Fourth through 8th grades will continue the community service aspect, but focus more on exploration with some specialization taking place for those interested students. Community service and exploration may continue in grades 9-12 but the focus should begin to narrow into an area of specialization as students prepare for college and career. The district's relationship with the University of Arkansas will offer FVA students the potential to understudy with an expert in the student's particular area of interest whether that be nanotechnology, architecture, medicine, engineering, logistics, entrepreneurship, sustainability, and more. Our strategic location provides FVA students with many possibilities to explore - Crystal Bridges Museum of American Art, the new Children's Amazeum, the Walton Arts Center and more. Clubs will also be created based upon students' interests such as: Quiz Bowl, Anime, BioMed, Book Clubs, Chess, Cycling, Debate, Disc Golf, Distributive Education Club of America (DECA), Driver Safety, ESports, Fellowship of Christian Athletes, Fashion Club, Film Club, Fishing Club, National Honor Society, French Honor Society, Future Business Leaders of America (FBLA), Future Farmers of America (FFA), German National Honor Society, Model United Nations, Interact Club, Mu Alpha Theta, Travelers Club, and more.

3. Specialization

All students will be given opportunities to specialize - beginning as early as in elementary school. FVA specialization areas are comprised of seven categories:

- Humanities - including writing, historical study, political science;
- World Languages - including Spanish, French, German, Japanese, Latin, Chinese;
- Fine Arts - including music, art, theatre, and dance;
- STEM - including Science, technology, engineering, and math;
- Wellness - including health, fitness, athletics, and nutrition;
- Career and Technical pursuits - including welding, entrepreneurship, sustainability, and;
- Service to others - including teaching, psychology, counseling, social work.

Areas of specialization will become part of each student's PLP and will be reflected in the college and career portfolio. By the end of the senior year, each student will have chosen at least one area to study deeply through coursework, field experiences, independent research, mentorships, internships, and other activities that help the student transition from high school to college and career. Students will complete four FVA courses in a specialized area of student interest. For example, a student who is interested in medical school might complete four advanced science courses such as AP Biology, AP Physics, AP Chemistry and Anatomy and Physiology, visit a local hospital to view a surgery in a field experience, and complete an internship with a local practitioner. Another who is interested in automotive service technology would take courses in engine repair, brake systems, power train systems and suspension and steering at Northwest Technical Institute (NTI), skype with an Automotive Technician and complete an internship at a local dealership.

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
FVA students will attain proficiency in reading.	3rd-11th grade: ACT Aspire and ACT state mandated assessments in reading; K-2: State mandated tests	80 % of FVA students will meet or exceed the state average in reading.	Annually with administration of required state assessments
FVA students will attain proficiency in mathematics.	3- 11th grade: ACT Aspire and ACT State mandated assessments in math; K-2: State mandated tests	80% of FVA students will meet or exceed the state average in math.	Annually with administration of required state assessments
FVA students will attain proficiency in language arts.	3- 11th grade: ACT Aspire and ACT State mandated assessments in l.arts; K-2: State mandated tests	80% of FVA students will meet or exceed the state average in language arts.	Annually with administration of required state assessments
FVA students will attain proficiency in writing.	3- 11th grade: ACT Aspire and ACT State mandated assessments in writing; K-2: State mandated tests	80% of FVA students will meet or exceed the state average in writing.	Annually with administration of required state assessments
FVA students will develop a PLP to support college and career readiness.	PLP records	100%	Yearly
FVA students will participate in a minimum of one field experience each month.	Field Experience records	90% of students will report field experience participation in their PLP.	Monthly
FVA students will take college entrance exams	ACT and/or SAT	Beginning in 2018-19, a baseline percent will be established with seniors and will increase each year.	By the end of the student's senior year (Beginning in year three).

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

The needs to be met by the conversion charter include:

- Providing a public education option to Fayetteville's homeschooled population;
- Reaching students with high levels of anxiety;
- Enabling students with unique situations not being served elsewhere to receive a high quality education;
- Providing additional solutions for students with lapsed attendance or who are homebound, and;
- Providing an excellent option for accelerated learners.

It is anticipated that students from each of the aforementioned groups will achieve their potential from enrollment in Fayetteville Virtual Academy. The overarching goal of the Fayetteville Public Schools and Fayetteville Virtual Academy is to graduate college and career ready students. One measure of the progress toward this goal is the students' success in meeting or achieving the proficiency levels on state mandated tests - which are the first four goals outlined. The remaining goals are the means by which the virtual academy will ensure that students are successful in this effort.

Students will develop a Personalized Learning Plan

Students will be better prepared for college and career by having more opportunities to investigate and potentially intern in specialized areas. FVA field experiences will be driven by a Personal Learning Plan (PLP) for each student that will guide each student to experience not only a well-rounded education but also to create a virtual portfolio that will better prepare them for college entrance requirements and career readiness. The PLP will be developed by PLP team consisting of the student, parent, and teacher. In addition to academics, each student's learning plan will include hands-on activities, college and career visits, and other extension activities for the student to not only broaden his skills and experiences, but also to give the student opportunities to learn and demonstrate group and team skills.

This approach will allow students to pursue individual interests not possible in a traditional setting, accommodate health and behavioral concerns for some students, and support students with special traveling needs. The job market of the future will continue to require higher level skills and as a district, we must plan to give our students the skills needed for the emerging job market by supporting a wider variety of needs for students and their families.

Additionally, this PLP will enhance students flexibility to move through specific subjects at a more accelerated rate than traditional schools that promote by grade level. FVA students will have the option to accelerate through some courses at a higher level that fits the academic needs of the student. This acceleration will take place by several means.

First, by vertical acceleration, which is part of the design. One example of vertical acceleration is in mathematics when a student is able to take a course earlier than in a traditional setting. Most traditional schools offer Algebra I in 8th grade, but FVA students could access Algebra I as a 6th or 7th grade student, given evidence that prerequisite learning skills have been mastered.

Another example is horizontal acceleration. This type of acceleration is evidenced by a student taking additional course work not available to students in a traditional setting. A typical schedule within a traditional school setting allows for students to study 7 courses each year. However, FVA students could access additional courses each year. These acceleration pathways will support more students taking and being successful in Advanced Placement courses at the high school level. By the end of the student's senior year, many students will have successfully passed at least one Advanced Placement (AP) courses or concurrent college course.

Ninety percent of students will participate in field experiences monthly

Field experiences benefit students in a multitude of ways. Responses from existing online schools indicate that some students are not successful in online academies because of the lack of socialization. To address this concern, one of our innovations - field experiences - will be of utmost importance. FVA students will not only be provided the flexibility that exits with online learning but they will also have opportunities for socialization

experiences with peers, community members, teachers, and business leaders through high-interest in-person and virtual experiences. By providing activities that support socialization, we will also help develop a caring culture so that students develop meaningful relationships with peers, teachers, and other community leaders. A Field Experience Coordinator will be employed by FVA to ensure the success of this innovation. Field experiences for all students will be broken into three general areas: community service, exploration, and specialization. Community service offers students unique connections with the world that they inhabit. They can volunteer in a variety of ways, including work with local nonprofits or religious institutions. Exploration provides a window into future career or college choices - What is exciting? What encourages future study? Specialization offers that deeper commitment to learning and excelling in a field of study.

Specialization areas include the following fields: humanities, world languages, fine arts, STEM, wellness, career and technical studies or service to others. With college costs increasing, it is very important that students are able to fully explore potential areas of study. In fact, having a firm idea of a college focus can save students both mental and financial stress. An article from NBC News states:

Eighty percent of college-bound students have yet to choose a major, according to Dr. Fritz Grupe, founder of MyMajors.com. But they are still expected to pick schools, apply to and start degree programs without knowing where they want to end up. It is little wonder 50% of those who do declare a major, change majors - with many doing so two or three times during their college years... (http://www.nbcnews.com/id/10154383/ns/business-personal_finance/t/college-freshmen-face-major-dilemma/#.VedcdZ0o4kl)

Additionally, some at-risk students simply do not attempt college because they never deeply explored areas of interest and or learned about potential careers. The ability to specialize and dig deeper into courses connects students to their future, and adds an element of excitement to their study.

Ninety-five percent of students will take a college entrance exam by the end of their senior year

Knowing their score on a college entrance exam can unlock the potential in certain students who might not otherwise consider higher education. Fayetteville High School students have a long history of academic excellence on ACT tests, scoring nearly 4 points higher than state averages. Still, out of 675 graduating FHS students, only 478 students at FHS reported ACT test results in 2015.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

Fayetteville Virtual Academy will open in the 2016-2017 school year with 4th, 5th, 6th, 7th and 8th grades (100 students in year one). In year two, 2017-2018, 9th and 10th grades will be added, with an estimated total of 225 students. In 2018-2019, 11th and 12th grades will be added with an estimated student population of 350. The final year, 2019-2020, Kindergarten through 3rd grade will be added with a maximum of 500 students.

The flexibility of Fayetteville Virtual Academy supports meeting the needs of each student and parent through the development of the Personalized Learning Plan. This plan, developed by the PLP team of the student, parent, and FVA teacher will designate when the student learns, where the student learns, what courses the student will take and the schedule for the learning to take place. This plan will be reviewed and adjusted yearly to align with areas of interest for each student through courses and field experiences.

Beginning in the 6th grade, the focus of the PLP will begin to shift to the long-term college and career goals of the student by including upper level AP courses, concurrent courses, or certification areas. For example, some students may want to learn in a traditional approach with general coursework studies daily; others may have

other specialized needs or activities that require a learning schedule to be created that begins at 3:30 in the afternoon. Others may choose to focus on one course at a time until all coursework for the year is completed. This learning schedule will be monitored daily for FVA teachers to ensure that students are successfully achieving their learning plan. Students participating in a virtual learning scenario from home can often move more swiftly through curriculum due of lack of distractions. FVA teachers and parents or learning coaches will be prepared to provide students the direction and supervision that they require. Another flexible feature of the FVA is that beginning in 7th grade, students can access FPS elective courses that are not offered online. For example, a student may elect to participate in band, choir, athletics, a STEM course, or an AP course provided that the course is not offered online. This flexibility allows students the opportunity to engage in competitive programs at the 7A level which could enhance college admissions.

ELEMENTARY DAILY SCHEDULE (SAMPLE) - Please see attached Daily Schedule.

The following are sample schedules to demonstrate the flexibility afforded at FVA.

ELEMENTARY (K-4th GRADE):

- The student's PLP will demonstrate a focus on foundational knowledge and skills in general studies: language arts, reading, math, science, and history. For students who may have difficulty in foundational skills, students will have access to Fayetteville Public Schools intervention services. Electives such as World Languages: Chinese, French, German, Latin, Spanish, Art, and Music.
- Weekly: 4 days a week for general studies and elective instruction. FVA teachers will be available on-site one day a week for face to face support as needed for students.
- Typical time: 8:00am - 3:30pm daily.
- Field experiences: one day a week - Walton Arts Center, Amazeum, Crystal Bridges, Butterfly day at Mt. Kessler, Fayetteville Public Library, Botanical Gardens, Bike Ed trail, etc.

