ARKANSAS DEPARTMENT OF EDUCATION

2016 Application
District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 4, 2016, 4:00 p.m.
Applications will not be accepted after this time.

Name of Proposed Charter School:

Arkansas River Valley Virtual School

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
2016 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: Arkansas River Valley Virtual Academy

Grade Level(s) for the School: K-12 Student Enrollment Cap: 325

Name of School District: Van Buren School District #42

Name of Contact Person: Harold Jeffcoat

Address: 2221 Pointer Trail East City: Van Buren

ZIP: 72956 Daytime Phone Number: (479) 474-7942 FAX: (479) 471-3146

Email: harold.jeffcoat@vbsd.us

Charter Site Address: 821 Pointer Trail East

City: Van Buren

ZIP: 72956 Date of Proposed Opening: August 2017

Name of Superintendent: Harold Jeffcoat, Ed. D.

Address: 2221 Pointer Trail East City: Van Buren

ZIP: 72956 Daytime Phone Number: (479) 474-7942

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Arkansas River Valley Virtual Academy will offer personalized learning for students, blending a virtual curriculum with service opportunities and real world experiences. Partnering with families and communities, Arkansas River Valley Virtual Academy will provide K-12 students flexible learning choices which offer support and acceleration to promote college, career and citizenship readiness.

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

Applicant Response:

The Arkansas River Valley Virtual Academy (ARVVA) is a proposed conversion charter school, operated as a new LEA within the Van Buren School District. Curriculum offered through ARRVA will be a blending of virtual learning opportunities with service opportunities and real world experiences that are highly differentiated to meet the needs of diverse learners. ARRVA will provide a high quality, personalized curriculum to meet the needs of varied student populations including those who are homebound, looking to accelerate, and those who are currently in homeschool learning environments or students/families who would like more opportunities for educational choice. The virtual curriculum will cover both core academic classes, as well as, grade appropriate electives. ARRVA will provide Individual Learning Plans (ILP) for all students that will delineate personalized curriculum and field experiences tailored to student's interests. These plans will be created in conjunction with teachers, students and parents and reviewed regularly to make sure that each student is making progress toward his/her learning goals. Teachers will offer parents and students an optional face-to-face weekly orientation regarding the upcoming week's work in order to support students and families with the curriculum. Students will also have the opportunity to meet weekly with a teacher in order to get extra help with assignments or core curriculum concepts. ARRVA will work in partnerships with parents, students and teachers to provide field experiences, community service projects or integrated curriculum activities in order for each student to experience real world activities and curriculum integration opportunities. These experiences may include guest speakers and trips in areas of career interest, trips to colleges, museums, theater performances, and much more. Transportation will be provided to all ARRVA students for field experiences and community service projects or unit activities to ensure that all students have equal access to school opportunities regardless of income level. In addition, ARRVA students will have the option to participate in extracurricular activities, including athletics and band/choir, at the appropriate Van Buren School District campus.

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 was held on May 31, 2016 at 6:30 pm at the Van Buren Fine Arts Center at 2001 Pointer Trail, Van Buren, Arkansas. Notice of the charter school hearing was posted on the school district website, Facebook, Twitter, and published in the local newspaper. Flyers were sent home with every student, and mailed to all homeschool families. In addition, Van Buren School principals sent out Parent-link phone messages to all parents of Van Buren students.

Seventeen individuals signed into the May 31st meeting, although there were more in attendance. Dr. Harold Jeffcoat, Superintendent of Van Buren Schools District, welcomed attendees and introduced the charter school planning team present at the meeting: Brian Summerhill: Assistant Superintendent; Nancy Robbins: Director of Curriculum; Stacie Wood: Principal Parkview Elementary; Karen Endel: Principal Butterfield Trail Middle School and Robert Rogers: Van Buren High School teacher. Dr. Jeffcoat presented a brief overview of the proposed Arkansas River Valley Virtual Academy. He explained that we are in the very early stages of the planning process and were holding the hearing to get ideas and input from the community about the opportunity for a new school. Dr. Jeffcoat presented background information, an explanation of the need for this type of option for students in the Van Buren area, a timeline for implementation and an overview of the vision for the virtual charter school. Questions and comments were taken from community members attending the public hearing. Discussion centered around types of curriculum, what service providers might be used, individualized instruction, the number of students that might be served, options for acceleration, the role of teachers in the environment and resources that would be provided to students. Attendees were interested in opportunities the charter school could offer their students and had many questions about the need for the charter school in Van Buren. Community members were interested and very positive about the possibility this school could offer students.

An agenda, roster, notice of the event and notes from the public hearing are 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:

Arkansas River Valley Virtual Academy will offer personalized learning for students, blending a virtual curriculum with service opportunities and real world experiences. Partnering with families and communities, Arkansas River Valley Virtual Academy will provide K-12 students flexible learning choices which offer support and acceleration to promote college, career and citizenship readiness.

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 the most recent literacy and mathematics performance assessment data and graduation rates available for the district, the campus proposed for the charter, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Van Buren School District		
District Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	30.34	17.24	89.15
Targeted Achievement Gap Group	22.19	11.87	85.09
African American	23.17	10.13	n<10
Hispanic	22.14	10.86	94.87
White/Caucasian	31.57	18.10	87.25
Economically Disadvantaged	22.67	11.89	85.19
English Language Learners/ Limited English Proficient	10.78	10.78	100.00
Students with Disabilities	10.66	10.66	75.00

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Van Buren School District		
Campus Name	Van Buren High School Freshman Academy		
Grade Levels	9		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	32.13	13.31	90.19
Targeted Achievement Gap Group	21.98	9.13	86.61
African American	25.93	8.33	n<10
Hispanic	24.22	6.31	94.87
White/Caucasian	33.23	14.82	88.74
Economically Disadvantaged	22.87	9.33	86.79
English Language Learners/ Limited English Proficient	6.98	0.00	100.00
Students with Disabilities	2.35	3.17	75.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Van Buren School District		
Campus Name	Van Buren High School		
Grade Levels	9-12		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	32.13	13.31	90.19
Targeted Achievement Gap Group	21.98	9.13	86.61
African American	25.93	8.33	n<10
Hispanic	24.22	6.31	94.87
White/Caucasian	33.23	14.82	88.74
Economically Disadvantaged	22.87	9.33	86.79
English Language Learners/ Limited English Proficient	6.98	0.00	100.00
Students with Disabilities	2.35	3.17	75.00

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Van Buren School District		
Campus Name	Northridge Middle School		
Grade Levels	6-8		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	32.75	21.57	
Targeted Achievement Gap Group	23.36	14.53	
African American	18.18	9.09	
Hispanic	24.59	16.39	
White/Caucasian	33.48	21.29	
Economically Disadvantaged	24.55	15.45	
English Language Learners/ Limited English Proficient	9.09	4.55	
Students with Disabilities	13.21	11.32	

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:

Van Buren School District's (VBSD) analysis indicates a need for ARVVA. After reviewing the data, it was determined that the VBSD educational opportunities should be expanded outside traditional school to allow for virtual opportunities for students.

ARVVA will strive to benefit students in the following categories: students who are "at risk", students who are homeschooled, and students who desire accelerated learning. The decision to provide a virtual education opportunity will allow the Van Buren School District to meet the needs of students in these categories.

The VBSD can offer a virtual education supported by participation in extracurricular activities such as: athletics, band, music, theater, and a variety of student organizations. We know that personalized learning is most beneficial to students. Through ARVVA, we can offer on-line curriculum and personalized learning within the VBSD.

Meeting the Needs of At Risks Students:

Many students who do not flourish in the traditional classroom setting can benefit greatly from a virtual experience. Some challenges that these at risk students face include: mental illness, lapsed attendance, being homebound due to illness and unique situations not being served elsewhere. ARVVA will offer these student personalized instruction, mentoring, and individualized monitoring to help them meet their full potential.

Data from the 2015 ESEA District Report shows that the poverty rate of the district was 66.52%. Research and experience has proven that students from lower socio-economic backgrounds are more likely to have attendance issues, which can ultimately result in dropping out. ARVVA would greatly benefit those students who, for a variety of reasons, fail to regularly attend school. Chronic absence is particularly important as students get older because they can easily fall behind in their coursework and are unlikely to recover. ARVVA would provide equipment to students with socioeconomic need,

providing them a way to continue their education. This in turn would lead to increased academic performance for this category of students.

Other students, such as those who suffer from mental illness and/or an injury, are often homebound for significant periods of time. Based on data for the 2015-2016 school year, VBSD had twenty homebound students. Despite the district's best efforts, these students do not always receive the best education available. The existence of ARVVA would allow an educational option that would be much better suited to the needs of students who are homebound and unable to receive their education in a regular classroom setting. Data from a district-wide survey of educators overwhelmingly supports this justification (see attached chart titled "Would homebound students benefit from this type of curriculum?").

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:

Meeting the Needs of Home schooled Students:

The number of home-schooled students residing in the VBSD during the 2015-2016 school year was 234 (See attached chart titled, "VBSD Home School Students (2013-2016)". Parents choose to home school their children in the Van Buren District for a variety of reasons including: religious reasons, concerns about public and private schools, medical issues, discipline issues, and lack of personalized curriculum. ARVVA offers a choice for these families and can make a difference by providing personalized, online curriculum and enrichment opportunities.

Meeting the Needs of Accelerated Students:

VBSD has many gifted and talented, and advanced placement students. These students wish to accelerate their learning path and take additional course work. ARVVA would allow students a choice to take accelerated course work and, as a result, possibly graduate early. In an ever-changing world, it is important that students have choice in receiving an education that is going to make them successful in both college and career. As with "at-risk" students, survey data from VBSD educators supports the belief that ARVVA could better meet the needs of accelerated students (see attached graph titled "Would advanced students benefit from this type of curriculum?").

ACT/ACT Aspire:

As noted in the above data from the 2015 ESEA District Report, all VBSD schools were categorized as "Needs Improvement." The establishment of the ARVVA could lead to increased academic achievement, as measured by ACT Aspire testing, among enrolled students. In the VBSD, many economically disadvantaged students do not have access to technology at home. While they do have some access to technology at school, access is limited to the school day. This poses a problem when those students are then asked to use technology to complete assessments. For instance, 3rd, 4th, and 5th grade students at James R. Tate Elementary School (79% Free/Reduced Lunch) demonstrated ACT readiness levels in Writing of 9%, 7%, and 20% respectively on the 2016 ACT Aspire exam. The ARVVA, if established, would give students the option to enroll in an academic setting that would immerse them in the use of technology; therefore, preparing them to demonstrate academic proficiency using technology. As the academic achievement of ARVVA students increases, the ARVVA will be able to serve as a model for the effective blending of technology and instruction. This model will support instructional technology growth across the entire VBSD.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

1. **Personalized Curriculum/Individual Learning Plan-**

ARVVA will create a personalized learning plan for each student.