MIDDLE SCHOOL:

5th grader who is budding Olympic swimmer may consist of the following:

- Swimming practice from 6:00am - 2:30pm
- This student's PLP will demonstrate that his learning day with general studies and electives will begin at 3:30 and extend through 7:30 for five-six days a week. The FVA teacher will monitor daily the learning schedule that has been developed in the PLP to ensure that the student is progressing through the appropriate learning goals.
- Field experience for the week: Trip to Crystal Bridges Museum

6th grader who is a typical student who has been homeschooled may consist of the following:

- General studies and electives from 8:00 am to 3:00pm
- Field experience for the week: Skype with Aerospace Engineer

JUNIOR HIGH:

7th grader who has experienced anxiety in the classroom.

- General studies and electives from 8:00 am to 1:30; 3:00-4:00
- Participation in Ramay Junior High School orchestra course from 1:30-2:25.
- Field experience for the week: Community service project with the Sustainability- Green Team.

8th grader who is a GT student interested in becoming an engineer.

- General studies that include Geometry and Algebra II concurrently, Biology I, and Principles of Engineering

- His learning schedule begins at 10:00am and continues until 5:00pm
- Field experience for the week: Outdoor education experience at FPS Lake Fayetteville Environmental Center

HIGH SCHOOL:

9th grader who is at-risk of graduation; low academically

- General studies that include remediation time for reteaching.
- Appointment with math instructor from 9:00-11:00am on Tuesday at FVA Facility.
- His learning schedule is from 9:00am to 4:00pm that includes Mentoring at the Boys and Girls Club from 3:00-5:00pm daily.
- Field experience for the week: NTI tour

10th grader who needs to be able to work

- Work schedule 2:00 pm - 10:00pm
- General studies - standard English, math, science, and social studies
- Electives include: Business management, Spanish, Entrepreneurship
- His learning schedule is from 7:00am - 1:00
- Field experience for the week: Watch business team meeting through Skype.

11th grader or 12th grader who is accelerated pre-med

- General studies include Concurrent English, Concurrent History, AP Physics, AP Calculus
- Electives include Chinese II, Latin II
- His learning schedule is from 8:00-3:00 including a college course at night one day a week.

Fayetteville Virtual Academy Sample Curriculum:

FAYETTEVILLE VIRTUAL ACADEMY - SAMPLE CURRICULUM

Kindergarten Through 3rd Grade - Online Courses

General Studies: English Language Arts, Reading, Mathematics, Science Social Studies

Electives: STEM Courses, Fine Arts, World Languages

4th Through 8th Grade - Online Courses

General Studies: English Language Arts/Reading, Mathematics, Science, Social Studies

Electives: Project Lead the Way, Fine Arts, World Languages, Journalism, Theater, Intro to Computer Science, Other State Approved Electives

9th Through 12th Grade - Online Courses (Also available to appropriate 6th - 8th grade students)

General Studies (Smart Core Graduation Requirements):

English (4 units)

Mathematics (4 units or 3 units of math and 1 unit Computer Science)

Science (3 units with lab experience or 2 units with lab experience and 1 unit Computer Science)

Social Studies (3 units)

Oral Communications (1/2 unit)

Physical Education (1/2 unit)

Health and Safety (1/2 unit)

Economics (1/2 unit which may count towards Social Studies or Career Focus)

Fine Arts (1/2 unit)

Career Focus (6 units)
Computer Science (optional)

Advanced Coursework:

AP English Language and Composition
AP English Literature and Composition
AP Calculus AB
AP Calculus BC
AP Statistics
AP Biology
AP Environmental Science
AP Macroeconomics
AP Microeconomics
AP Psychology
AP US Government and Politics
AP World History
AP French Language and Culture
AP Spanish Language and Culture

Other Potential Electives:

Creative Writing
Journalism
Public Speaking
Environmental Science
Forensic Science
Anthropology
Contemporary World Issues
Family and Consumer Science
Psychology
French I,II,III,IV
German I,II,III,IV
Japanese I & II
Latin I & II
Mandarin (Chinese) I & II
Spanish I,II,III,IV
Accounting
Achieving Your Career and College Goals
Driver Safety
Fine Art
Intro to Entrepreneurship I & II
Intro to Marketing I & II
Life Skills
Music Appreciation
Nutrition and Wellness
Physical Education
Reaching Your Academic Potential
Service Learning
Skills for Health
3D Art I: Modeling
3D Art II: Animation
Audio Engineering
C++Programming
Computer Fundamentals
Computer Literacy
Computer Science
Digital Arts I & II
Digital Photography
Engineering Design/CAD

Game Design
Green Design and Technology
Image Design & Editing
Programing I: VB NET
Programming II: Java
Web Design
Archeology
Art in World Cultures
Astronomy
Biotechnology
Careers in Criminal Justice
Cosmetology
Criminology
Early Childhood Education
Fashion and Interior Design
Gothic Literature
Great Minds in Science
Health Science I & II
History of the Holocaust
Hospitality and Tourism
International Business
Intro to Agriscience
Intro to Culinary Arts
Intro to Manufacturing
Intro to Social Media
Law and Order/Legal Studies
Mythology and Folklore
Peer Counseling
Philosophy
Real World Parenting
Social Problems I & II
Sociology I & II
Sports and Entertainment Marketing
Veterinary Science
World Religions

State Approved Electives Offered at Woodland Junior High, Ramay Junior High and Fayetteville High School:

Band
Choir
Orchestra
Project Lead the Way
Athletic Teams
Debate/Forensics
TV/Film

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The design of Fayetteville Virtual Academy supports meeting the needs of students through a flexible learning schedule. In order to accomplish that, the schedule for teachers must also be flexible. Teachers will be allowed to work from home for three days per week in order to support their students' schedules. While their traditional schedule would still be from 8:00am-3:30pm, they would be allowed to flex their time during the day and work evenings or even weekends to meet the needs of their students. For example, one teacher may have a math student who works best in the evenings and the teacher is willing to stagger her work schedule to accommodate his 7:00pm schedule. This would not mean that teachers would be on-call 24/7; instead they would communicate with their students regarding specific times that they could be online outside of the traditional work day that supports both of their schedules. All teachers would have one day a week when they would work onsite at the FVA building from 8:00am - 3:30pm. This day of work would allow: 1) students to schedule face-to-face conferences, 2) teachers to schedule optional learning activities for groups of students, 3) teacher to teacher collaboration, 4) student-teacher meetings; 5)parent-teacher meetings, 6) staff meetings, and other collaborative structures to support student learning. During this workday, teachers would still be accessible to their students online. The 5th workday, which could be arranged for any day of the week, would be a different type of flexible day. This will be a day when a teacher could participate in a field experience with a student or group of students. If the field experience is not a full day or the teacher is not participating, she/he could work from home to continue to monitor and assist students. Teachers will be afforded appropriate time for planning.

An excellent and proven online curriculum package for grades K-12 will be used in the FVA. The core curriculum, termed General Studies in the FVA, of English language arts, math, science, and social studies curriculum will be fully aligned with the Arkansas Framework in each of these areas guaranteeing that FVA students will learn the standards for each subject area and will become proficient in achieving the standards. This rigorous general studies curriculum will be delivered in a blended learning format utilizing online curriculum and facilitated by FVA onsite teachers. The curriculum vendor's comprehensive curriculum is comprised of mastery-based courses that are flexibly paced for K-8. Adaptive math and reading mastery, acceleration, and remediation courses are available for students in grades 3 -5. The Math Plus courses K-5 and MARK (Mastery, Acceleration, Remediation with K12) Reading courses for grades 3 - 5 incorporate the latest adaptive technology that intelligently adjust to individual skill and knowledge levels to ensure that students grasp critical concepts before moving on. There are multiple academic levels of coursework for grades 9 - 12 in the core areas, including courses designated as Core, Comprehensive, Honors, and AP plus remediation and credit recovery for students who need extra help. At the high school level, graded assignments measure mastery of objectives at the lesson, unit, semester, and course level. Courses include the use of e-books and highly sophisticated virtual labs with options for physical textbooks and lab kits. Integrated hands-on materials from specially-produced textbooks to science equipment to CDs and maps are provided within the online curriculum package. FVA students will have the opportunity to learn in a variety of ways that an online medium is capable of delivering. These ways include animation, game simulations, avatars, threaded online discussion groups, video lectures, online debates, and more.

For example, in the specific core area of English language arts, FVA students will participate in online lessons that, in part, engage students by attending to background knowledge, by reading text, by viewing video clips, by working through assignments or projects in which students must apply the learning, by producing a piece of writing or project, etc. Text samples are both informational and literary- both classic and contemporary; literary samples include both prose and poetry. Text is at the appropriate lexile level for the grade level and can be adapted to accommodate higher lexile levels as appropriate for individual students. FVA teachers will weave appropriate elements of the FPS locally-developed English language arts curriculum to supplement the online curriculum as needed by FVA students. In the early grades, the blended learning English language arts curriculum is focused upon students acquiring the foundational skills in learning to read (phonics, phonemic awareness, vocabulary, fluency) and to comprehend various kinds of text. Students in the early grades will also learn to write complete sentences and beginning paragraphs for descriptive, narrative, and persuasive writing. For any FVA students who are not progressing in learning the basics of how to read, FVA teachers may connect those students with FPS intervention services that are designed specifically to address reading deficits, such as Lexia to address reading fluency. FVA teachers will be well versed in the use of literacy strategies, Marzano's nine high yield teaching strategies, and the explicit model of instruction as they assist students to reach high levels of learning in the English language arts curriculum.

In the specific core area of science, FVA students will participate in online lessons that are aligned to Next Generation Science standards which have been endorsed by Arkansas. Expecting that the new Arkansas Framework for Science will be released mid-year of the 2015 - 2016 school year, FVA staff will work diligently with FPS district science specialists in the spring of 2015 to ensure that lessons that FVA students complete are aligned with standards within the revised Arkansas Framework for Science. The state requirement of 20% lab experiences will be met. Within each science course, a scope and sequence is provided. Scope refers to the range of content and skills found within the course; sequence refers to the order in which content and skills are presented. The scope and sequence documents reflect instructional objectives and skills to be mastered in the course. Science lessons are linked to unit objectives, provide definitions for key vocabulary words essential to student success, and provide interactive elements along with animations, diagrams, and visually-appealing images that foster high student engagement and increased learning. Review lessons serve to prepare students for success on the assessments found within the proposed curriculum package.

More specifically, within the online 5th grade science course, students will be engaged in learning the following content: water resources, the world's oceans, earth's atmosphere, forces of motion, chemistry, cells and cell processes, taxonomy of plants and animals, and animal physiology. Students will perform experiments, deepen their understanding of the nature of science, develop scientific reasoning, and recognize science in the world around them. They will build a model of a watershed, test how cell membranes function, track a hurricane, and analyze the effects of gravity. Hands-on experiments/labs may be performed virtually, independently, or in a group setting in the physical location of the FVA under the direction of the FVA teacher(s). Some lessons may require resources that are common household items (sand, gravel, soil) and/or books that are readily available online or in the Fayetteville Public Library.

Social studies curriculum within the online curriculum is much like science and contains many of the same critical elements for maximum student learning; these elements include a scope and sequence for each course, instructional objectives tied to each unit of study, key vocabulary words, interactive activities, review lessons, etc. FVA teachers may need to adjust/adapt content within the online courses to align with content specified within the recently revised Arkansas Framework for Social Studies in order to ensure that FVA students are learning appropriate content and skills.

Costs of the online curriculum in the core areas (and in elective areas) will be included in the annual FVA budget which is supported by state foundation funding per student (\$6580) and local revenue.

7. Describe the educational program to be offered by the charter school

Applicant Response:

Fayetteville Virtual Academy will be phased in over a four year period.

2016-2017: 4th - 8th Grades (100 Students)

2017-2018: 4th - 10th Grades (225 Students)

2018-2019: 4th - 12th Grades (350 Students)

2019-2020: K - 12th Grades (500 Students)

The Educational Program of Fayetteville Virtual Academy will center around the three innovations described earlier, tailored to meet the needs of those students who will particularly benefit from virtual learning - students who are "at risk," students who are homeschooled, and students who desire accelerated learning. FVA will provide: A personalized, rigorous, online academic curriculum aligned to student interests through the creation of a personalized learning plan, field experiences directly related to the student's personalized learning plan, and an emphasis on specialization. Additionally, the educational program will mirror the culture of Fayetteville Public Schools and provide students the flexibility to participate in athletics, band, theater and other sports and electives that encourage a sense of community and accomplishment.

A Personalized Learning Plan:

Research supports the need for students to be taught the way they learn best. Through FVA, students will have curriculum and staff support aligned to best fit their need and interests. Each student will have the benefit of a Personal Learning Plan (PLP) that will be supported by partnership of FVA staff and their parents, who become co-learning coaches for students. FVA teachers will support student learning through online virtual chat times both one to one and in study groups. Students will also be supported by teaching staff through in person visits at the school site at regular times. Parents will be enlisted to support student learning through parental involvement training and mutually agreed upon "compacts" signed at the beginning of the school year. These compacts outline the responsibilities of FVA staff, students and parents, the PLP team, leading to a successful online learning experience.

Field Experiences directly related to the student's personalized learning plan

Field Experiences allow FVA students opportunity to interact with other students. Student interests will drive the development of field experiences that enhance and expand learning. A FVA staff member will focus on the development of these experiences that can connect students with individual mentors to first explore and then narrow their particular interests for more in depth research and study within a particular area. Partnerships with the University of Arkansas can offer FVA students the potential to understudy with an expert in the student's particular area of interest whether that be nanotechnology, architecture, medicine, engineering, logistics, entrepreneurship, sustainability, and more. Our strategic location provides FVA students with many possibilities to explore the arts at locations such as Crystal Bridges Museum of American Art, the new Children's Amazeum, and the Walton Arts Center.

All students will be given opportunities to specialize

FVA specialization areas are comprised of seven categories:

Humanities - including writing, historical study, political science;

World Languages - including Spanish, French, German, Japanese, Latin, Chinese;

Fine Arts - including music, art, theatre, and dance;

STEM - including Science, technology, engineering, and math;

Wellness - including health, fitness, athletics, and nutrition;

Career and Technical pursuits - including welding, entrepreneurship, sustainability, and;

Service to others - including teaching, psychology, counseling, social work.

Areas of specialization will become part of each student's PLP and will be reflected in the college and career portfolio. By the end of the senior year, each student will have chosen at least one area to study deeply through coursework, field experiences, independent research, mentorships, internships, and other activities that help the student transition from high school to college and career. Students will complete four FVA courses in a

specialized area of student interest

The importance of Fayetteville Public Schools Culture:

When Fayetteville High School students "tweet" or post a photo to Instagram, they often use the tag #FHSfamily. This sense of family is appropriate in that FPS offers to our community of students and their families a sense of inclusion, and a feeling of acceptance, all while communicating high expectations. All students are held accountable to perform to the best of their ability- and our teachers and staff celebrate every success, whether it is a state championship football team, a winning robotics competition or simply learning to ride a bike for the first time. And, as in every family, there are challenges, changes and transitions. Intense parental involvement and good communication are integral to successfully weathering any challenge or storm. Fayetteville Virtual Academy will fit naturally into this community of collaboration, and will adopt the culture of the Fayetteville Public Schools.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Achievement gaps within the district, a growing homeschool population, students with specialized needs, and a well-educated community demanding variety and excellence in educational options - these indicators drive the decision for Fayetteville Public Schools to seek new and innovative ways to serve the students and families in Fayetteville through Fayetteville Virtual Academy.

As Fayetteville School District staff investigated how to better meet the needs of all students, a personalized learning structure that utilized an on-line platform with opportunities for socialization and investigation into specialized areas emerged. Some students need the individualized opportunities afforded by technology to provide additional support or acceleration to meet their needs. All students need opportunities to explore their interests, their community, and reflect on how they can become productive citizens.

This innovative structure is at the center of our conversion charter design. This unique design would provide flexibility in time and support for student learning while also providing enhanced opportunities for exploration and deep learning. While a traditional school supports the majority of students both academically and with a rich array of extracurricular opportunities, not all students will reach their potential through traditional structures. Alternative structures like those that can be provided through a Conversion Charter School are necessary to reach more students, and give them a successful start in life, college and career.

A survey of homeschool parents revealed that the plan is on target. Responses to the survey substantiate the need for FVA. Parents specifically reported their decision to homeschool was specifically based on:

- A family's desire to travel Europe,
- A wish to allow their child to excel as an elite athlete,
- The desire to provide a more classical education,
- The desire allow their child to work in an accelerated manner
- The decision to oncentrate on religious or character education, and,
- Alleviation anxiety issues, or to provide individualized attention to their children.

Of the 28 families responding to the survey, 59 percent expressed some level of interest in a virtual academy directed by Fayetteville Public Schools. Many expressed specific interest in the availability of

STEM education, science labs, athletics, choirs, field trips, language study and many of the experiences to be offered through Fayetteville Virtual Academy.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

Fayetteville Virtual Academy will benefit from having more autonomy in a variety of areas through the flexibility offered by the charter waivers. Examples of this autonomy include:

- **Employing personnel:** The FVA Director will be able to employ a diverse group of teachers from the traditional certification arena as well as teachers from the nontraditional certification arena through appropriate waivers. This will allow the staff to hire individuals who are experts in the areas of math, science, technology, the fine arts and other areas.
- **Developing and controlling the charter school budget:** the leadership team will develop and control their school budget as per district guidelines in order to meet the educational needs of the students at Fayetteville Virtual Academy. The budget needs will be driven by stakeholders involved in FVA.
- **Managing day-to-day charter school operations:** the Director will be responsible for the day-to-day operations of FVA. The Superintendent will give the Director authority to insure that the day-to-day functions are in place and followed.
- **Developing and controlling the school calendar:** FVA staff, FVA parents and other partners will create a flexible calendar that will meet the needs of the students assigned to the school. Each year, a committee of stakeholders from FVA will convene to develop the school calendar which will be approved by the Fayetteville School Board. Implementation of the calendar will be in the hands of the Director. A waiver for some levels of Personnel Policies Committee approval will be sought.
- **Other areas of autonomy to be afforded to the charter include:** FVA Staff will exercise more autonomy in developing the school schedule, physical activity, core curriculum, and attendance requirements than traditional schools through the approval of waivers sought for the conversion charter.

10. Describe the school improvement plan by addressing the following:

- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

FVA staff along with a representative sample of parents of FVA students will work together as a team to utilize the Arkansas Comprehensive School Improvement Plan (ACSIP) process to plan for and evaluate school improvement goals. The ACSIP team must include parents and FVA staff who work together to set annual goals - both academic and nonacademic - and to identify performance measures to ascertain if goals are met. The ACSIP team will meet no less than three times per school year for the purposes of determining annual goals at the outset of the school year, measuring mid-year progress toward attaining the annual goals, and reporting annual outcomes denoting whether goals set were, indeed, met. The results of whether goals were met over the course of one school year become part of the needs assessment process to influence the setting of goals for the subsequent school year. Examples of academic goals cited in section four of this application are performance on state required exams in reading and math, percentage of students who complete at least one accelerated course per school year, etc. Nonacademic goals could relate to student satisfaction and/or parent satisfaction of their students' participation in FVA or survey results related to the different field experiences in which FVA students participate. The ACSIP team is charged with making decisions about goals, evaluative measures, activities to accomplish the goals, persons responsible, and resources needed to ensure goals are met.

In addition to the ACSIP team, FVA will organize a PTO to serve as the vehicle for all parents to have a voice in the operation of the virtual academy, to provide feedback to the FVA staff, and to advocate for FVA to nonFVA parents and to the greater Fayetteville community. The FVA PTO will schedule monthly meetings and will have officers. The monthly PTO meetings will provide timely information on various topics of interest to parents of virtual learners. The President of the FVA PTO will serve on the FPS District President's Council which meets monthly with the superintendent and key cabinet members to discuss district items of interest and to share parental concerns.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Fayetteville Public Schools continually analyzes best practices and new innovations to improve the academic achievement of all students. This conversion charter application is a means by which the district will create a non-traditional method of supporting students who are not reaching their full potential in the traditional public school setting, or who need the mechanism to reach for even higher achievement. The focus of this design is based upon the rigorous analysis of comprehensive data sets of students in the Fayetteville Public School district and the adjoining areas. While Fayetteville Public Schools is meeting or exceeding the state achievement standards in most areas, there are yet some achievement gaps.

Based on this data, Fayetteville Public Schools designed a plan for a virtual academy that offers a non-traditional structure that would provide flexibility in time and support for student learning and also

provide enhanced opportunities for deeper learning through exploration and enrichment opportunities. The innovations planned for the Virtual Academy are particular ways in which student learning will be enhanced. The field experiences, opportunity to specialize, and most especially the Personalized Learning Plan (PLP) are critical in meeting and exceeding educational goals. The PLP created for each student will meet the educational, social, emotional, and physical needs and support each student in reaching his/her full potential.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

FVA students will participate in a rigorous, relevant online academic curriculum based upon Arkansas Frameworks in all subjects. Content specialists employed by Fayetteville Public Schools in collaboration with FVA staff will ensure that units of study, lessons, learning activities, projects within the online curriculum are fully aligned with all Arkansas standards found within the various frameworks. Documentation of this joint annual review by FPS content specialists and FVA staff will be maintained by FVA staff.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

Through the PLP, FVA staff will provide appropriate and individualized guidance for each student. The PLP Team will work with students in scheduling and post-graduation support. A waiver will be sought for this flexibility.