- In K through 5, all students will study core content areas in English Language Arts, Reading Mathematics, Science, and Social Studies. They will also have music, art, and PE instruction.
- In Grades 6-8, all students will study core content areas in English Language Arts, Mathematics, Science and Social Studies. In grades 7 and 8, students will have access to some accelerated coursework such as courses for high school credit.
- Grade appropriate electives will be offered K-12
- In grades 9-12, students will study courses to meet high school graduation requirements including Advanced Placement (AP) and concurrent college courses.

The virtual curriculum will allow students and their families choice and flexibility to meet their needs. Students can work at their own pace in order to best support their individual learning needs. The virtual program removes the limitations of schedules, time and classrooms. The students will be supported by a partnership of parents and teachers working together to assure student success. The team of parents, students, and teachers will write a personalized learning plan for each student. The team approach will help ensure success for all students by making adjustments and regular monitoring of student progress.

2. **Enrichment Activities-**

ARVVA will offer opportunities such as field experiences, community service projects, and/or integrated units of study for students to interact and learn with other students and adults. When possible, field experiences will be recorded to allow for students to access the experience if they are unable to attend. Participation in person will be encouraged in order to enhance the students' opportunities for peer interaction. Through these interactions students will develop necessary social and communication skills to help prepare them for college, career, and citizenship. Real world application of learning develops important critical thinking, problem solving and collaboration skills. These skills are foundational as students move into careers and/or college.

ARVVA will also provide enrichment activities such as; science experiments, math games, community service projects, field trips, and guest speakers. We will partner with local businesses, community organizations, and historic sites to enhance student learning. There are many possibilities in our area for enrichment including: Drennen Scott House, Fort Smith National Historic Site, Fort Smith Museum of History, National Cemetery, University of Arkansas-Fort Smith, Janet Huckabee Center, Crystal Bridges Museum of American Art, Walton Arts Center and more. Clubs will be created based on students' interests such as: Quiz Bowl, Book Clubs, Chess, Distributive Education Club of America (DECA), Driver Safety, Fellowship of Christian Athletes, 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, Mu Alpha Theta, and more.

3. ARVVA will offer students and parents the opportunity to blend virtual learning and face-to-face support as needed depending on a student's individual ability. Students and/or parents will have two opportunities each week to meet with a teacher, one opportunity will be for an orientation to the core curriculum and the second opportunity will be for actual student work/lesson support.

The optional orientation session will give students and parents information regarding the upcoming week's work. This face-to-face orientation will be recorded and posted on the ARVVA website. Parents and students can attend the orientation on the campus or watch the recorded session from home depending on their individual schedule. This information will help both parents and students to plan and organize their time and work for the week ahead. One benefit of a virtual program is that students and parents have a great deal of choice regarding when, where and how students complete lessons. Often times it is difficult for adults and students to make appropriate decisions regarding where, when and how if they do not know what the curriculum/lesson expectations are for a week or a unit of study. Having a guide available for more direct instructions and to answer questions will give families more time to focus on the work rather than study the format and scheduling of the lessons. The orientation enhances the communication between the curriculum and the student/parent. Virtual learning is rather new to most in our community; therefore, the added support to enhance communication will ensure greater student

success.

The second opportunity for face-to-face support will be a study session. Students and/or parents can choose to attend the weekly study sessions when they feel the student needs more direct instruction or review of specific lessons or concepts. These study sessions will be optional unless the monitoring of a student's work indicates the students is not making progress toward their learning goals. The partnership between parents and teacher will be key to the decision regarding when a student must attend study sessions. Assessments and assignments will also be used to determine the need for study sessions. Getting support as quickly as possible is critical to student success; therefore, this innovation is a foundational part of the ARVVA plan.

4. On the following table, list the specific measurable goals in reading, English, 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
ARVVA students will attain proficiency in reading.	3rd-10th grade: ACT Aspire and ACT state mandated assessments in reading; K-2: State mandated tests	75% of ARVVA students will score "Ready" or "Close" in ACT Readiness for reading.	Annually with administration of required state assessments
ARVVA students will attain proficiency in mathematics.	3rd-10th grade: ACT Aspire and ACT state mandated assessments in math; K-2: State mandated tests	75% of ARVVA students will score "Ready" or "Close" in ACT Readiness for mathematics.	Annually with administration of required state assessments
ARVVA students will attain proficiency in English.	3rd-10th grade: ACT Aspire and ACT state mandated assessments in English; K-2: State mandated tests	75% of ARVVA students will score "Ready" or "Close" in ACT Readiness for English.	Annually with administration of required state assessments

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
ARVVA students will attain proficiency in writing.	3rd-10th grade: ACT Aspire and ACT state mandated assessments in writing; K-2: State mandated tests	75% of ARVVA students will score "Ready" or "Close" in ACT Readiness for writing.	Annually with administration of required state assessments
ARVVA students will develop an ILP to support college and career readiness	ILP records	100%	Annually
ARVVA students will participate in one field experience, community service project, or integrated unit of study each 9 weeks	ARVVA records	80% of students will report field experience, community service, or integrated unit of study in their ILP	9 Weeks
ARVVA students will take college entrance exams	ACT and/or SAT	Beginning in 2021-2022, 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 five).

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 ARVVA include:

- Providing a public education option to the Arkansas River Valley's, specifically in Van Buren, homeschooled population;
- Enabling at-risk students not being adequately served elsewhere to receive a high quality education;
- Providing additional solutions for students who are homebound, and;
- Increasing the educational opportunities of accelerated learners.

It is the vision of both VBSD and ARVVA to graduate students who are ready to succeed in both college and the professional world. Like other districts around the state, in accordance with law, state mandated tests are administered to every student. The results are then used to measure the progress VBSD students are making in achieving proficiency levels. Therefore, the first four goals outlined in the above chart reflect ARVVA's commitment toward high academic achievement on these tests. The remaining goals reflect strategies that will be implemented by ARVVA faculty, students, and parents to further ensure that students are successful.

Students will develop an Individualized Learning Plan

As stated in ARVVA's mission statement, personalization and flexibility are key components of the educational experience that students in the academy will receive. Choice is extremely important to the groups that ARVVA will be reaching, such as homeschooled and accelerated learners. Each family will sit down with a teacher to create the student's Individualized Learning Plan (ILP). When creating the ILP, the student's interests, academic

achievement levels, and professional aspirations will be taken into account. This will allow for the most personalized educational plan possible.

In addition, by giving the student and their family a say in the creation of the ILP, ARVVA will benefit from greater student buy-in and parent involvement. Educational professionals across the country understand the important role that parents and families play in the educational growth and development of public school students. The unique relationship created by designing the ILP will tie the student, parent, and teacher together into a team that will greatly increase the student's academic achievement and personal growth.

Participation in field experience, community service project, or integrated unit each 9 weeks

Another unique component of the ARVVA is the opportunity for students to participate in a field experience, community service project, or integrated unit of study each 9 weeks, four total in an academic year. The lack of socialization is something that hinders homeschooling and other virtual education programs. Keeping this in mind, it is the goal of ARVVA to engage students in a number of experiences that will bring them face-to-face with peers, community members, and business leaders. The focus of each experience will be either community service or student specialization, with specialization being especially important at the high school level. Each year, many college freshmen are asked to pick a career path so that they can start taking classes towards that goal. However, many of them lack any real experience in the field they end up choosing, which often leads to poor choices. Students of the ARVVA will be in a better place to make these kind of long-term choices due to the frequency and quality of the experiences they participated in prior to graduation. Also, students who are engaged in experiences that are specialized to their interests and goals are more likely to be excited and engaged in the educational process, thus increasing academic performance.

Community service is the other key component of the experiences that ARVVA students will participate in. Creating students who are citizenship ready is an important part of ARVVA's mission. Community service and volunteer opportunities will allow students to engage the world around them on a much deeper level, making them more aware of and capable of working toward solutions to the problems they encounter. By developing a strong community service background at an early age, it is much more likely that ARVVA graduates will remain civic minded in their adult life.

ARVVA students will participate in integrated units of study that give them the opportunity to combine their interests and academic subjects into an authentic learning opportunity that will promote personal and academic growth. These units of study will be inquiry based, with students creating a driving question that will navigate their work. Students will then conduct research and/or experiments that ultimately lead them to answer the driving question. At the end of each unit, students will present their final product in the manner and to the audience that they think most appropriate. ARVVA students will facilitate and offer support to students throughout their time of study.

Field experiences, community service projects, and integrated units of study as mentioned above will make ARVVA successful in fulfilling its stated mission and set ARVVA students on a path to success in their personal, educational, and professional lives.

Students will take a college entrance exam by the end of their senior year

While many students in the VBSD take college entrance exams, such as ACT, a number of times between 10th and 12th grade, there is a significant number who do not. "At-risk" and homebound students, two of ARVVA's focus groups, are often among those who do not take tests like the ACT. All ARVVA students will take the ACT by the end of their senior year.