B) Health services;

Applicant Response:

FVA students and families may utilize the FPS Wellness and Education Clinic located on the campus of Owl Creek School. The District School nurses will also be available to provide services to the students on an individual basis. A waiver will be sought for this flexibility.

C) Media center;

Applicant Response:

The Fayetteville Virtual Academy will seek a waiver for a traditional library, but will provide access to virtual books, and seek partnership with the Fayetteville Public Library.

D) Special education;

Applicant Response:

Fayetteville Virtual Academy will ensure that students with disabilities shall have equal access to the appropriate educational setting. Services will be provided in accordance to the student's individual Education Plan (IEP) following the rules and regulations under the Individual with Disabilities Education Act (IDEA). FVA will be accredited in accordance with applicable laws and rules adopted by the State Board of Education as per Standards with applicable laws and rules adopted by the State Board of Education as per Standards for Accreditation 17.0 and IDEA 17.00. Carla Curtis, FPS Special Education Director will work with FVA staff as needed to ensure appropriate placement of and services for FVA students.

E) Transportation;

Applicant Response:

As an online academy, FVA will not routinely provide transportation with the exception of students with an IEP or 504 requiring transportation in accordance with Standards for Accreditation 21.0, applicable laws, regulations, and guidelines developed by the Department of Education. When appropriate, transportation will be made available for Field Experiences for student groups.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Fayetteville Public Schools has established an alternative education program located at an off campus location. Teachers in the alternative education program are fully certified and receive specialized training in the pedagogy and curriculum to meet the needs of their students. FVA will also serve as an alternative for students who require ALE.

G) English Language Learner (ELL) instruction

Applicant Response:

Fayetteville Virtual Academy will implement research-based programs for English as a Second Language (ESL) students to help them read, write, and comprehend the English language. FPS will also employ teachers who are fluent in English, comply with parental notification provisions under section 3302, and other state and federal laws and rules consistent with Sections 3126 and 2127 regarding limited English Proficient (LEP) students.

H) Gifted and Talented Program.

Applicant Response:

FVA will provide Gifted and Talented Education services to students as required in Standards for Accreditation 18.0.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

Using the resources of the district's development and community relations department, Fayetteville Virtual Academy will provide an annual report that celebrates successes and shares information with our community. This report, which will include a progress report on the Fayetteville Virtual Academy's goals, will be posted to the Fayetteville Public Schools' and FVA's websites. A copy of the report will be shared with the Superintendent, the Fayetteville Public Schools' Board of Education and with the FVA Advisory Council. A copy of the written report will be mailed to the authorizer.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

Enrollment will be open to all students who are residents of the State of Arkansas enrolling in grades 4 through 8 in the Fall of 2016. Each year thereafter, enrollment will be open to students in the following grades during the assigned year:

In the Fall of 2017 - Grades 9 and 10

In the Fall of 2018 - Grades 11 and 12

In the Fall of 2019 - Grades Kindergarten through 3rd

Enrollment will begin early in the spring of 2016 with students who will be classified as current 3rd - 7th grade students who are residents of the Fayetteville School District or are eligible to attend Fayetteville Public Schools.

The students and parents will be provided multiple opportunities to learn about the enrollment through recruitment information that will be distributed through class meetings, newsletters, evening meetings, electronic communications and evening meetings. The recruitment information will include a description of the instructional program, application process and the selection process.

Application to Fayetteville Virtual Academy will be voluntary and offered as a choice. A one-year commitment by the student and the parent to attend FVA will be strongly encouraged. All applications will be sent to Fayetteville Public Schools, 1000 Bulldog Blvd. Fayetteville, AR. Once received, each application will be stamped with the date and time of submission.

The leadership team of Fayetteville Virtual Academy will review applications and meet with students and parents through individual and group orientation sessions to help prospective families understand the uniqueness of FVA and the commitment required of students and parents. After these orientation meetings, parents and students will be asked to sign letters of commitment which will be a part of their application.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Kathy Hanlon, CFO
Template Attached.

16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

FTE Staffing for 2016-2017 (approximately 100 students)



1 Director
1 Administrative Assistant
1 Field Experiences Coordinator
4 Teachers
Total Staff: 7
25:1 Student/teacher ratio

FTE Staffing for 2017-2018 (approximately 225 students)

1 Director
1 Administrative Assistant
1.5 Field Experiences Coordinators
7.5 Teachers
Total staff: 11
30:1 Student/Teacher ratio

FTE Staffing for 2018-2019 (approximately 350 students)

1 Director
.5 Assistant Director/Curriculum specialist
2 Administrative Assistants
2 Field Experiences Coordinators
8.75 teachers
Total staff: 14.25
40:1 Student/Teacher ratio

FTE Staffing for 2019-2020 (approximately 500 students)

1 Director
1 Assistant Director/Curriculum specialist
2 Administrative Assistants
2 Field Experiences Coordinators
12.5 teachers
Total staff: 18
40:1 Student/Teacher ratio

Job Descriptions: Requirements may change based on potential candidates' strengths.

Director

The Fayetteville Virtual Academy Director must be prepared to continue to innovate and support the implementation of a Virtual School. The Director will be charged with developing and implementing a curriculum that will meet the needs of a diverse community of learners.

Duties and Responsibilities:

- Implement the vision and mission of FVA
- Provide leadership to the staff in determining the needs of the school in meeting the educational standards for the school.
- Provide leadership in providing appropriate professional development for the staff members.
- Provide leadership in being an advocate for FPS.
- Provide leadership in establishing parental involvement and community involvement.
- Provide leadership in securing appropriate funding to support the success of the school.
- Provide leadership in the supervisor and evaluation of assigned staff members to FVA



- Develop school plans and organizational procedures for the health, safety, discipline and conduct of students as established by the school.
- Participate in continuous professional development
- Perform other duties as assigned.

Qualifications:

- Arkansas Teaching License
- 5-7 years teaching experience with some administrative/management experience
- On-line teaching experience is preferred.
- Advanced degree is preferred.
- Flexible schedule with the ability to work well in a fast paced environment
- Knowledge of curriculum alignment
- Knowledge of best practices in online teaching and assessment.
- Proficiency in Microsoft Word, Excel, PowerPoint, Outlook and the Internet.
- Ability to work in a team environment.
- Strong communication, time management, and organizational skills.

Assistant Director

The Assistant Director will support the Director in management and leadership of Fayetteville Virtual Academy.

Duties and Responsibilities:

- Implement the vision and mission of FVA
- Provide leadership to the staff in determining the needs of the school in meeting the educational standards for the school.
- Provide leadership in providing appropriate professional development for the staff members.
- Provide leadership in being an advocate for FPS.
- Provide leadership in the supervisor and evaluation of assigned staff members to FVA
- Develop school plans and organizational procedures for the health, safety, discipline and conduct of students as established by the school.
- Participate in continuous professional development
- Perform other duties as assigned.

Qualifications:

Arkansas Teaching License
 5-7 years teaching experience with some administrative/management experience
 On-line teaching experience is preferred.
 Advanced degree is preferred.
 Flexible schedule with the ability to work well in a fast paced environment



Knowledge of curriculum alignment
Knowledge of best practices in online teaching and assessment.
Proficiency in Microsoft Word, Excel, PowerPoint, Outlook and the Internet.
Ability to work in a team environment.
Strong communication, time management, and organizational skills.

Teacher (K-12)

Fayetteville Virtual Academy will provide an online, individualized learning environment. Our highly qualified teachers will work with parents and students to collaboratively develop a personalized learning plan that provides a flexible structure for students to achieve his/her goals without the traditional classroom structure. Our goal will be to support each student to graduate college and career ready. Our teachers must be capable of working collaboratively with technology and learning materials to ensure student mastery of educational standards and learning objectives.

Duties and Responsibilities:

- Implement the vision and mission of Fayetteville Virtual Academy.
- Create and maintain an environment that fosters student achievement and the development of the whole child.
- Participate in the development and implementation of the curriculum.
- Be an advocate for the school, students and parents of FVA.
- Effectively manage the learning process and focus on students' individual needs.
- Monitor student progress through interactive lessons and assessments.
- Demonstrate knowledge of state standards and alignment of curriculum
- Individualize instruction to help each student achieve curricular objectives.
- Monitor assessments and identify interventions and opportunities for remediation or acceleration to master objectives.
- Interact regularly with students and parents via email and phone.
- Work collaboratively with other staff members toward accomplishing school and team goals.
- Participate regularly in professional development to improve student success.
- Remain flexible, innovative and adaptive to change
- Other duties as assigned

Qualifications:

- Arkansas Teaching License
- Prefer 3-5 years teaching experience
- Prefer online teaching experience or have the aptitude to learn to use online tools
- Flexible schedule for 3 days a week



- Proficiency in Microsoft Word, Excel, PowerPoint, Outlook and the Internet.
- Ability to work in a team environment.
- Strong communication, time management, and organizational skills.

Field Experience Coordinator

Fayetteville Virtual Academy will provide an online, individualized learning environment. The Field Experience Coordinator will work collaboratively with teachers, parents, and students to design both virtual and in-person experiences that deepen the students understanding of his/her community, explore options for future careers, and allow for specialization in fields of interest. Our goal will be to support each student to graduate college and career ready.

Duties and Responsibilities:

- Work as a team player with teachers, parents, and students.
- Develop strategic partnerships with experience providers in the NWA community
- Link students with meaningful experiences, mentors, and internships through community service, exploration of career pathways, and specialization into areas of interest.
- Plan and implement appropriate field trips
- Aid in PLP development and completion for students
- Participate in continuous professional development
- Other Duties as assigned.

Qualifications:

- College degree
- Proficiency in Microsoft Word, Excel, PowerPoint, Outlook and the Internet.
- Ability to work in a team environment.
- Strong communication, time management, and organizational skills
- Prefer project management experience
- Ability to work independently with minimal supervision while maintaining high level, quality work and output.

Administrative Assistant

Duties and Responsibilities:

- Support the Director and all staff members regarding administrative tasks
- Answer phones and emails
- Receive visitors
- Other Duties as assigned

Qualifications:



- Proficiency in Microsoft Word, Excel, PowerPoint, Outlook and the Internet.
- Ability to work in a team environment.
- Strong communication, time management, and organizational skills.



17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

The physical site of Fayetteville Virtual Academy will be within the current Professional Learning Center of Fayetteville Public Schools, located at 300 S. Ray Avenue in Fayetteville. This structure is a former elementary school that was converted during the 2012-2013 school year to provide meeting rooms of various sizes to conduct professional development and to house offices of the district's Curriculum, Instruction, Assessment, and Accountability staff. Offices for the various content specialists, the director of gifted/talented, the director of federal programs/ESL, the environmental education specialist, the director and assistant director of special education, the executive director of CIAA and other support staff are all found within this building. A 2,900 square foot space within the PLC will be designated as the physical location of FVA.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

N/A

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

As a virtual academy, FVA will not provide food services.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents and guardians will be invaluable in the success of Fayetteville Virtual Academy. From the moment a student enrolls in FVA, that student's parent or guardian becomes an active part of the learning process as a learning coach. Training and support will be offered to these learning coaches to underscore the importance of their role, and ensure student success.

Not only will parents and guardians serve their students in the home setting, parents who are experts in their fields will be enlisted as mentors and participants in the Field Experiences for other FVA students.

The success of the Field Experiences and Specialization will be determined in large part by the commitment of our community to join us in providing FVA. Partnerships with key community organizations and businesses will be sought to provide FVA students with field experiences that fulfill their Personalized Learning Plans and encourage further study.

Fayetteville Virtual Academy will have an active Parent-Teacher Organization (PTO). Additionally, the President of this PTO will serve on the district's Presidents' Council which meets monthly with the superintendent and key cabinet members to discuss district agenda items and concerns. FVA's PTO will convene monthly to provide their feedback to the administration and will also serve as representatives for the larger constituents.

The PTO will be able to serve as liaisons to all parents and serving as visible supporters of the FPS Virtual Academy.

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

Applicant Response:

This proposed conversion public charter school will not have an effect on any school that must comply with any court orders and statutory obligations as it relates to the maintaining a unitary system of desegregated public school. Fayetteville Virtual Academy will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; Fayetteville Public School District is not currently under any court ordered desegregation mandate.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The Charter Founders, Dr. Paul Hewitt, Superintendent, Dr. Kim Garrett, Associate Superintendent for Secondary Schools, John L Colbert, Associate Superintendent for Elementary Schools, Kay Jacoby, Executive Director of Curriculum, Instruction, Assessment and Accountability, Mark White, Vice Principal, Fayetteville High School, and Holly Johnson, Director of Development, Grants & Community Relations, each bring to the founding team a variety of skills and connections that will be of utmost importance in ensuring the success of Fayetteville Virtual Academy.

Dr. Hewitt brings a 35 year career in public education to his role as Superintendent of the Fayetteville Public Schools. He has served as a teacher, Dean of Students, Assistant Principal, Principal and Superintendent, serving as a superintendent for 17 years. Dr. Garrett, with 24 years of experience, and Mr. Colbert, with 29 years of experience each bring a long history of experience working in K-12 education as teachers and leaders. Ms. Jacoby has over 35 years in curriculum management and design. Mr. White, currently serving Fayetteville High School, has an interest and leadership role in current online initiatives within the district, and has worked in his field over 19 years. Ms. Johnson has over 20 years' experience in grant management and acquisition, as well as skills in marketing and public relations. Each member has an experienced team standing with them to aid in the success of the venture, as well.

Specific activities that have been undertaken to pave the way for success include: a successful planning grant application to the Walton Family Foundation which will enable the team to attend the Symposium of Blended and Online Learning held by the International Association for K-12 Online Learning; well-attended community meetings and forums, and a meeting of teachers interested in becoming a staff member of the Fayetteville Virtual Academy.

This founding team has worked determinedly to prepare a plan for success that will lead beyond the first few years of implementation, includes slow, steady and manageable growth, all aimed directly at improving and growing opportunities for students of the Fayetteville Public Schools.

4. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

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Rows



Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Year/Day/Seat Time	Ark. Code Ann. § 6-10-106 Uniform dates for beginning and end of school year Ark. Code Ann. § 6-16-102 School Day Ark. Code Ann. § 6-18-211 Mandatory attendance for students in grades nine through twelve Ark. Code Ann. § 6-18-213 (a)(2) Attendance records and reports generally ADE Rules – Mandatory Attendance requirements for Students in Grades Nine through 12 Standards for Accreditation 10.01.4 (6 hour day) Standards for Accreditation 14.03 (Seat time)	While FVA does not plan to start school early in year one, the school would like the opportunity to flex the school year calendar. Students should have the opportunity to use each day of the week for learning – students will still be accountable for 30 hours of work each week and will be monitored by teachers and learning coaches. FVA is asking for a waiver of the 120 clock hour concerning seat time – not any graduation requirements. FVA will adhere to the full curriculum alignment with the Arkansas frameworks. This waiver assists in providing the flexibility needed to reach the academic goals and to participate in field experiences.		
CPR Instruction	Ark. Code Ann. § 6-16-143 Cardiopulmonary resuscitation instruction	Students will receive CPR instruction, but instruction will be virtual and will not include a psychomotor component.		

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Rows



Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Licensure	Ark. Code Ann. §6-15-1004 Qualified teachers in every public school classroom Ark. Code Ann. § 6-17-302 Public School Principals- Qualifications and responsibilities Ark. Code Ann. § 6-17-309 Licensure- Waiver Ark. Code Ann. § 6-17-401 Teacher’s license requirement Ark. Code Ann. § 6-17-902 Definitions Ark. Code Ann. § 6-17-919 Warrants void without valid certificate and contract ADE Rules – Licensure- Educator Licensure Standards for Accreditation 15.01 through 15.03 ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers	<p>Teachers will be licensed in Arkansas except for those situations where a local teacher cannot be identified or for classes with a low number of students. In these cases, FVA intends to contract with a curriculum provider who will employ teachers who are licensed in the states they reside.</p> <p>While certified administrators and teachers will be sought, FVA requests the discretion to hire the best leaders and teachers for the school that is available. This waiver will aid in increasing student achievement by providing students with the most effective teachers and a full catalogue of courses, and in meeting the academic goals.</p> <p>FVA will fully comply with the Highly Qualified Teacher requirements as applicable. Teachers and Administrators will all need to successfully complete criminal background and Child Maltreatment Registry checks.</p>		
Personnel Policies	Ark. Code Ann. §6-17-1501 et seq. Teacher Fair Dismissal Act Ark. Code Ann. §6-17-1701 et seq. Public School Employee Fair Hearing Act ADE Rules – Personnel Policies	<p>With the new venture of a Virtual Academy, FVA requests the flexibility to make timely decisions regarding the best staff for students. All efforts will be made to support teachers to be successful in the virtual learning environment.</p> <p>Flexibility in staffing supports meeting the academic goals.</p>		



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Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Class Size & Teaching Load	Standards for Accreditation 10.02	<p>In an online setting, teachers may successfully work with a larger number of students. The following alternative student to teacher ratio is proposed: Teachers (k-12) 40:1</p> <p>This waiver supports flexibility in order to meet academic goals.</p>		
Food Services	<p>Ark. Code Ann. § 6-18-705 Breakfast Program Ark. Code Ann. §6-20-701 et seq. School Lunch Program</p>	<p>As a virtual academy, FVA will not serve meals.</p>		
School Nurse & Media Services	<p>Ark. Code Ann. § 6-18-706 School Nurse Ark. Code Ann. § 6-25-103 & 104 Public School Library Media and Technology Act ADE Rules – Public School Student Services 3.01.6 Standards for Accreditation 16.01, 16.02.3, and 16.03</p>	<p>As a virtual academy FVA will not require a school nurse or library media specialist.</p> <p>FVA will not employ a library media specialist or utilize a media center. These tools will be available online or through partnerships with local libraries</p> <p>This waiver supports the virtual academy goals through flexibility.</p>		
Guidance Counseling Services	<p>Ark. Code Ann. §6-18-1001 et seq. Public School Student Services Act ADE Rules – Public School Student Services 3.01.1 Standards for Accreditation 16.01.3</p>	<p>Through the Personalized Learning Plan, FVA staff will provide appropriate and individualized guidance for each student. The PLP Team will work with students in scheduling and post-graduation planning support. This waiver also supports the goal by providing the flexibility of the virtual academy to best meet the needs of all students.</p>		

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Rows



Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Flags/Period of Silence/ Pledge of Allegiance	Ark. Code Ann. §6-10-115 Period of Silence Ark. Code Ann. §6-16-105 United States flag Ark. Code Ann. §6-16-106 Arkansas flag Ark. Code Ann. §6-16-108 Recitation of the Pledge of Allegiance	FVA will display the U.S. and Arkansas flags, though not as prescribed by the ACA. A group Period of Silence or recitation of the Pledge of Allegiance in a virtual setting would be difficult.		
Eye & Vision Screening	Ark. Code Ann. §6-18-1501 et seq. Mandated Eye and Vision Screening Procedures and Tests for Children ADE Rules - Eye and Vision Screening Report in Arkansas Public Schools	FVA students will not be physically present at the school campus routinely to receive eye and vision screening exams. The waiver supports the flexibility needed by the virtual academy to meet the goals.		
Secondary Units Offered Instrumental and Vocal Music	Standards for Accreditation 9.03.1.2 and 9.03.4	FVA will initially serve grades 4-8 and will not serve all secondary grades until years two and three of implementation. The initial high school classes will have access to a full course load that will allow students to graduate on time under Smart Core requirements. FVA will offer all 38 required units, less any waived requirements to secondary students as the school admits them. FVA wishes the flexibility to add the 38 required units as we add the appropriate grade levels to the school. This waiver supports academic goals, allowing students to progress at their desired pace.		

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Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Commodity Bidding	Ark. Code Ann. §6-21-301 et seq. Acquisition of Commodities Generally	FVA will contract with an appropriate online curriculum provider for provision of its education program. The selection of the best available curriculum to meet student needs and district requirements may limit sources. A waiver for ACA §6-21-305 is requested for curriculum provider purchase specifically, and enables FVA to best serve students and meet the goals of the academy. All other purchases will be subject to ACA §6-21-301 et seq.		
Report Cards	Ark. Code Ann. §6-15-903(a)(2) Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student	FVA parents will have real time access to report cards via online platform.		
Curriculum	ADE Standards 9.03.4.12 & 9.03.3.12	FVA requests that all AP courses taught be included as part of the 38 units required by law for Standards and Accreditation. Additionally the waiver is requested to enable qualified students below 9th to take foreign languages, algebra 1, and other similar courses. This waiver again supports the academic goals of the virtual academy.		
Credit for College Courses	Ark. Code Ann. § 6-18-223 Credit for college courses	We seek the waiver to enable qualified students below 9th grade to take and receive concurrent credit for college courses. This waiver supports the academic goals as well as the goal of the PLP to support college readiness.		