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:

ELEMENTARY DAILY SCHEDULE

GRADE(S): K-5

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
150 Minutes	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
60 Minutes	Math	Math	Math	Math	Math
60 Minutes	Science	Social Studies	Science	Social Studies	
45 Minutes	Art	Music	Art	Music	
45 Minutes	Orientation to Curriculum Option on site	World Languages	World Languages	World Languages	PE/Health
105 Minutes					On Site Support for Core Curriculum or Field Experience/ Community Service Project/ Integrated Unit of Study

MIDDLE SCHOOL COURSES

GRADE(S): 6 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- Language Arts, Mathematics, Science, Social Studies, Art, Music, Health

ELECTIVE COURSES

- Foreign Languages

GRADE(S): 7 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- Language Arts, Mathematics, Science, Social Studies, Art, Health

ELECTIVE COURSES

- Music, Journalism, Spanish 1 and Spanish 2, French 1 and French 2, Latin 1 and Latin 2, German 1 and German 2, Chinese 1 and Chinese 2, Photography, Career Explorations, Family and Consumer Science, World Language Survey

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GRADE(S): 8 YEAR OFFERED: 2017-2018

REQUIRED COURSES

- Language Arts, Mathematics, Science, Social Studies, Art, Health

ELECTIVE COURSES

- Music, Journalism, Spanish 1 and Spanish 2, French 1 and French 2, Latin 1 and Latin 2, German 1 and German 2, Chinese 1 and Chinese 2, Photography, Career Explorations, Family and Consumer Science, World Language Survey

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HIGH SCHOOL COURSES

GRADE(S): 9 YEAR OFFERED: 2018-2019

REQUIRED COURSES

- English, Mathematics, Science, Social Studies, Oral Communications, Physical Education, Health and Safety, Economics, Fine Arts, Career Focus, Computer Science

ELECTIVE COURSES

- AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Computer Science, AP Environmental Science, AP Physics B, AP Macroeconomics, AP Microeconomics, AP Psychology, AP US Government and Politics, AP World History, AP Spanish Language, AP US History, Creative Writing, Journalism, Public Speaking, Environmental Science, Forensic Science, 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, Art Appreciation, Intro to Entrepreneurship I & II, Intro to Marketing I & II, 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, Programming I: VB Net, Programming II: Java, Web Design, Advanced Manufacturing Application 1 & 2, Advanced Manufacturing Topics 1 & 2, Archeology, Art in World Cultures, Astronomy, Biotechnology, 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 Social Media, Law and Order/Legal Studies, Manufacturing Process Development 1 & 2, Mythology and Folklore, Peer Counseling, Philosophy, Real World Parenting, Social Problems I & II, Sociology I & II, Sports and Entertainment Marketing, Veterinary Science, Band, Choir, Project Lead the Way Design and Modeling, Athletics

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GRADE(S): 10 YEAR OFFERED: 2019-2020

REQUIRED COURSES

- English, Mathematics, Science, Social Studies, Oral Communications, Physical Education, Health and Safety, Economics, Fine Arts, Career Focus, Computer Science

ELECTIVE COURSES

- AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Computer Science, AP Environmental Science, AP Physics B, AP Macroeconomics, AP Microeconomics, AP Psychology, AP US Government and Politics, AP World History, AP Spanish Language, AP US History, Creative Writing, Journalism, Public Speaking, Environmental Science, Forensic Science, 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, Art Appreciation, Intro to Entrepreneurship I & II, Intro to Marketing I & II, 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, Programming I: VB Net, Programming II: Java, Web Design, Advanced Manufacturing Application 1 & 2, Advanced Manufacturing Topics 1 & 2, Archeology, Art in World Cultures, Astronomy, Biotechnology, 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 Social Media, Law and Order/Legal Studies, Manufacturing Process Development 1 & 2, Mythology and Folklore, Peer Counseling, Philosophy, Real World Parenting, Social Problems I & II, Sociology I & II, Sports and Entertainment Marketing, Veterinary Science, Band, Choir, Project Lead the Way Design and Modeling, Athletics

GRADE(S): 11 YEAR OFFERED: 2020-2021

REQUIRED COURSES

- English, Mathematics, Science, Social Studies, Oral Communications, Physical Education, Health and Safety, Economics, Fine Arts, Career Focus, Computer Science

ELECTIVE COURSES

- AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Computer Science, AP Environmental Science, AP Physics B, AP Macroeconomics, AP Microeconomics, AP Psychology, AP US Government and Politics, AP World History, AP Spanish Language, AP US History, Creative Writing, Journalism, Public Speaking, Environmental Science, Forensic Science, 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, Art Appreciation, Intro to Entrepreneurship I & II, Intro to Marketing I & II, 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, Programming I: VB Net, Programming II: Java, Web Design, Advanced Manufacturing Application 1 & 2, Advanced Manufacturing Topics 1 & 2, Archeology, Art in World Cultures, Astronomy, Biotechnology, 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 Social Media, Law and Order/Legal Studies, Manufacturing Process Development 1 & 2, Mythology and Folklore, Peer Counseling, Philosophy, Real World Parenting, Social Problems I & II, Sociology I & II, Sports and Entertainment Marketing, Veterinary Science, Band, Choir, Project Lead the Way Design and Modeling, Athletics

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GRADE(S): 12 YEAR OFFERED: 2021-2022

REQUIRED COURSES

- English, Mathematics, Science, Social Studies, Oral Communications, Physical Education, Health and Safety, Economics, Fine Arts, Career Focus, Computer Science

ELECTIVE COURSES

- AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP Calculus BC, AP Statistics, AP Biology, AP Chemistry, AP Computer Science, AP Environmental Science, AP Physics B, AP Macroeconomics, AP Microeconomics, AP Psychology, AP US Government and Politics, AP World History, AP Spanish Language, AP US History, Creative Writing, Journalism, Public Speaking, Environmental Science, Forensic Science, 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, Art Appreciation, Intro to Entrepreneurship I & II, Intro to Marketing I & II, 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, Programming I: VB Net, Programming II: Java, Web Design, Advanced Manufacturing Application 1 & 2, Advanced Manufacturing Topics 1 & 2, Archeology, Art in World Cultures, Astronomy, Biotechnology, 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 Social Media, Law and Order/Legal Studies, Manufacturing Process Development 1 & 2, Mythology and Folklore, Peer Counseling, Philosophy, Real World Parenting, Social Problems I & II, Sociology I & II, Sports and Entertainment Marketing, Veterinary Science, Band, Choir, Project Lead the Way Design and Modeling, Athletics

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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:

VBSD will contract with an online learning provider to provide a curriculum package for K-12 students enrolled in ARVVA. All of the courses offered within ARVVA will be fully aligned with the Arkansas Frameworks. The curriculum will be provided in a blended format, combining the online curriculum and face-to-face facilitation by ARVVA teachers. Courses will be offered for all students, K-12, that meet the Accreditation standards set forth by the Arkansas Department of Education. In addition to offering the required general studies courses and grade appropriate electives, ARVVA students will have access to advanced coursework. At the high school level, 9-12, students can take Advanced Placement (AP) and career/technical education classes.

Anticipated costs include purchasing the online curriculum and technology for student use. Both of these items will be included in the annual ARVVA budget and paid for by the increase that ARVVA students bring to the district's enrollment numbers and subsequent State Foundation funding ($6, 646 per student).

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

Applicant Response:

The educational program implemented at ARVVA will be centered on a digital curriculum that is rigorous, flexible, and can be tailored to meet the needs of each individual student. Technology plays a vast and ever increasing role in today's society. In accordance with this reality, VBSD will subscribe to an on-line curriculum provider that provides the customization and flexibility needed to achieve the charter's mission. ARVVA will provide students with access to teachers with content specific expertise. For instance, students who enroll in a foreign language will be working with an on-line instructor who is proficient in the language of the course. ARVVA teachers will provide instruction to students in areas they are highly qualified to provide. Every aspect of human life has been touched by technological advancement, and the classroom is no exception. It is the belief of the VBSD that offering students an educational opportunity that is contemporary and suited to the demands of 21st century society will increase student engagement and performance in the classroom.

In addition to a virtual curriculum, the educational program offered by ARVVA will include an Individualized Learning Plan (ILP) for each student. An ILP team, consisting of student, parent, and ARVVA faculty member will collaborate to design a customized learning pathway. This type of one-on-one interaction will allow each student to take an inventory of their skills and interests, and then use them to create an educational plan that will set them up for success in college, career, and civic life. The student's ILP will be constantly monitored and evaluated to track progress and determine next steps. The ILP team will meet regularly to discuss student progress toward desired outcomes. It is the belief of VBSD that the ILP will be a key component of student

success within ARVVA.

Finally, ARVVA students will participate in field and community service experiences that will extend their knowledge and learning beyond the classroom to the world in which they live. In order to create a civic-minded population, who can identify and then work to solve the problems in their community, it is important to begin an educational program with that focus at an early age. The experiences that ARVVA students graduate with will have enabled them to know and understand their role both as an individual citizen and member of the global community.

Complete the following table with the grade levels and maximum enrollment by year:

School Year	Grade Levels	Maximum Enrollment
2017-2018	4-8	125
2018-2019	3-9	175
2019-2020	2-10	225
2020-2021	1-11	275
2021-2022	K-12	325

Complete the chart to explain how the key features of the program will be afforded.

EXPENSES TO BE INCURRED BY NEW CHARTER

Specific Item/Program/Service

Estimated Cost

Faculty/Staff

$250,000.00

Description of New Funds to Pay for Item/Program/Service
If private, include an attachment to demonstrate commitment.

Amount

With an enrollment capacity of 125 students, the district will receive $6,646 per student through the state funding matrix. Assuming ARVVA reaches maximum capacity, the total foundation funding amount received will be $830,750. This amount exceeds the cost of the above mentioned item with $580,750 remaining for additional costs.

$250,000.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter
If applicable.

Amount of Reduction

The above numbers are assuming new student enrollment. For students who are currently enrolled in the traditional classroom setting who transition to the conversion charter school, operational efficiency measures will be implemented. Faculty and staff will be reassigned as needed to ensure efficient operations.

No variance.

Explanation

Specific Item/Program/Service	Estimated Cost
Online Courses/Curriculum	$432,950.00

Description of New Funds to Pay for Item/Program/Service
If private, include an attachment to demonstrate commitment.

This is based on estimates received from online vendors. A per pupil cost is estimated to be roughly $3,463 based on an enrollment of 125 4th-8th grade students. The cost will decrease slightly as we expand offerings to other grade levels each year until we reach full implementation. At full implementation, a per pupil cost will be roughly $3,352 per student based on estimates received.

Amount

$432,950.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter
If applicable.

The above numbers are assuming new student enrollment. For students who are currently enrolled in the traditional classroom setting who transition to the conversion charter school, operational efficiency measures will be implemented. The cost of classroom curriculum, books, supplies and materials will be reduced in the traditional setting and allocated for the conversion charter school if needed.

Amount of Reduction

Explanation

No variance.

Specific Item/Program/Service	Estimated Cost
Equipment	$12,500.00

Description of New Funds to Pay for Item/Program/Service
If private, include an attachment to demonstrate commitment.

Amount

For students enrolled in the charter who would qualify for free lunches under the classification of Direct Certified (child nutrition standards), the district will provide an electronic device to be used to access the online curriculum. The district will budget $250 per student for each device. Assuming the conversion charter school reflects similar representation of the district, 40% of students, or roughly 50 students, will qualify.

With an enrollment capacity of 125 students, the district will receive $6,646 per student through the state funding matrix. Assuming ARVVA reaches maximum capacity, the total foundation funding amount received will be $830,750. After covering the cost of faculty and staff, courses/curriculum, and covering the cost of the above mentioned item, the district will have $135,300 in foundation funding remaining for additional costs. $12,500.00

Prior Year Item/Program/Service Expense Reduced to Fund Charter
If applicable.

Amount of Reduction

The above numbers are assuming new student enrollment. For students who are currently enrolled in the traditional classroom setting who transition to the conversion charter school, operational efficiency measures will be implemented. The cost of classroom technology will be reduced in the traditional setting and allocated for the conversion charter school if needed.

No variance.

Explanation

Specific Item/Program/Service	Estimated Cost	
Field Experience/Service Projects/Activities	$25,000.00	
Description of New Funds to Pay for Item/Program/Service *If private, include an attachment to demonstrate commitment.* The district will budget $100 per semester for each student enrolled in ARVVA for costs associated with field experiences, community service projects, or integrated curriculum activities. With an enrollment capacity of 125 students, the district will receive $6,646 per student through the state funding matrix. Assuming ARVVA reaches maximum capacity, the total foundation funding amount received will be $830,750. After covering the cost of faculty and staff, courses/curriculum, low-income technology needs, and covering the cost of the above mentioned item, the district will have $110,300 in foundation funding remaining for additional costs.		Amount $25,000.00
Prior Year Item/Program/Service Expense Reduced to Fund Charter *If applicable.* The above numbers are assuming new student enrollment. For students who are currently enrolled in the traditional classroom setting who transition to the conversion charter school, operational efficiency measures will be implemented. The per student cost of field trip activities will be reduced in the traditional setting and allocated for the conversion charter school if needed.		Amount of Reduction

Explanation

No variance.

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

Applicant Response:

VBSD strives to meet the needs of every student, however many students in the traditional education setting do not thrive. VBSD has a significant and sustained home school population along with at risk students, and student who wish to accelerate. The structure of a virtual conversion charter school would allow us to better meet the needs of this population in our community. This alternative structure will provide a learning experience that is flexible and personalized to each individual student. The on-line virtual school will provide technology for individualized, flexible learning. The flexibility of this structure will provide different educational options to serve students' needs. Also, the charter school will be able to provide additional support or acceleration for students in our community.

Add additional data from Surveys

A survey made available to the entire Van Buren community confirmed the district's belief that a virtual charter school, such as ARVVA, is needed to meet the educational needs of such a diverse community. As the graph below shows, an overwhelming majority of those who responded (67%) expressed interest in a virtual alternative to traditional public school. While many stated that they needed more information, 21% responded by saying that their family would be interested in a virtual option.

(See attached graph titled "Would your family be interested in a virtual alternative to traditional public school?")

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:

ARVVA will have more autonomy than traditional schools districts in a variety of areas through flexibility offered by the charter waivers. Examples include:

• Employing personnel- ARVVA will be able to employ teachers from traditional and nontraditional backgrounds through appropriate waivers.

• Developing and controlling the charter school budget- The ARVVA will follow school district budgeting guidelines. The guidelines will be determined by community stakeholders, school board, and state and federal regulations.

• Managing day-to-day charter school operations- The coordinator will be responsible for the ARVVA day to day operations of the charter school to create an optimum learning environment for all students.

• Developing and controlling the school calendar- ARVVA staff, parents, and other partners will create a flexible calendar that will meet the needs of the students assigned to the school. Implementation of the calendar will be at the discretion of the coordinator.

• Other areas of autonomy to be afforded to the charter- ARVVA 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:

ARVVA faculty along with a group of parent stakeholders of students attending the charter school will work together as a team to prepare the Arkansas Comprehensive School Improvement Plan (ACSIP). The ACSIP team will work together to develop goals and evaluation plans to measure the effectiveness of the school. The ACSIP team must include a team of parents and faculty members who work together to annually set both academic and non-academic goals and to identify measurable objectives to assure the goals are met. The ACSIP team will meet three times per school year for the purpose of determining annual goals, measurement and evaluation of whether the goals were met. Examples of academic goals being met are scoring "Ready" on state mandated assessments. Non-academic goals will be measured through survey data related to student, faculty and parent satisfaction with the curriculum provided and field/lab experiences in which students participate. The ACSIP team will review data annually and make decisions about goals, evaluate measures, activities to accomplish goals, person responsible for each action and the resources needed to ensure goals are met.

In addition, the district PTA liaison will contact the PTA Council and work with the parents at the charter to ensure they have a voice in the operation of the virtual academy. The PTA council representative will assist the charter school in developing their own PTA to advocate for the campus and serve as the facilitator in providing feedback to the faculty to assure the charter school is serving the needs of the students, parents and greater River Valley community. The PTA will schedule monthly meetings and will elect officers. The monthly meetings will provide timely information on various topics of interest to parents.

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:

The VBSD makes it a priority to research best practices and practice continual improvement through professional learning communities. Our school district continuously seeks new and innovative opportunities to improve current practice and offer students many choices in their learning path. This conversion charter application is one way the school district can offer a creative, non-traditional method of individualized learning paths for students that may need an alternative to the traditional school model to be successful. The focus of the charter school is based upon the analyzing of data, reflecting a needs improvement status across the school district and adjoining areas on state achievement tests.

Based on this data, the VBSD has designed a plan for the ARVVA that offers a flexible, non-traditional alternative learning environment to support individualized student learning that provides both remediation and enrichment opportunities for students. The key to the virtual academy is that it will offer a personalized approach meeting the needs of the whole child serving the educational, social, emotional and physical need of the student to ensure success in all areas of the student's education.

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:

The ARVVA students will participate in an individualized online academic curriculum based upon Arkansas Curriculum Frameworks. The charter school committee along with the school district curriculum director and ARVVA faculty will review the online curriculum selected to ensure it is sufficiently aligned with the Arkansas Frameworks and make certain that all curriculum requirements are met within the curriculum path provided to the student. Documentation of an annual review of the online curriculum and alignment with Arkansas Curriculum Frameworks will be collected to ensure a review and reflection session has taken place between the school district curriculum director, charter school committee and ARVVA faculty.

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:

A waiver will be sought for flexibility.
Based on the ILP created for each student, the ILP team, consisting of student, parent, and teacher, will work together in scheduling and post-graduation support. In addition, VBSD counselors will provide college and career guidance for each student as appropriate.

B) Health services;

Applicant Response:

A waiver will be sought for flexibility.
VBSD health services, such as school nurses, will be available to provide services to ARVVA students on an individual basis. Parents will be notified and invited to participate in all School District wellness activities.

C) Media center;

Applicant Response:

A waiver will be sought for flexibility.
ARVVA will provide access to virtual books and provide student access to school media centers. The Van Buren Schools will also work to partner with the Van Buren Public Library.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

ARVVA 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). The Van Buren Schools Special Education Director will work with the ARVVA staff as needed to ensure appropriate placement of and services for ARVVA students.
ARVVA will be accredited in accordance with applicable laws and rules adopted by the State Board of Education as per Standards for Accreditation 17.0 and IDEA 17.00.

E) Transportation;

Applicant Response:

ARVVA will not provide regular transportation due to the online school program. 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 will be provided transportation by VBSD as needed.
VBSD will also provide transportation for field experiences and community service projects.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Van Buren Public Schools has an alternative education program with fully certified teachers. The Van Buren District ALE has staff trained to meet the needs of their students. ARVVA will also serve as an alternative for students who require an ALE.

G) English Language Learner (ELL) instruction; and

Applicant Response:

ARVVA will provide research-based English as a Second Language (ESL) programs and help ESL students read, write, and comprehend the English language. Van Buren Public Schools will 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:

Waivers have been requested regarding Standards for Accreditation 18.0. However, ARVVA will offer Gifted and Talented services for students and families who choose. VBSD has a highly trained Gifted and Talented staff that creates accelerated learning opportunities for advanced students of all grade levels. Grade appropriate gifted and talented services will be available to qualifying ARVVA students on the campus that services their grade level.

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:

ARVVA will provide an annual report, in order to share information with our community, in a timely manner following the release of state assessment data. This report will include a progress report on the ARVVA's goals. The report will be posted on the Van Buren District website as well as the ARVVA's website. A copy will be shared with the Superintendent of the Van Buren Schools and the Van Buren Schools Board of Education. Email and a face-to-face meeting will be utilized to share the information with ARVVA students and parents. All information provided regarding ARVVA's performance will be in addition to, and separate from, the district's annual public report. A copy 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 2017.

Each year thereafter, enrollment will be open to students in the following grades during the assigned year:
Fall of 2018 - Grades 3 - 9
Fall of 2019 - Grades 2 - 10
Fall of 2020 - Grades 1 - 11
Fall of 2021 - Grades K - 12

Enrollment will begin in the spring of 2017 with Van Buren School students or students who are eligible to attend Van Buren Public Schools for students entering grades 4th - 8th in the fall of 2017.

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

Application to the ARVVA will be voluntary and offered as a choice. A one-year commitment by the student and the parent to attend the ARVVA will be encouraged. All applications will be sent to Van Buren Public Schools, 2221 Pointer Trail East, Van Buren, Arkansas. Once received, each application will be stamped with the date and time of submission.

The ARVVA leadership team will review applications and meet with students and parents in both group and individual orientation sessions to help prospective families understand the virtual program. Orientations will stress the commitment required of students and parents in order for students to be successful in a virtual learning program. After these orientation meetings, parents and students will be asked to sign letters of commitment as a part of their application.

A random, anonymous student selection method will be used to select students.

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).

- [x] 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:

Dr. Harold Jeffcoat, Superintendent

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, support staff, etc.) of the program.

ADMINISTRATORS

Administrator Position: **Coordinator**

Reports to: Superintendent

Salary Range: Van Buren Administrative Salary Schedule

Minimum Qualifications Required

Education Required:
Advanced Degree Preferred

Experience Required:
3-5 Years of Teaching Experience, Some online teaching experience

Certification Required:
Arkansas Teaching License, Administrative License

Job Duties: List up to 5 key duties this individual will perform.

- Implement with integrity the ARVVA vision/mission and program as planned
- Maintain educational standards in the program to ensure the education of all students
- Develop school plans and organizational procedures to ensure the health, safety and conduct of students
- Establish parental involvement and community involvement
- Provide leadership for the ARVVA including supervising staff, providing professional development for teachers and staff and being an advocate for the school

TEACHERS

Teacher Position: **Classroom (Two)**

Reports to: Arkansas River Valley Virtual Academy Coordinator

Salary Range: Van Buren Teacher Salary Schedule

Minimum Qualifications Required

Education Required:
Bachelor's Degree

Experience Required:
Prefer at least 3 years of teaching experience

Certification Required:
Arkansas Teaching License

Job Duties: List up to 5 key duties this individual will perform.