Attachments

<i>Document(s)</i>	<i>Page</i>
Documentation of Public Hearing	2
Evidence of Parental/Community Support	20
Fayetteville Virtual Academy's Proposed 2016-17 Calendar	25
Fayetteville Virtual Academy's 2016-17 Daily Schedule	26
Statement of Assurances	27
Prior Charter Involvement	29

Subject: Public Hearing on Proposed Virtual School

Date: Thursday, July 23, 2015 10:19:30 AM CT

From: Alan Wilbourn <alan.wilbourn@fayar.net>

To: Certified -All <Certified-All@fayar.net>

All those interested are invited to a public hearing on **Monday, August 10, 2015**, to discuss a Conversion Charter School application for the Fayetteville Public School's proposed virtual school. The meeting will be held at **6:00 p.m. in the Adams Leadership Center** and will be led by Dr. Kim Garrett, Associate Superintendent for Secondary Education.

Thanks,

Alan T. Wilbourn

Public Information Officer

Fayetteville Public Schools

1000 W. Bulldog Blvd.

Fayetteville, AR 72701

479-973-8654 (office)

479-435-1416 (cell)

www.fayar.net



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3,172 Post Reach

0% response rate, day or more to respond Respond faster to turn on the icon

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3,172 post reach this week

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You could reach 63,000 people within 4 miles of Fayetteville, Arkansas.

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ABOUT

This is the official Facebook page of the Fayetteville Public Schools.

http://www.fayar.net/

Promote Website

PHOTOS



meeting Notice

The community is invited

Timeline About Photos Likes More

Create Call to Action

Liked

Message



Status



Photo / Video



Offer, Event +

What have you been up to?



Fayetteville Public Schools added a new photo.

Published by Alan Wilbourn · Just now ·



Public Meeting Notice

The community is invited to a public hearing on Monday, August 10, 2015, to discuss a Conversion Charter School Application for the Fayetteville Public School's proposed virtual school.

The meeting will be held at 6:00 p.m. in the Adams Leadership Center at 1000 West Bulldog Blvd., in Fayetteville.

FAYETTEVILLE PUBLIC SCHOOLS





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FPS School News Blog

Wed Jul 29 15:33:06 CDT 2015 Copyright 2015

[FHS Volleyball Team Receives National Academic Award](#)



The FHS Volleyball team was named as one of the winners of the American Volleyball Coaches Association's Team Academic award for the 2014-15 season. The award honors collegiate and high school volleyball teams that displayed excellence in the classroom during the school year by maintaining at least a 3.30 cumulative team grade-point average on a 4.0 scale or a 4.10 cumulative team GPA on a 5.0 scale.

The FHS Volleypdogs were one of 237 girls teams to be honored nationally for their academic performance last year. [Click here](#) to see the full news release from AVCA.

Congratulations!

The graphic features a young boy in a light blue shirt and khaki pants, carrying a black backpack, walking in a school hallway. Overlaid on the image is the text 'BACK TO SCHOOL INFORMATION' in large, bold, white capital letters. Below this, the text 'What parents & students need to know!' is written in white. At the bottom, three items are listed in yellow: 'Bus routes', 'Bell schedules', and 'New FHS traffic pattern and more'.

Public Hearing

All those interested are invited to a public hearing on Monday, August 10, 2015, to discuss a Conversion Charter School application for the Fayetteville Public School's proposed virtual school. The meeting will be held at 6:00 p.m. in the Adams Leadership Center at 1000 W. Bulldog Blvd., in Fayetteville.

Holly Johnson

From: Alan Wilbourn
Sent: Wednesday, August 05, 2015 10:42 AM
To: Lisa McClure; Carla Davis; Amy Smith; Cambre Horne-Brooks; Tracey Pomeroy; Britten Stone; Tiffany Hooley; Marta Kiser; Ellen Allen; Shanda Sloan; Kamron Whitehead; Michele Senlikci; Angie Coleman; Cristy Smith; Holly Johnson; MARTHA THORNTON; Paul Hewitt; Laura Landers; Tarah Holman; Kristi Button; Missy Joyce; Corinne Power; Julie Brannon; Kim Garrett; Kathy Hanlon
Subject: Public Hearing on Proposed Virtual School

Public Hearing

All those interested are invited to a public hearing on Monday, August 10, 2015, to discuss a Conversion Charter School application for the Fayetteville Public School's proposed virtual school. The meeting will be held at 6:00 p.m. in the Adams Leadership Center at 1000 W. Bulldog Blvd., in Fayetteville.

Alan T. Wilbourn
Public Information Officer
Fayetteville Public Schools
1000 W. Bulldog Blvd.
Fayetteville, AR 72701
479-973-8654 (office)
479-435-1416 (cell)
www.fayar.net



FREEDOM OF INFORMATION ACT (FOIA) NOTICE: This email and responses are subject to Arkansas Freedom of Information Act and may be disclosed to the public upon request. Please respond accordingly.

Holly Johnson

From: FAYETTEVILLE PUBLIC SCHOOL DISTRICT 1 <email@blackboard.com>
Sent: Friday, July 24, 2015 8:20 AM
To: Holly Johnson
Subject: Public Meeting on Proposed Virtual School

A message from FAYETTEVILLE PUBLIC SCHOOL DISTRICT 1

All those interested are invited to a public hearing on Monday, August 10, 2015, to discuss a Conversion Charter School application for the Fayetteville Public School's proposed virtual school. The meeting will be held at 6:00 p.m. in the Adams Leadership Center at 1000 West Bulldog Blvd. in Fayetteville.

This e-mail has been sent to you by FAYETTEVILLE PUBLIC SCHOOL DISTRICT 1. To maximize their communication with you, you may be receiving this e-mail in addition to a phone call with the same message. If you no longer wish to receive email notifications from FAYETTEVILLE PUBLIC SCHOOL DISTRICT 1, please [click here](#) to unsubscribe.



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**August 10, 2015
6:00 p.m.**

Public Hearing Regarding Fayetteville Virtual Academy

Agenda

Welcome & Introductions

Why a Virtual Academy?

Why Fayetteville Public Schools?

Questions from the Community?

Submit a Question? Let us know your thoughts...

Carol Ann Johnson
 shared 27,
 1968, in Fayetteville, Ark.
 to George E. Knight and
 light.
 graduate of Fayetteville High School and University of Arkansas. Member of Sigma Nu
 career in Sales and took him to Lit-
 Chicago, Phoenix, Fayetteville and
 co. He had a past-entrepreneurship
 rked for several companies in the
 ey. Most recent-lead of marketing
 Camper Vans and published a US
 e.
 as an avid out- and adventurer.
 his informal ed- ne from the rivers
 s and the moun- tlorado. His love
 for travel led him ocales across the
 explored Austr- Thailand, Cam-
 ia, Nepal, Africa, etnam, Indonesia,
 emala, Belize, and
 abed Mount Kili- and many peaks
 o and California. the Annapurna
 Nepal, the Cali- st Coast, Yosem-
 colorado Chicago er Leaping Gorge
 and the outback in He scuba dived in
 Papua New Guin- anzania/Zanzibar
 and many rivers in- e Colorado River
 ne Grand Canyon. warmth, ease and
 owed him to nev- stranger. He loved
 , outdoors, music,

dogs, books, cooking, and |
 she is survived by her
 son, Edson (Mary K.) Blakey,
 daughter, Karen (Steve) Col-
 well of Rogers, Ark., and
 Jill (Jim) Burke of Wichi-
 ta, Kan. Grandsons, David
 (Devon) Blakey of Japan,
 Chris (Heather) Blakey of
 Wisconsin, and Drew and
 Clay Burke of Wichita, Kan.
 Granddaughters Mia and
 Megan Colwell of Rogers,
 Ark. Three great-grand-
 children, Abby Blakey, of
 Rogers, Ark.; and James and
 Kathryn Blakey of Wiscon-
 sin.
 Visitation will be Tues-
 day, July 21, 2015, from 6-8
 p.m. at Moore's Jacksonville
 Funeral Home. Service will
 be 2 p.m. Wednesday, July
 22, 2015, at Marshall Road
 Baptist Church in Jackson-
 ville, Ark. Interment will fol-
 low in Chapel Hill Memorial
 Park.
 Arrangements by Moore's
 Jacksonville Funeral Home
 & Crematory (501) 982-2136.
 Please sign online guestbook
 at www.moorejacksonvillefuneralhome.com.

Public meetings

Monday
1:30 p.m.
 Fayetteville Advertising and Promo-
 tion Commission — Fayetteville Town
 Center, 15 W. Mountain St.

5:30 p.m.
 Springdale City Council Commit-
 tee — Room 236, City Administration
 Building, 201 Spring St.

Tuesday
5:30 p.m.
 Fayetteville City Council — Room
 219, City Administration Building, 113
 W. Mountain St.

6 p.m.
 Downtown Springdale Master Plan
 Launch Party — Arts Center of the
 Ozarks, 214 S. Main St.

7 p.m.
 Pea Ridge City Council — City
 Hall, 227 East Pickens, Pea Ridge

Wednesday
1:30 p.m.
 4th Judicial District Drug Task
 Force — CID Office, Springdale Police
 Department, 201 Spring St.
 Northwest Arkansas Regional
 Planning Commission — 1311 Clayton

St. Springdale
3 p.m.
 Springdale Firemen's Relief and
 Pension Board — Room 236, City
 Administration Building, 201 Spring St.

Thursday
4:30 p.m.
 Fayetteville Planning Commis-
 sion — Room 111, City Administration
 Building, 113 W. Mountain St.

5 p.m.
 Fayetteville School Board — Win-
 born Conference Room, Adams Lead-
 ership Center, 1000 W. Bulldog Blvd.

— STAFF REPORT

**UNCONTESTED
 DIVORCE**
Attorney Fee \$490
www.nwadivorce.com
479-443-3872
 David Stubbs

Public Meeting Notice

The community is invited to a public hearing on Monday, August 10, 2015, to discuss a Conversion Charter School Application for the Fayetteville Public School's proposed virtual school.

The meeting will be held at 6:00 p.m. in the Adams Leadership Center at 1000 West Bulldog Blvd., in Fayetteville.

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You Can Help Keep Arkansas Clean!

DON'T LITTER!

Holly Johnson

From: Alan Wilbourn
Sent: Friday, July 24, 2015 11:11 AM
To: Staff -ALL
Subject: From the Board: July 23, 2015



FROM THE BOARD

Notes from the Regular Meetings of the Fayetteville Board of Education

Vol. 24, No. 1

July 23, 2015



The Board approved an easement request from the City of Fayetteville as part of the Rurple Road extension. Rurple Road currently ends at The Owl Creek School, and the extension will open the road to Highway 62.



Chief Financial Officer Kathy Hanlon reported to the Board on progress made on the construction projects currently underway at the Agee-Lierly Life Preparation Services (ALLPS) campus and the pressbox at Harmon Stadium.

As part of the total high school project, these two off-site projects are funded by restricted building funds and donations.

She noted that the work is progressing well at ALLPS and will be ready prior to the start of school on August 17.

Steve Clouten of Nabholz said the manufacturer of the pressbox structure had a delay in their delivery schedule, but he noted that he was working with them to get the project completed as quickly as possible.