- Implement a positive learning environment with a focus on student achievement in both online and face-to-face interactions with students and parents
- Participate in the development and implementation of the curriculum along with field experiences and community projects
- Individualize instruction to help students achieve individual goals
- Be an advocate for the ARVVA, the students, parents and programs

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SUPPORT STAFF

Support Staff Position: **Secretary**

Reports to: Arkansas River Valley Virtual Academy Coordinator

Salary Range: Van Buren Classified Salary Schedule

Minimum Qualifications Required

Education Required:
High School Diploma

Experience Required:
N/A

Certification Required:
N/A

Job Duties: List up to 5 key duties this individual will perform.

- Support the coordinator and all staff members regarding administrative tasks
- Answer phones and emails
- Receive visitors

Job Duties: List up to 5 key duties this individual will perform.

- Other duties as assigned

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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:

ARVVA will be housed at the current Van Buren Freshman Academy, in the Van Buren School District (map attached below). This campus is located at 821 Pointer Trail East in Van Buren. Designated to ARVVA will be wing of the building including three classrooms (dimensions below), restrooms, an outside entrance, and parking.. Each of the designated classrooms is equipped with sinks, counter space for conducting science labs, and an abundance of closet and cabinet space. The entrance to the ARVVA will be separate from the main building entrance and will utilize an electronic lock system. Students, parents, and faculty of the ARVVA will have access to restrooms separate from those used by Van Buren Freshman Academy. ARVVA will have approximately thirty parking spaces located adjacent to the entrance. Handicap spaces are provided.

Classroom 414A
42 ft. x 32.5 ft. = 1,365 sq ft.
Classroom 412A
42 ft. x 28 ft. = 1, 176 sq. ft.
Classroom 501A
32 ft. x 33 ft. = 1, 056 sq. ft.
Foyer/Entrance
419 sq. ft.

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 we are providing online curriculum, ARVVA will not provide food services to students.

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 play a vital role in the success of the ARVVA. One of the main goals of the academy is to provide a bridge of support for parents and to provide guidance on how they can better support their child's educational excellence. The parent or guardian will not just serve as a guide, but will play an active role in

facilitating the learning experiences of their individual student. The parent/guardian will be provided with support to help them better facilitate the on-line curriculum. Parents and guardians that possess specialized skills in specific areas may be asked to serve as mentors and presenters during field experience opportunities.

The field experience and community service activities of ARVVA will be supported by our community partnerships. Community leaders will support ARVVA by volunteering as guest speakers and assisting with field experiences. Bob Freeman, Mayor of Van Buren, wrote a letter indicating his support for ARVVA (attached).

The Parent Teacher Association (PTA) will also play a vital role in the positive impact of the ARVVA. The PTA liaison will be responsible for reporting the successes of the academy to the community.

21. 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:

Dr. Harold Jeffcoat, VBSD Superintendent, and Nancy Robbins, Director of Curriculum, each dedicated countless hours to plan and prepare for the Arkansas River Valley Virtual Academy. Together they have the knowledge and skills needed to bring about sustained success for the ARVVA.

In addition to Dr. Jeffcoat and Mrs. Robbins, a charter committee was assembled that included Brian Summerhill, Assistant Superintendent, two high school principals, two middle school principals, one elementary principal, and four classroom teachers. The committee worked together to create a vision and mission statement for ARVVA, discuss target groups for enrollment, design educator and community surveys, and sample curriculum from online providers. Diversity in the roles and experience of the committee members allowed for more complete planning in the early stages of the application process for ARVVA.

Dr. Jeffcoat has maintained a commitment to community and VBSD staff participation throughout the planning process. Additional avenues of publicity and community exposure will be utilized following ARVVA's opening. Facilitating buy-in from all of the stakeholder groups will ease the initial implementation period of ARVVA and increase the likelihood for sustainability. Increasing student enrollment will be the means by which the VBSD maintains operating costs in the future.

Every step, from the initial discussions to submitting the final application, has been taken with charter's mission in mind, which is to better meet the needs of target groups and provide advanced educational opportunities for the students of the Van Buren School District.

22. 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:

Pursuant to Ark. Code Ann. § 6-23-106, the Van Buren School District has carefully reviewed the impact that the granting of a conversion charter to Arkansas River Valley Virtual Academy would have upon the efforts of the Van Buren School District and any other school district to create and maintain a unitary system of desegragated public schools. The granting of a conversion charter to Arkansas River Valley Virtual Academy will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Van Buren School District is not

under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the Arkansas River Valley Virtual Academy as a conversion charter school will hamper, delay, or in any manner negatively effect the desegregation effort of any public school district or public school districts in the state.

23. 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.**

Applicant Response:

Waiver Topic: School Year/Day/Seat Time

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 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

Standards for Accreditation

- Section 10.01.4 (6 hour day) of the ADE Rules Governing the Standards for Accreditation
- Section 14.03 (Seat time) of the ADE Rules Governing the Standards for Accreditation

ADE Rules

- Mandatory Attendance Requirements for Students in Grades 9-12

Rationale for Waiver

Given the nature and intent of a self-paced learning environment, and given the perpetual availability of our on-line curriculum, VBSD will need the flexibility to adjust our yearly calendar and daily schedule to accommodate the needs of our learning community and to ensure that we are providing the best educational experience possible for virtual students. As such, VBSD requests a waiver of the uniform calendar requirement, as well as the requirement that the planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week. We also seek to waive

the requirement that a unit of credit must meet a minimum of 120 clock hours. Only by leveraging these waivers can VBSD create a personalized learning environment wherein students can truly learn at their own pace. While it is true that some students will be able to learn at an accelerated pace, in other circumstances students will be afforded the opportunity to spend more time addressing learning gaps.

Waiver Topic: CPR Instruction

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-16-143 Cardiopulmonary resuscitation instruction

Rationale for Waiver

Students will receive CPR instruction, but instruction will be conducted virtually and will not include a psychomotor component.

Waiver Topic: Gifted and Talented Education

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-42-101 et seq. General Provisions (gifted and talented)
- Ark. Code Ann. § 6-20-2208 (c) (6) monitoring of expenditures (gifted and talented)

Standards for Accreditation

- Section 18-Gifted and Talented Education of the ADE Rules Governing the Standards for Accreditation
- Section 18.01- Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department of the ADE Rules Governing the Standards for Accreditation
- Section 18.02-Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability of the ADE Rules Governing the Standards for Accreditation

ADE Rules

- Gifted and Talented Program Approval Standards

Rationale for Waiver

VBSD understands the importance of quality Gifted and Talented education. The district remains committed to providing these services to all students. ARVVA students will have the option to use these services; however, parent discretion will be allowed. This waiver supports the flexibility needed by the virtual academy to meet its academic goals.

Waiver Topic: Personnel Policies

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-17-501 et seq. Teacher Fair Dismissal Act
- Ark. Code Ann. § 6-17-501 et seq. Public School Employee Fair Hearing Act

- 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

Standards for Accreditation

- Section 15.01 through 15.03 of the ADE Rules Governing the Standards for Accreditation

ADE Rules

- Personnel Policies
- 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

Rationale for Waiver

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 classes, VBSD will contract with a curriculum provider who will employ teachers who are licensed in the states in which they reside. VBSD will seek certified teachers and leaders: however, VBSD requests the discretion to hire the best applicants available. VBSD will fully comply with all applicable HQT requirements and will ensure that all teachers and leaders successfully complete criminal background and Child Maltreatment Registry checks.

VBSD will also seek a waiver from the statutory formula for funding teachers for additional days worked. Due to the unique nature of digital or blended learning, teachers may no longer follow a traditional school day or calendar. As part of the waiver, VBSD will develop an alternate payment matrix to meet the needs of its digital or partial teaching staff. This payment matrix shall be approved by the school board in a public meeting.

Waiver Topic: Class Size & Teaching Load

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 10.02 of the ADE Rules Governing the Standards for Accreditation

Rationale for Waiver

In an online setting, teachers may successfully work with a larger number of students. The following alternative student teacher ratio is proposed: Teachers (K-12) not to exceed 40:1

This waiver supports flexibility in order to meet academic goals.

Waiver Topic: Food Services

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-18-705 Breakfast Program

- Ark. Code Ann. § 6-20-701 et seq. School Lunch Program

Rationale for Waiver

As a virtual academy, ARVVA will not serve meals.

Waiver Topic: School Nurse & Media Services

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-18-706 School Nurse
- Ark. Code Ann. § 6-25-103 & 104 Public School Library Media and Technology Act

Standards for Accreditation

- Section 16.01 of the ADE Rules Governing the Standards for Accreditation
- Section 16.02 of the ADE Rules Governing the Standards for Accreditation
- Section 16.03 of the ADE Rules Governing the Standards for Accreditation

ADE Rules

- Public school Student Services 3.01.6

Rationale for Waiver

As a virtual academy, ARVVA will not require a school nurse or media specialist. VBSD will not employ a library media specialist or utilize a media center. However, students of ARVVA will have access to VBSD nurses and media centers. VBSD will also work to make these tools available online or through partnerships with local libraries. This waiver supports the virtual academy goals through flexibility.

Waiver Topic: Guidance Counseling Services

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-18-1001 et seq. Public School Student Services Act

Standards for Accreditation

- Section 16.01.3 of the ADE Rules Governing the Standards for Accreditation

ADE Rules

- Public School Student Services 3.01.1

Rationale for Waiver

Through the Individualized Learning Plan, ARVVA and VBSD staff will provide appropriate and individualized guidance for each student. The ILP 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.

Waiver Topic: Flags/Period of Silence/Pledge of Allegiance

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 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

Rationale for Waiver

VBSD 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.

Waiver Topic: Eye & Vision Screening

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-18-1501 et seq. Mandated Eye & Vision Screening Procedures and Tests for Children

ADE Rules

- Eye and Vision Screening Report in Arkansas Public Schools

Rationale for Waiver

ARVVA students will not be physically present at the school campus routinely to receive eye and vision screening exams. However, students eye and vision screening will be made available to studetns when the school nurse is on campus at the Freshman Academy. Parents will be notified about these optional services. The waiver supports the flexibility needed by the virtual academy to meet the goals.

Waiver Topic: Secondary Units Offered - Instrumental and Vocal Music

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.1.2 and 9.03.4 of the ADE Rules Governing the Standards for Accreditation

Rationale for Waiver

VBSD 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.

VBSD will offer all 38 required units, less any waived requirements to secondary students as the school admits them. VBSD wishes the flexibility to add the 38 required units as we add the appropriate grade levels to the school. This waiver supports academy goals, allowing students to progress at their desired pace.