Dr. Kim Garrett, Associate Superintendent for Secondary Education, reported to the Board on the wrap-up of the Grade Transition 2015 plan.

She noted that all of the moves that were part of the transition have been made and the teachers who moved have been relocated with their materials. Teachers who may be missing some of their materials should file a work order with their building principal.

Garrett added that the district reduced the number of professional development hours for the 2015-16 year from 60 to 54 to allow all teachers a true work day in their classrooms prior to the first day of school.

Transportation department staff will attend the orientation days at FHS to be available to answer questions. All bus routes will be posted on the district web page by August 3.

FHS principal Dr. Chad Scott noted that FHS student schedules will be viewable online after 4 p.m. on August 7. Parents will be sent an email from the district on August 7 to remind them of their login information.



Steve Clouten from Nabholz reported to the Board on progress made on Phase 2 of the FHS Transformation. He noted that school district staff continue to move in furniture and wax floors in the common areas. He added that the architectural inspection is complete on all three floors.

Clouten said testing on the HVAC and communications systems will be completed by August 1. A backup pump has been added to insure that the air conditioning system won't go down, as it did last year.

Road work on the intersection of Bulldog Blvd, Stadium, Dr., and Clinton Ave. is progressing well, and the project is on schedule to be complete before the school year begins on August 17.

The project will finish on time and on budget.

DIBELS CONTRACT: The Board voted 7-0 to approve a renewal of the contract with Amplify software company for the DIBELS assessment tools. The cost of the contract is \$58,475.60 for the 2015-16 school year. DIBELS stands for Dynamic Indicators of Beginning Early Literacy Skills, a well-known early literacy assessment that was developed at the University of Oregon and used throughout the United States.

DREAM BOX: The Board voted 7-0 to approve a \$84,750 contract with DreamBox, an online math program that serves as a tool for differentiation in the math classroom.

BEVERAGE & VENDING CONTRACTS: The Board voted 7-0 to authorize the administration to negotiate five-year contracts with Coca-Cola for beverage services and Fresh Healthy for vending services. The estimated revenue should be about \$53,000 per year or \$265,000 over the life of the contracts.

RENOVATION CONTRACT: The Board voted 7-0 to authorize the administration to negotiate a contract with Milestone Construction for the renovation of Building B for the district's track and field program. The estimated cost is \$600,000 and will be paid from the building fund. Construction will be completed by January 2016 for the 2016 track season.

FINANCIAL REPORT: Chief Financial Officer Kathy Hanlon presented the monthly financial report. She noted that the report reflected just the month of June, not the district's financial situation at the end of the fiscal year, since revenues are still due from the state, Federal programs, and the IRS. Transfers will be made as required before the fiscal year is finalized.

CHARTER SCHOOL UPDATE: Dr. Kim Garrett reported to the Board on the district's application to the Arkansas Department of Education to create a virtual school. The district will host a public hearing on Monday, August 10 at 6 pm in the Adams Center to further discuss the proposed virtual school.

ACSIP MONITORING REPORT: Christie Jay, Federal Programs Director, reported to the Board on the recent monitoring visit by the Arkansas Department of Education to review the district and individual school ACSIP (Arkansas Comprehensive School Improvement Plan) plans.

FRAMING OUR FUTURE: Superintendent Dr. Paul Hewitt reported to the Board on a process to help the District develop an educational road map. Shay Hopper, who teaches at FHS, and Holly Smith, who is an instructional facilitator for the district, outlined the process the district will undergo to create the plan, stressing that leadership for the plan will come from within the district.

DISTRICT WEBSITE: The district's home page has a new large link, "[Back to School Information: What Parents & Students Need to Know](#)." It includes information on bus routes, bell schedules, the new FHS traffic pattern plan, and much more.



**FAYETTEVILLE
PUBLIC SCHOOLS**
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Fayetteville Public Schools
Virtual Academy Public Meeting
Monday August 10, 2015

Name (Please PRINT)

E-mail address

Richard Guthrie

Stephonie Davis

Tiffany Hoodley

Diana Terminella

Jill Phillips

Sandra Taylor

Denise Hoy

Alex Wilburn

Tammy Cline

Allison Houston

Chad A. Scott

Lori Kelsey

Kay Jacoby
Holly Johnson

Fayetteville Public Schools
Virtual Academy Public Meeting
Monday August 10, 2015

Name (Please PRINT)

E-mail address

Dana Powell

Russell Schap

Symetra Morris

Mack ~~W~~

Joy Shirley

John Colbert

Raymond Pagnon

Jean Farrah

Robert Willes

Joey Folsom

David McClure

Greg Mones

Matt Manning Sr

Richard Guthrie

Fayetteville Public Schools
Virtual Academy Public Meeting
Monday August 10, 2015

Name (Please PRINT)

E-mail address

Tracy Bratton

Leverett Archer

Michelle Hayward

Ted Whithead

Julie Reilman

Chambre Anne Brooks

Tracy Miller

Kim Sannett

Robert Murata

Ashley McLarty
Stephanie Davis

Jessie Hill

Katie Oliver

Lori Linamo

Bria Mounce

DAVID JOHNSON

Kristen Scott

Tontitown council sanctions alderman

Doudna brings up Edgmon's absences

SCARLET SIMS
NWA DEMOCRAT-GAZETTE

TONTITOWN — Alderman Joe Edgmon publicly was reprimanded by his own City Council for missing meetings, revealing more internal squabbling in the city. "This is the worst council I've ever seen — very mean spirited," Edgmon said.

No one in administration is responsible for keeping up with how many meetings aldermen don't attend, Mayor Paul Colvin said Wednesday. "I don't feel like Mr. Edg-

"This is the worst council I've ever seen — very mean spirited."

— Alderman Joe Edgmon

mon has been picked on as much as the council members are kind of monitoring themselves," Colvin said. See **COUNCIL**, Page 3B



NWA Democrat-Gazette/J.T. WAMPLER

Sloan Cook (above photo), 6, gives an autograph Sunday from Arkansas running back Rawleigh Williams III during 2015 UA Fan Day at Donald W. Reynolds Razorback Stadium in Fayetteville. Seven hundred fans attended the event to meet Razorback football players and coaches to get autographs and photographs. Ke Stokes (left photo) of Dardane feeds Tusk IV, the official University of Arkansas mascot, during the event. For more photos, go to www.nwadg.com/photos.

NWA Democrat-Gazette/J.T. WAMPLER

Fayetteville district officials discuss proposed virtual school

BRENDA BERNET
NWA DEMOCRAT-GAZETTE

A proposal to start a virtual school has prompted Fayetteville School District administrators to think differently about education.

Administrators say they are taking into consideration the needs of students who are homebound because of medical conditions, students who attend home school and students who want to retake a class for a higher grade. They are discussing whether to ask students to commit to completing one

"It's really causing us to rethink and open up our eyes to all kinds of ways they serve kids."

— Kay Jacoby, executive director of curriculum, instruction, assessment and accountability

full school year in a virtual school or whether students could take classes virtually for a shorter amount of time.

"It's really causing us to rethink and open up our eyes to all kinds of ways they serve kids," said Kay Jacoby, See **VIRTUAL**, Page 3B



NWA Democrat-Gazette/J.T. WAMPLER

Kim Garrett, associate superintendent for the Fayetteville Schools, explains on Aug. 10 the timeframe to apply for a conversion charter to start a virtual school in 2016-17. The virtual school would provide an alternative to a traditional school. Around 40 people attended a public hearing to discuss the school. For more photos, go to www.nwadg.com/photos.

City looks to upgrade technology

JOEL WALSH

NWA DEMOCRAT-GAZETTE

FAYETTEVILLE — Residents will get utility bills faster if the city undertakes a major overhaul of its computer network.

With City Council approval next week, the Information Technology Division will spend about \$1 million to completely overhaul the city's enterprise resource planning system and update software for 1

See **TECHNOLOGY**, Page

Board of Community Services



NWA Democrat-Gazette/BEN GOFF • @NWABENGOFF

Allison Giezen Tanner, Houston Harrison and Roxi of Fayetteville stand up for the seventh inning stretch Sunday during Bark in the Ballpark night at the Northwest Arkansas Naturals game in Arvest Ballpark in Springdale. For more photos, go to www.nwadg.com/photos.

Virtual

Continued from Page 1B

Initially would serve about 100 students in the fourth through eighth grades, said Jim Garrett, associate superintendent for secondary education. The school would add ninth and 10th grades in 2017-18, 11th and 12th grades in 2018-19 and kindergarten through third grades in 2019-20.

The district must submit an application for the district-conversion charter to the state Department of Education by Sept. 9. The state's Charter Authorizing Panel meets in November. The State Board of Education would decide whether to review the panel's decision in December.

The district began to research online curriculum a year ago.

Plans for the school include weekly field trips designed to help students feel connected, Garrett said. Experiences could include trips to the Walton Arts Center in Fayetteville or Crystal Bridges Museum of American Art in Bentonville. Students also might study with a university professor.

Bria Mounce, a mother of three Fayetteville students, is interested in virtual options for her children, though her eighth-, 10th- and 12-graders will be too old for the proposed online school. The Fayetteville School District plans

water and sewer," Keith Macedo, city IT director, said Tuesday.

Macedo said the system functions properly, but it requires an "amazing" amount of custom programming. The system was purchased in 1992 and has been upgraded several times since.

"So 23 years is the life we got out of the existing system," Marr said.

Workers in the Accounting and Utility Billing divisions still use computers that operate on an AS400 platform, with green screens and blinking cursors.

"The system is very similar to what you would have seen implemented 15 to 20 years ago," Macedo said. "It's in dire need of upgrading."

The upgrades are expected to improve utility billing, allowing customers to receive water, sewer and trash and recycling bills by email and check water usage online. Macedo said billing clerks will be able to update payment information in real time. Businesses will be able to pay hotel, motel and restaurant taxes via the Internet.

A new document imaging system will improve workflow for several city departments, Macedo said.

On the police and fire side of the equation, updated software from Troy, Mich.-based New World Systems Corp. will allow workers to continue tracking and maintaining records, such as tickets, warrants, arrest histories and officer safety alerts.

"Our current system performs most basic functions, but New World is no longer developing the product," Police Chief Greg Tabor said in

struction of Ruppel Road from Persimmon Street to Martin Luther King Jr. Boulevard in west Fayetteville.

■ A request to rezone 4 acres northeast of Cleveland Street and Flazorback Road where an up to 60-unit residential development is planned.

■ A request to rezone 16 acres at 4065 E. Huntsville Road where a mixed-use residential and commercial development is planned.

■ An ordinance allowing up to four unrelated persons to live in each dwelling unit in a portion of the Ruppel Row development near the Boys & Girls Club.

Source: Staff report

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a July 31 memo to the mayor and City Council. "It is difficult to integrate with other systems, and it does not provide adequate reporting."

Bentonville and Rogers Police also use New World Systems software, so sticking with New World will allow Fayetteville officers to continue seamlessly sharing information with those departments, Capt. Jamie Fields said.