Waiver Topic: Commodity Bidding

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-21-301 et seq. Acquisition of Commodities Generally

Rationale for Waiver

VBSD will contract with an appropriate on-line 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 VBSD to best serve students and meet the goals of the academy. All other purchases will be subject to ACA § 6-21-301 et seq.

Waiver Topic: Report Cards

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 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

Rationale for Waiver

VBSD parents will have real time access to report cards via online platform.

Waiver Topic: Curriculum

Statute/Standard/Rule to be Waived

Standards for Accreditation

- Section 9.03.4.12 of the ADE Rules Governing the Standards for Accreditation
- Section 9.02.3.12 of the ADE Rules Governing the Standards for Accreditation

Rationale for Waiver

VBSD 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 grade to take foreign languages, algebra 1, and other similar courses. This waiver supports the academic goals of the virtual academy.

Waiver Topic: Credit for College Courses

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-18-223 Credit for College Courses

Rationale for Waiver

We seek this 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 ILP to support college readiness.

Waiver Topic: Teacher duty, planning, non-instructional activities

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-17-111 Duty-free lunch periods
- Ark. Code Ann. § 6-17-114 Daily planning period
- Ark. Code Ann. § 6-17.117 Non-instructional duties

Rationale for Waiver

We seek this waiver based on the nature of the daily schedule at ARVVA. With students coming for individual appointments, teachers will not follow the same schedule each day. However, teachers will receive plenty of time for lunch and planning. The waiver supports the flexibility needed by the virtual academy to meet the academic goals.

Waiver Topic: Teacher reimbursement

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-21-303 Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)

Rationale for Waiver

We seek this waiver based on the nature of a virtual school. Teachers will receive all needed supplies through the virtual curriculum provider; therefore, ARVVA teachers should not need to make additional outside expenditures for classroom supplies.

Waiver Topic: Substitute Teachers

Statute/Standard/Rule to be Waived

ADE Rules

- Substitute Teachers

Rationale for Waiver

As a virtual academy, ARVVA will not need to utilize the services of substitute teachers. In the event that an ARVVA teacher is unable to work, for whatever reason, other members of the ARVVA staff, including the coordinator, will fulfill their duties. The waiver supports the flexibility needed by the virtual academy to meet the academic goals.

Waiver Topic: Parental Notification of Non-Licensed Teacher

Statute/Standard/Rule to be Waived

ADE Rules

- Parental Notification of Non-Licensed Teacher

Rationale for Waiver

As noted in the waiver request regarding licensure, VBSD will make every effort possible to hire only licensed education professionals. However, due to the diversity of course offerings, it is foreseeable that an instance may occur where a qualified professional cannot be found. In this instance, VBSD would

the virtual academy to meet the academic goals.

Attention: Van Buren Community

Van Buren School District is hosting a public hearing to discuss a Conversion Charter School application for a proposed virtual school. Your input is valued as we explore additional learning opportunities for students.

Van Buren High School Fine Arts Center
2001 Pointer Trail East.
Tuesday, May 31st, 2016
6:00 - 8:00

Visit www.tinyurl.com/ARVVAsurvey to share your input.

Performance planned

Northridge Middle School students show off the shirts announcing their upcoming performance of Seussical Jr. It will be Thursday, May 12, at 7 p.m. at the Van Buren Fine Arts Center, 2001 Pointer Trail.

UAFS performance set

The University of Arkansas – Fort Smith's Academy of the Arts will present "Alice in Wonderland Jr." at 7 p.m. May 20 and at 2 p.m. and 7 p.m. May 21 in the Breedlove Auditorium on UAFS campus as part of the Academy's On Stage Series.

This Academy Players production follows the wild adventures of the young heroine as she tries to find her way back home after falling through a rabbit hole, entering a world filled with a cast of odd characters. The show features classic songs such as "I'm Late," "The Un-Birthday Song" and "Zip-A-Dee-Doo-Dah!"

The musical was adapted to stage by David Simpatico, with additional lyrics and music provided by Bryan Louiselle.

Director Shannon Stoddard lauded the show and the work of her students.

"Alice in Wonderland is one of my absolute favorite shows," Stoddard said. "It gives us so many opportunities for our talented students to be featured on stage, not to mention you can't help but fall in love with the music. There's never a dull moment in Wonderland."

Dr. Rosilee Russell, academy executive director said attendees will enjoy the concert.

"I'm so excited for the Academy children to perform 'Alice in Wonderland,'" Russell said. "This cast is so professional, and our audiences are going to be amazed."

The cast includes:

Barlow: Brianna Martin.

Fort Smith: Maggie Ables, Georgia Beasley, Lydia Bickerton, Libby Bottoms, Sydney Brockett, Myles Brown, Emma Conley, Adin Grady, Brayden Graham, Ethan Hester, Thea Hollowell, Sharon Howard, Levi Keyton, Kenzie Kilgore, Carsyn Lincks, William Newman, Isabelle Simonian, Leo Simonian, Pierre Simonian, Carter Teixeira, Turner Teixeira, Caroline Turner, Riley Wagoner, Jasmine Washington and Mason Williams.

Greenwood: Brenden Chick, Ryder Meek and Reese McDaniel.

Van Buren: Madeline Parrain.

Roland: Maddox Osburn.

Faculty assisting the production are Stoddard, Sheila Mann, musical director, and Adrein Parmenter, choreographer.

The performance is part of the Academy's On Stage Series, a yearlong variety of choral, orchestral and theatrical productions performed by Academy students and professional artists. Summer registration is now open, with opportunities to participate in summer theatre camps and more.

The Academy of the Arts serves more than 500 students in the greater Fort Smith region and offers preschool, youth symphony, art, choral and theatre programs and private lessons on subjects including music, theatre, dance, conducting, composition, music theory and music history.

Tickets are $12 for adults and $8 for children 10 and under, and tickets purchased in bulk of 10 or more are available at special pricing. For tickets, contact the UAFS Box Office at 479-788-7180 or visit www.uafs.universitytickets.com.

Leadercast set Friday

More than 300 are expected to participate Friday in the sixth annual Leadercast Van Buren at the Fine Arts Center on the Van Buren High school campus.

The one-day leadership development event will feature eight internationally acclaimed speakers via live broadcast from Atlanta, Ga.

The theme of this year's event explores what it means to be a visionary leader by looking at three unique perspectives that an "Architect of Tomorrow" must explore, said Debbie Foliart of The Destiny Group, presenting host.

"Visionary leaders have the ability to see a preferred future, operate in the present and utilize the resources around them to architect a clear path to a new destination," Foliart said. "They work tirelessly to empower those around them to bring a vision to life."

Congressman Steve Womack will share his views on the importance of being a voice of leadership during the noon lunch break. He will speak on this year's theme, "Architects of Tomorrow."

Womack, a native of Russellville, was Rogers mayor until he was elected to represent the 3rd District of Arkansas in the U.S. House of Representatives in 2010.

Foliart said Leadercast is a great opportunity for individuals to invest in their own leadership development and come away energized and inspired.

Among the keynote speakers are Eat Cole, group president of FOCUS Brands Inc., which includes Cinnabon, Moe's Southwest Grill and Auntie Anne's; Steve Wozniak, co-founder of Apple Inc.; Henry Cloud, leadership expert, clinical psychologist and best-selling author; Nick Saban, head football coach of the University of Alabama; Andy Stanley, leadership author and communicator; James Brown, network broadcaster for CBS Sports and News; Rorke Denver, Navy SEAL commander and author; and Chris Rozzi-Brown, author and creativity guru.

Tripp Crosby, comedian and director, will host Leadercast.

The one-day ticket price of $79 includes lunch, morning and afternoon refreshments and a program that includes event follow up resources and tools.

Contact Foliart at (479) 883-9122 or the Van Buren Chamber of Commerce (479) 471-2761.

Food drive slated May 14

For the 24th year in a row, the National Association of Letter Carriers will host "Stamp Out Hunger," a community-wide food drive.

On May 14, area residents are encouraged to leave non-perishable food next to their mailbox prior to their regular scheduled mail delivery. Postal workers will collect these food donations throughout the day as they deliver mail. Last year, area letter carriers collected more than 164,000 pounds of food, which equates to nearly 137,000 meals.

For more than two decades, the U.S. Postal Service and the National Association of Letter Carriers have collaborated to host a nationwide "Stamp Out Hunger" food drive initiative. From Alaska to Florida and Maine to Hawaii, letter carriers do double duty - delivering mail and picking up donations on this single day.

Last year, carriers collected 71 million pounds of food throughout the country.

Area residents are encouraged to leave a bag of non-perishable food, such as canned vegetables, tuna, peanut butter, dry beans, or oats, next to their mailbox prior to their regular mail delivery on Saturday, May 14. No glass containers. Carriers will collect these food donations as they deliver the mail.

PUBLIC HEARING NOTICE

The community is invited to a public hearing to discuss a Conversion Charter School Application for the Van Buren School's proposed virtual school.

Tuesday, May 31, 2016
6:00 p.m.
Van Buren School District
Fine Arts Center
2001 Pointer Trail
Van Buren

May 31, 2016, 6:00 p.m.

Arkansas River Valley Virtual Academy

Public Hearing

I. Welcome

II. Introduction of Charter School Planning Team

III. Overview of the Arkansas River Valley Virtual Academy (ARVVA)?
   A. Background
   B. Vision
   C. District Need
   D. Timeline for Implementation

IV. Q&A

Sign-In Sheet

Van Buren Charter School Meeting

May 31, 2016 **6:00 P.M.** **Van Buren Fine Arts Center**

Name – Print	Role – *principal, teacher, parent, etc.*	Signature/Email
Beth Everett	parent	Beth Everett
Karen Endel	Principal	Karen Endel
Dale Rawlston +fam.	Parent	
Laura White	parent	Laura White
Stacie Wood	Principal	Stacie Wood
Armeda E. Holmes	g. parent / retired teacher	
Ron Smith	Band Director	
Robert Rogers	Teacher	
Candice Bowen	Parent	

Sign-In Sheet

Van Buren Charter School Meeting

May 31, 2016 **6:00 P.M.** **Van Buren Fine Arts Center**

Name – Print	Role – *principal, teacher, parent, etc.*	Signature/Email
Brian Summerhill	Parent / Admin	[illegible]
LaTresa Adams	Parent/Teacher	LaTresa Adams
Cheyenne Adams	Student	Cheyenne Adams
Pam Chenoweth	Parent	Pamela J. Chenoweth
Steve Lee	Principal	
Myra Hockman	Principal	
Misty & Kai Lee	Parent	
Carolyn Martin	Teacher	Carolyn Martin

Charter School Meeting

5-31-16

Dr. Jeffcoat: goal - provide a high quality of education, looking at options - Technology are we using it effectively. So were looking to apply for a charter. A lot of schools moving this direction. Conversion - A public school applying for a charter. Virtual learning is taking off. and is a direction we are interested in going. We would have a separate campus and offer to a lot of students in our region. Open date, Aug. 17th 18

Nancy Robbins: Committees we are looking at different providers to see what they can offer. Looking at a phase in... Starting at a certain level and working up and down. We don't want it to look traditional, we want it to look flexible, really the sky is the limit. Trying to reach many different students, homebound, homeschool, needing an alternate setting can't focus or need to or choose to work independtly

Hear from you...

- If you wanted to be part of this school all your learning would be virtual.
- So why would we need this school ~~then~~ if we are ~~learning~~ offering that class at the highschool
- What if you are like us and we don't have inter-net access? She needs one on one. The one in Ft. Smith I was hoping you were going to provide
- Would it be for as young as Kindergarten

Jeffcoat

- A partnership for homeschool
- Would you be able to pace yourself - flexible not required meetings or dates.
- What are the Concrete: Resource allocations that we could tap into, seems Ft Smith is ahead - Robust Resources

Dr.J. 1: Service providers approved by the state. It is conceptual right now. Ft Smith was planning further back. We would love to expidite the process, but we don't want to go so fast that we don't get feedback.

Dr.J 2: Faculty will be VBSD employees transitioning into this Role

- So is it "all" in? Dr.J Not necessarily you could take at H.S.
- Did you say it would be VBSD teachers teaching Courses.
- How many students can you take? Dr.J The ADE would have to approve our proposed # of students.
- How does funding work? does it take away from education already taking place? Should be a wash spend same amount.
- How about things that require a lab like Chemistry? envision an option for students to come or do at home if possible - Choice work out these situations - teacher facilitates. We don't have all the answers, you guys are throwing out some great questions

- We want more challenge. is it all or nothing?
Dr.J. nothing to say we couldn't offer those challenges how can certain components - especially during the school day
- extra curriculum can they participate? yes, we want them to be engaged.
- Will there be money for books to go with online courses? Dr.J: Yes, our hope is to provide
- Graduation - Will it be diploma or bed.
- How would colleges view this? It will be viewed as a discipline. The provider we looked at it offered AP - they would be ready.
- R.R. field experiences and maybe internships
- Virtual Academy Are you locked in? No
- State testing required? Yes
- Will there be a religious piece? No because we are still a public school.
- What have you heard about problems? Not planning enough - planning key. Not anticipating so many wanting in - lottery type, not overload a facilitator
Dr J #1 goal is that we build a good solid program.
- How will accountability be dealt with - there is certain level of criteria they must meet. and teacher will facilitate
- What other districts have successful in this type of learning
Dr.J: to applied but not any I know of. other states long time successful programs
- Would there be a tutor?

City of Van Buren, Arkansas

1003 Broadway • Van Buren, Arkansas 72956

July 27, 2016

Dr. Harold Jeffcoat
Van Buren School District
2221 Pointer Trail East
Van Buren, AR 72956

Dear Dr. Jeffcoat,

I am pleased to strongly support the Van Buren School District's application to create a virtual Conversion Charter School. This is an excellent opportunity for the district to serve underrepresented populations in the region, as well as create opportunities for individualized study.

I also believe that the creation of a Conversion Charter School will help those who have chosen to homeschool their children. All of this means that the many excellent teachers that you currently employ in the Van Buren School District will be engaged in offering courses, advising students and working with parents in many different ways.

I fully endorse and support the Van Buren School District's application for a Conversion Charter School. Please contact me if I can be of further assistance to you as you pursue this opportunity.

Sincerely,

Robert D. Freeman
Mayor

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July 29, 2016

Dr. Harold Jeffcoat, Superintendent
Van Buren School District
2221 Pointer Trail East
Van Buren, AR 72956

Dear Dr. Jeffcoat,

As a graduate of Van Buren High School, current member of the business community, past-president and current executive board member of the Van Buren School District Education Foundation, current member of the Van Buren Chamber of Commerce Education Committee, and as a proud parent of two children attending Van Buren schools, I am honored to endorse the Van Buren School District's application to create a Virtual Conversion Charter School. The opportunities created by this ground-breaking program will be invaluable to our community, as it will serve a variety of students and families in creative and innovative ways. Please know that you have my full support in accordance with the Virtual Conversion Charter School. If I can help in any other way, as you pursue and succeed in this endeavor, please contact me at any time.

Sincerely,

Nathan M. Hurst
Senior Vice President
Bank of the Ozarks

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2016-2017

Faculty Calendar

Grading Periods

Grading Period 1: Aug. 15 – Oct. 11 (41 days)
Grading Period 2:Oct. 12 – Dec. 16 (42 days)
1st Semester – 83 days

Grading Period 3: Jan 3 – Mar 9 (46 days)
Grading Period 4: Mar 10 – May 26 (49 days)
2nd Semester – 95 days

TOTAL: 178 Student Interaction Days

Significant Dates

August 15	1st Day of School
September 05	Labor Day
October 18	Parent Conf. 3:30 – 6:30
October 20	Parent Conf. 3:30 – 6:30
October 21	No School
November 21-25	Fall Break
Dec 19 – Dec 30	Semester Break
January 02	No School
January 03	Second Sem. Begins
March 14	Parent Conf. 3:30 – 6:30
March 16	Parent Conf. 3:30 – 6:30
March 17-24	Spring Break
April 14	Good Friday
May 26	Last Day of School
May 29	Memorial Day

Snow Days
Feb 20, May 30, 31 & June 1, 2
Students will be in school on snow days only if days are missed due to inclement weather

July

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August (13)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September (21/34)

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October (20/54)

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

November (17/71)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December (12/83)

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January (20/20/103)

Su	Mo	Tu	We	Th	Fr	Sa
1		3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February (19/39/122)

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March (17/56/139)

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April (19/75/158)

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

May (20/95/178)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Non-Student Contact Time (72 hours)

Professional Development
August 8-10, Jan 16, Feb 20, May 30 (36 hours),
Classroom Preparation (non-PD hours)-One day prior to school and Jan 2 (12 hours)
Open House- Dates will vary for each campus (3hours)
P/T Conferences
Spring & Fall P/T (12 hours)
Required Evening Events- *Elementary & Middle School*- Family Night, *Freshman Academy*- Academy Awards, *High School*- Graduation (3 hours)
Building Principal Discretion- Obligations outside student-interaction time (6 hour)

****All student contact days must be completed prior to final PD day**

July						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

November						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Grading Periods

Grading Period 1: Aug. 15 – Oct. 11 (41 days)
Grading Period 2:Oct. 12 – Dec. 16 (42 days)
1st Semester – 83 days

Grading Period 3: Jan 3 – Mar 9 (46 days)
Grading Period 4: Mar 10 – May 26 (49 days)
2nd Semester – 95 days

TOTAL: 178 Student Interaction Days

Significant Dates

August 15	1st Day of School
September 05	Labor Day
October 18	Parent Conf. 3:30 – 6:30
October 20	Parent Conf. 3:30 – 6:30
October 21	No School
November 21-25	Fall Break
Dec 19 – Dec 30	Semester Break
January 02	No School
January 03	Second Sem. Begins
January 16	Teacher Prof. Development Day
February 20	Teacher Prof. Development Day
March 14	Parent Conf. 3:30 – 6:30
March 16	Parent Conf. 3:30 – 6:30
March 17-24	Spring Break
April 14	Good Friday
May 26	Last Day of School
May 29	Memorial Day

Snow Days
Feb 20, May 30, 31 & June 1, 2
Students will be in school on snow days only if days are missed due to inclement weather.

January						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

May						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2016-2017
Student Calendar

2016 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

7-27-2016

Date

Dr. Harold Jeffcoat

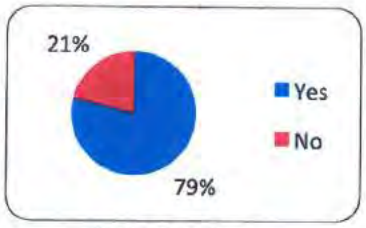
Printed Name

Name of Individual with Prior Charter Experience Dr. Harold Jeffcoat

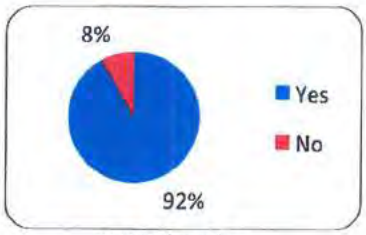
Position with Proposed Charter District Superintendent

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
Cabot Academic Center of Excellence	Deputy Superintendent	Operating	21 Funtastic Drie Cabot, AR 72023	https://adedata.arkansas.gov/arc/ http://www.cabotschools.org/

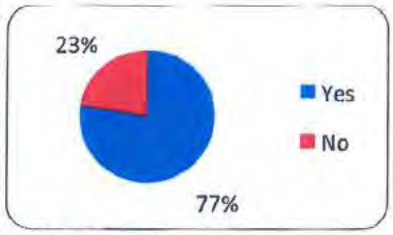
Would homebound students benefit from this type of curriculum?



K-5 Educators

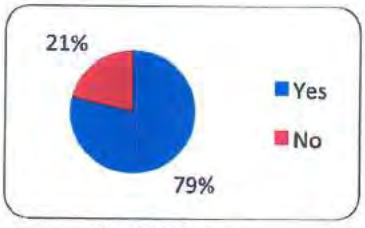


6-8 Educators

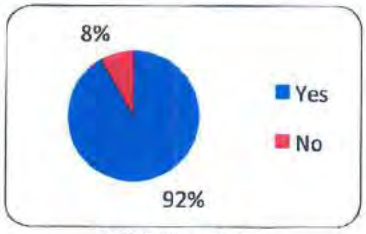


9-12 Educators

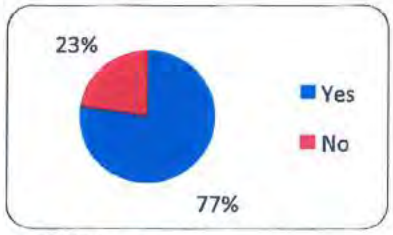
Would homebound students benefit from this type of curriculum?