Macedo said six new servers and associated hardware will increase the city's data storage capacity from one-half terabyte to 12 terabytes.

"We're moving into the 21st century, hopefully with a platform that will allow us to grow," he added.

The overhaul is planned to take about 18 months.

Joel Walsh can be reached by email at jwalsh@nwadg.com or on Twitter @NWAJoel.

VIRTUAL ACADEMY SIGN IN SHEET
SEPTEMBER 3, 2015

Archer	Leverett L.	
Bland	Liz	
Bottoms	Heather	
Bowen	Heather	
Bowen	Heather	
Browning	Angie	
Bunton:	Sarah	
Clark	Jan	
Clark	Angela	
Davis	Lisa	
Drake	Chris and Leslie	
Easton	Deanna	
Eford	Allison	
Entress	Keith	
Foster	Bartt	
Glade	Andrew	
Gorman M. Ed.	Ryan	
Greiner	Angelia	
Hayward	Michelle	
Howard	Cynthia	
Huff, M.ED./NBCT	Lorie	
Jordan	Carolyn	
Kitchen	Andrea	
Lavender	Jennifer	
Lever	JoAnna	
Logan	Boyd	
Luke	Adam	
Mann	Staci	
MARTENS	LINDA	
Mattingly	Jarrood	
McClung	Joe	
Miller	Tim	
Mirus	Jay	
Moody	Josh	
Papania	Martha	
Phlean	Jessica	
Post FHS	Michael	
RING	LAURA	
SCHAEFER	STEPHEN	
Shirley	Joy	



UNIVERSITY OF ARKANSAS

College of Education and Health Professions
Office of the Dean

September 1, 2015

Dr. Paul M. Hewitt, Superintendent
Fayetteville Public Schools
1000 West Bulldog Blvd.
Fayetteville, AR 72701

Dear Dr. Hewitt,

I am honored and pleased to strongly support the Fayetteville School District's application to create a virtual Conversion Charter high school. This is an excellent opportunity for the district to serve underrepresented populations in the region, as well as create opportunities for individualized study, such as focusing on STEM or the arts. Additionally, these students will be able to integrate some of our wonderful Northwest Arkansas resources in their learning; Crystal Bridges, the Shiloh Museum, and the Walton Arts Center all come immediately to mind.

I also believe that the creation of a Conversion Charter will help those who have chosen to homeschool their children, giving these students important social interactions that they would otherwise be deprived of. And, all of this, including the creation of a Personalized Learning Plan, are done with the confines and resources of the Fayetteville School District. This means that the many excellent teachers that you currently have will be engaged in offering courses, advising students, and working with parents in very different ways.

The University of Arkansas College of Education and Health Professions fully endorses and supports the Fayetteville School District application for a Conversion Charter school. Please contact me if I can be of further assistance to you as you pursue this opportunity.

Sincerely,

Tom E. C. Smith
University Professor and Dean

UVALDE LINDSEY

SENATOR
4TH DISTRICT
OFFICE: 479-444-6752
uvalde.lindsey@gmail.com

2257 GENTLE OAKS LANE
FAYETTEVILLE, ARKANSAS 72703

August 28, 2015

Dr. Paul Hewitt
Superintendent
Fayetteville Public Schools
1000 West Bulldog Boulevard
Fayetteville, Arkansas 72701

Dear Paul,

I am proud of the Fayetteville Public Schools and its long history of educational leadership!

With strong school boards and administrators, and a cadre of outstanding teachers, Fayetteville has always led Arkansas schools in delivering an outstanding, high quality educational experience to all of our students and families that call Fayetteville home.

That's why I am excited about the District's plans to create the Fayetteville Virtual Academy (FVA) within the District to provide a new educational experience that will enhance our capacity to deliver an outstanding education to our diverse student population.

The innovative Virtual Academy program is designed to be much more than an opportunity to take online classes; rather the FVA will provide our students with the opportunity to be a part of our dynamic and diverse community through specialized and challenging courses of study tailored to a student's specific interest.

Our Virtual Academy students from kindergarten through high school will be engaged in new learning experiences outside of the normal classroom setting, taking advantage of access to our community's rich culture through field experiences, independent research, mentorships, internships, and any learning setting that enhances the lives and educational experience of our students.

It is my privilege and honor to recommend the Fayetteville School District's application for the authority to implement a Conversion Charter School.

I strongly encourage the Department of Education's Charter Authorizing Panel to approve the District's application for the Fayetteville Virtual Academy.

Sincerely,



Uvalde



THE SENATE
STATE OF ARKANSAS

VICE-CHAIR:
JOINT PERFORMANCE REVIEW

MEMBER:
LEGISLATIVE COUNCIL
JOINT BUDGET
EDUCATION
CITY, COUNTY & LOCAL AFFAIRS
RULES, RESOLUTIONS & MEMORIALS

9/7/15

From: Stephen Chapman

To: Dr. Paul Hewitt, Superintendent
Fayetteville Public Schools
1000 West Bulldog Boulevard
Fayetteville, AR 72701

Dear Dr. Hewitt,

Recently I found out about the Fayetteville Virtual Academy, I'm excited about the potential for the FVA to arrive in Fayetteville for several reason. As a parent, I greatly value the service offered by our education system and value the expertise that has been brought to the table. My appreciation for our teachers and administrators cannot be put into words. I can't even fathom doing their jobs. I have no clue how they manage 25+ kids with a range of needs from high intelligence to high risk. It's impressive what our schools accomplish despite the obstacles they face. I'm extremely grateful for them.

But growing up as a student with ADHD in Arkansas schools, I struggled deeply to focus in a classroom setting and was often disciplined as a result. I have a fairly high level of intelligence but it was not fostered well due to the institutional setting. My teachers and administrators cared for me deeply and invested much in my education as well as me as an individual. But, I needed a personalized and tailored plan to fit my needs. Due to the structure of the education system by the time I finished high school, I had mastered how to memorize just enough information to perform well on test but really didn't know how to learn. In college, I attended a private liberal arts school and my paradigm for learning was drastically challenged. I realized that education wasn't just about regurgitating information, but receiving information to interpret and understand my world around me to guide me in making wise and informed decisions as I take action in my daily life.

I also greatly desire to be intentionally involved in my children's lives not only physically by attending sporting events, school plays and performances, but emotionally, spiritually, and intellectually as well. Due to these desires and my struggle growing up, my wife and I have wrestled heavily with whether or not to home school our children or to keep them in public schools. We value the social interaction but do not want our children to repeat my experience. We want to allow them to reach their full potential and we are particularly drawn to the classical method of education.

Given the present situation and lack of flexibility in our current system, we had sided to home schooling our children for two primary reasons: we want a classical education for our children as well as a deep connected relationship with them. Both of which we do not feel is currently fostered by the education system.

In light of the new changes with the Fayetteville Virtual Academy, we are elated to know that not only the outstanding educational services and resources will be available to us but that we can tailor our children's learning to a classical method and educate them in the home with the assistance of professionals! We are also excited that our children will still be able to participate in all the other extracurricular activities available to other students. We are excited about the potential for the program to roll out in the fall of 2016 and will be among the early adopters and advocates for the program. Please let us know how we can be involved and help make this an available opportunity for families in Fayetteville!

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Chapman", with a long horizontal flourish extending to the right.

Stephen Chapman

Additional letters of support were received from:

Dr. Michael T. Miller
Senior Associate Dean and Professor
College of Education and Health Professions
University of Arkansas

Dr. Michael Daugherty, Head
Department of Curriculum & Instruction
College of Education and Health Professions
University of Arkansas

Laura Goodwin
Vice President, Learning & Engagement
Walton Arts Center

Cambre Horne-Brooks
Executive Director
Fayetteville Public Education Foundation

Steve Jacoby, Former Principal
Fayetteville High School

Andrea Segó, Principal
Vandergriff Elementary School

Michelle Hayward, Principal
McNair Middle School

Fayetteville Virtual Academy
2016-2017 School Calendar
Proposed

Professional Development	August 10, 11, 12
Teacher Work Day	August 15
1 st Quarter Begins	August 17
Labor Day	September 5
Professional Development	September 23
1 st Quarter Ends	October 14
Days in the Quarter	41
2 nd Quarter Begins	October 17
Parent Teacher Conferences	October 20, 21
Flex Days	November 21, 22
Thanksgiving Vacation	November 23, 24, 25
2 nd Quarter Ends	December 20
Days in the Quarter	41
Days in the Semester	82
Winter Vacation	December 21 – January 3
3 rd Quarter Begins	January 4
MLK Holiday	January 16
Professional Development	February 20
3 rd Quarter Ends	March 14
Days in the Quarter	48
4 th Quarter Begins	March 15
Spring Break	March 20-24
Parent Teacher Conferences	March 30, 31
Professional Development	April 28
Memorial Day	May 29
4 th Quarter Ends	May 31
Days in the Quarter	48
Days in the 2 nd Semester	96

Total Students Days	178
Teacher Work Days	1
Professional Development Days	9
Conference Days	2
Total Contracts Days	190

ELEMENTARY DAILY SCHEDULE:

Three (3) Days Each Week	
MORNING	Parent/Learning Coach reads online messages and reviews daily schedule
	Parent/Student reads and responds to communication from teacher
	Student completes a science lesson online with teacher and other classmates
	Student completes an virtual science lab
	Student completes an integrated language arts lesson that encompasses reading and writing activities
AFTERNOON	Student completes a social studies lesson and reads an appropriate selection
	Student independent researches social studies project online
	Student completes world language lesson and begins a project.
	Student completes math lesson through participation in bike club
	Parent/learning coach records attendance
	Student/Parent prepare for the next school day
One (1) Day Each Week	
MORNING	Parent/Learning Coach reads online messages and reviews daily schedule
	Parent/Student reads and responds to communication from teacher
	Student begins an integrated social studies and art project and watches online video on Georgia O'Keefe
AFTERNOON	Student/Parent attends one hour math support session with Teacher at FVA facility.
	Student completes integrated world language and writing project
	Student completes a hands-on science experiment
	Parent/learning coach records attendance
	Student/Parent prepare for the next school day
One (1) Day Each Week	
MORNING	Student participates in field experience at Crystal Bridges Museum – tied to current study in art (2-3 Hours)
	Student sketches on the grounds of Crystal Bridges (1 hour)
AFTERNOON	Student receives math lesson online with teacher and other pupils
	Student completes math exercise
	Student continues work on integrated art project
	Student reads assigned novel
	Parent/learning coach records attendance
	Student/Parent prepares for the next school day

2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District

9-8-15

Date

Paul M. Hewitt, Ed.D.

Printed Name

Name of Individual with Prior Charter Experience Kathy Hanlon

Position with Proposed Charter CFO

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Rogers New Tech High School	CFO	Operating	500 W Walnut Rogers AR 72756	ADE