K-5 Educators



6-8 Educators

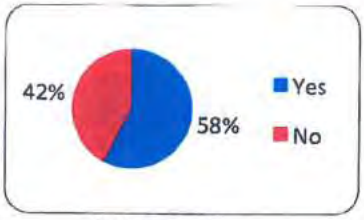


9-12 Educators

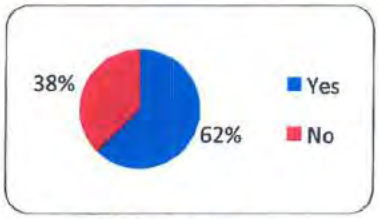
VBSD Home School Students (2013-2016)

Grade	2013-2014	2014-2015	2015-2016
K	17	15	22
1	15	17	14
2	16	16	20
3	14	14	16
4	15	20	19
5	15	10	19
6	14	22	13
7	25	14	17
8	21	16	13
9	10	28	20
10	29	22	25
11	22	21	20
12	12	13	16
Total	225	228	234

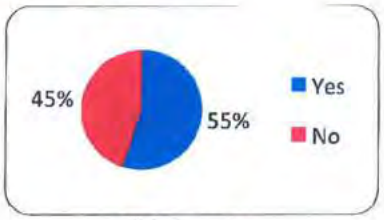
Would advanced students benefit from this type of curriculum?



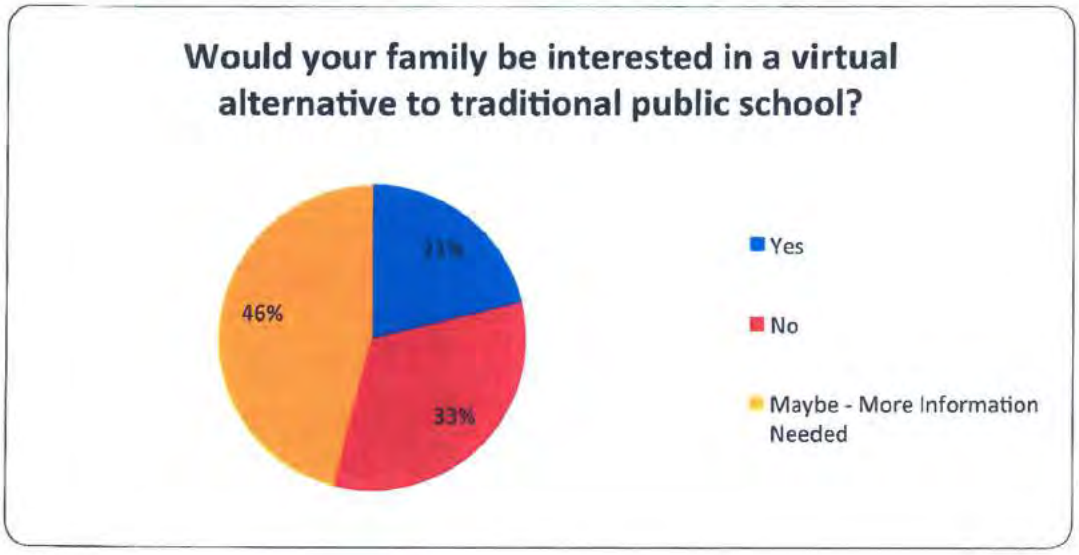
K-2 Educators

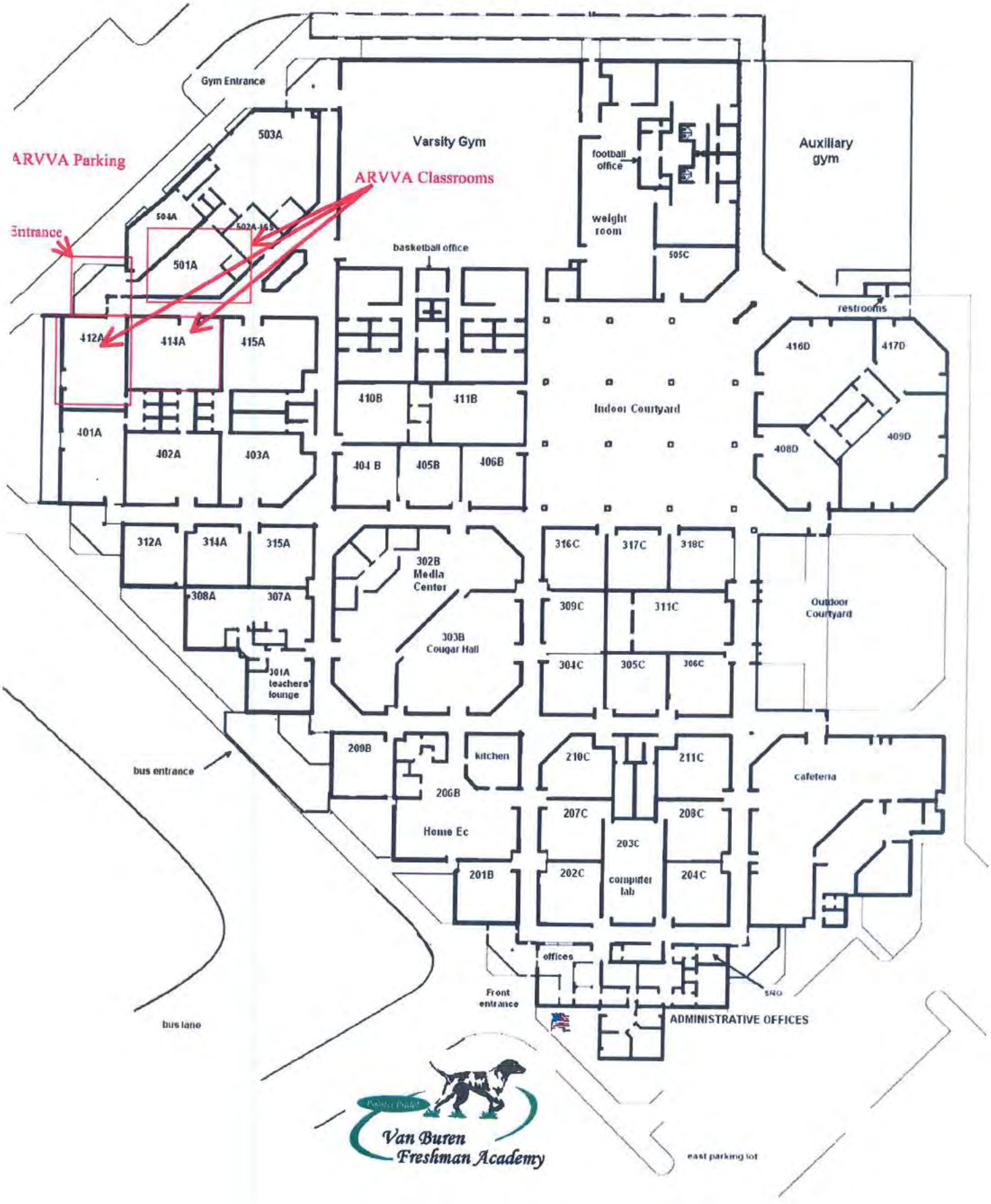


6-8 Educators



9-12 Educators





Gym Entrance
503A
Varsity Gym
Auxiliary gym
ARVVA Parking
ARVVA Classrooms
Entrance
504A
502A-16S
501A
football office
weight room
505C
basketball office
restrooms
412A
414A
415A
416D
417D
410B
411B
Indoor Courtyard
401A
402A
403A
404 B
405B
406B
408D
409D
312A
314A
315A
302B Media Center
316C
317C
318C
308A
307A
309C
311C
Outdoor Courtyard
303B Cougar Hall
301A teachers' lounge
304C
305C
306C
209B
kitchen
210C
211C
bus entrance
206B
cafeteria
207C
208C
Home Ec
203C
201B
202C
computer lab
204C
offices
Front entrance
SRO
ADMINISTRATIVE OFFICES
bus lane
Van Buren Freshman Academy
east parking lot

VBSD 2015 ESEA Report Data

DISTRICT DATA			
District Name	Van Buren School District		
District Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students(Combined)	30.34	17.24	89.15
Targeted Achievement Gap Group	22.19	11.87	85.09
African American	23.17	10.13	n<10
Hispanic	22.14	10.86	94.87
White/Caucasian	31.57	18.10	87.25
Economically Disadvantaged	22.67	11.89	85.19
English Language Learners/ Limited English Proficient	10.78	10.78	100.00
Students with Disabilities	10.66	10.66	75.00

CAMPUS DATA — CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	N/A		
Campus Name	N/A		
Grade Levels	N/A		
Campus Status			
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate 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	Van Buren School District		
Campus Name	Van Buren High School		
Grade Levels	9-12		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students(Combined)	32.13	13.31	90.19
Targeted Achievement Gap Group	21.98	9.13	86.61
African American	25.93	8.33	n<10
Hispanic	24.22	6.31	94.87
White/Caucasian	33.23	14.82	88.74
Economically Disadvantaged	22.87	9.33	86.79
English Language Learners/ Limited English Proficient	6.98	0.00	100.00
Students with Disabilities	2.35	3.17	75.00

CAMPUS DATA --- OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Van Buren School District		
Campus Name	Central Elementary School		
Grade Levels	K-5		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students(Combined)	29.94	16.17	
Targeted Achievement Gap Group	26.95	14.89	
African American	20.00	20.00	
Hispanic	28.21	5.13	
White/Caucasian	29.73	19.82	
Economically Disadvantaged	26.28	13.87	
English Language Learners/ Limited English Proficient	8.33	0.00	
Students with Disabilities	13.79	17.24	

CAMPUS DATA --- OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Van Buren School District		
Campus Name	City Heights Elementary School		
Grade Levels	K-5		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students(Combined)	43.14	30.07	
Targeted Achievement Gap Group	35.35	20.20	
African American	30.00	20.00	
Hispanic	21.05	5.26	
White/Caucasian	50.96	34.62	
Economically Disadvantaged	36.26	21.98	
English Language Learners/ Limited English Proficient	10.00	0.00	
Students with Disabilities	23.81	14.29	

CAMPUS DATA --- OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Van Buren School District		
Campus Name	James R. Tate Elementary School		
Grade Levels	K-5		
Campus Status	2014 Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated IF APPLICABLE
All Students(Combined)	20.11	11.11	
Targeted Achievement Gap Group	15.75	8.16	
African American	0.00	16.67	
Hispanic	11.11	3.70	
White/Caucasian	21.05	12.69	
Economically Disadvantaged	15.00	7.80	
English Language Learners/ Limited English Proficient	25.00	4.17	
Students with Disabilities	2.86	2.86	