



Organization Information

Organization Name

Fort Smith Public Schools - Global Innovation Academy

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1. Applicant Profile Information

Q1.

Name of applicant

Fort Smith Public Schools: Global Innovation Academy at Bonneville Elementary School

Comments:

Q2.

Contact person

1. Full Name
2. Title/Relationship to Charter
3. Mailing Address
4. Primary Phone
5. Primary Contact Email

- 1.) Dr. Kellie Minton
- 2.) Assistant Superintendent of Curriculum and Instruction
- 3.) 3205 Jenny Lind Road, Fort Smith, AR 72901
- 4.) 479-651-8015
- 5.) kminton@fortsmithschools.org



Comments:

Q3.

Please list the names and roles of all persons in the applicant group, i.e., anyone with a role in drafting the substantive content of this application and is expected to have a significant role with the school, including any consultants or employees of an education service provider or management organization. Include the following information for each person listed:

1. Full Name
2. Current Role with Proposed School
3. Future Role with Proposed School

Dr. Kimberly Starr, Director of Elementary Education/Same

Mrs. Donna Jones, Principal/Same

Comments:

Q4.

Projected Date of School Opening (Month/Year)

August/2027-2028



Comments:

Q5.

Type of Charter

- Conversion Charter
- Other. Please explain in the comment section:

Comments:

Q6.

Educational Model

If your Educational Model is not listed, please use the comment section to write in your response and provide a brief explanation of the model and why you selected that model.

- Classical
- Traditional
- Virtual
- Career/CTE
- Hybrid Learning



- Performing Arts
- Special Populations
- Other: Please explain in the comment section.

Applicant Comments :

The Global Innovation Academy will provide a STEM related focus on career readiness and pathways, including Mandarin foreign language and Singapore Math.

Comments:

Section Ratings

Section Comments:



2. Executive Summary

Q7.

A.1 Vision and Mission

State the charter school's mission and vision for the proposed school. Provide a clear, focused, and compelling purpose for the school that is measurable and focused on educational outcomes.

a. What specific needs or challenges within the district have led to the decision to pursue a district conversion charter school model?

Please describe the factors that support this request (academic, operational, community-based, etc.)

b. In what ways is the proposed district conversion charter school expected to positively impact student achievement, educational innovation, or overall district performance?

Include a description of anticipated benefits and how they align with district goals.



The **Vision** of Global Innovation Academy is to cultivate a world-class community of innovators through the instruction of Singapore Math, Mandarin language, and PITSCO Science, within a supportive, small-school community.

The **Mission** is to inspire curiosity and creativity, prepare students for advanced study and STEM careers, and foster collaboration, resilience, and ethical responsibility in scientific and technological advancement.

a.

The decision to pursue a district conversion charter model reflects a proactive effort to modernize instruction, expand equitable access, and create a personalized environment that prepares all students for success.

Academically, we are strengthening STEM instruction by prioritizing Singapore Math, Mandarin language, and PITSCO Science to develop the critical thinking and problem-solving skills required for 21st-century demands. Our model increases rigor through project-based learning and smaller cohorts, supporting both intervention and enrichment.

Operationally, the conversion provides the autonomy to optimize scheduling, staffing, and resource allocation. This flexibility fosters innovative practices and stronger teacher-student relationships, enhancing both accountability and responsive decision-making.

For our community, this is especially impactful for relocating military and international families. By offering Singapore Math, Mandarin language, and PITSCO Science, we ensure educational continuity and familiar academic rigor within a local neighborhood school. This model guarantees equitable access without the need for out-of-district transfers, strengthening community trust, parent engagement, and alignment with regional workforce needs

b.

The conversion charter model prioritizes rigorous, STEM-centered instruction through the direct teaching of Singapore Math, Mandarin language, and PITSCO Science. These curricula, combined with personalized learning pathways, align directly with Fort Smith



Public Schools' goals for academic excellence and college and career readiness. By integrating project-based learning, real-world problem solving, and interdisciplinary STEM curriculum, the school is expected to:

- Increase student proficiency in literacy, math, science, and technology with key areas of growth identified in district performance data
- Improve critical thinking, communication, and collaboration skills that predict success on state assessments and beyond
- Provide targeted interventions and enrichment within smaller cohorts, resulting in higher achievement outcomes and reduced learning gaps

The charter model's operational flexibility allows the school to design schedules, staffing structures, and instructional models that reflect best practices in education. Anticipated benefits include:

- Implementation of innovative STEM pathways that align with workforce trends and regional economic needs
- Increased teacher collaboration and professional learning tailored to next-generation instructional strategies
- Integration of technology and authentic, hands-on learning experiences to deepen engagement and mastery in preparation for postsecondary success. These innovations align with FSPS goals to expand instructional practices and promote continuous improvement district-wide.

By situating high-quality STEM programming within an existing neighborhood school, the conversion charter ensures equitable access to specialized opportunities without requiring relocation to distant magnet or charter campuses.



Comments:

Q8.

B.1 Evidence of Need, Support, and Involvement

Describe the anticipated student population the school intends to serve. Provide a rationale for seeking to serve this population.

Bonneville’s STEM School Within a School will serve K–5 students across the Fort Smith School District, including a growing population of military connected families and students from diverse academic, linguistic, and socioeconomic backgrounds. The program responds to the community’s need for innovative, engaging learning experiences that strengthen foundational literacy and mathematics while expanding access to high quality STEM opportunities. Through rigorous academics, which includes the use of Singapore Mathematics, PITSCO Science, and foreign languages, such as Mandarin, hands-on projects, mentorship, and real world applications, the program will foster innovation, academic excellence, and career readiness while supporting students who need additional academic or social emotional support. The STEM School Within a School will also cultivate an inclusive, collaborative learning community that provides stability, belonging, and consistent expectations, particularly for students experiencing frequent transitions, ensuring all learners are prepared to succeed in school and beyond.

Comments:



Q9.

B.2 Evidence of Need, Support, and Involvement

Describe the current educational options available to your target population and how a new charter school will impact the available options.



Students in Fort Smith Public Schools currently attend elementary schools from Kindergarten through fifth grade using a consistent curriculum, robotics, and family engagement events. However, the Global Innovation Academy at Bonneville, a new, specialized STEM School Within a School, will provide students with a transformative, hands-on, project-based learning experience designed to meet the demands of a 21st-century global economy. By organizing students into small, supportive cohorts of up to 25 per grade, we will ensure that every learner receives the personalized attention, rigorous instruction, and stable community environment necessary for long-term success.

Our academic core will be anchored in high-rigor instruction, specifically utilizing Singapore Math to build deep mathematical mastery. This approach will move students beyond rote memorization, encouraging them to think critically and solve complex mathematical problems with confidence. To complement this mathematical foundation, we will implement PITSCO Science, transforming abstract scientific concepts into tangible, hands-on "Missions." These inquiry-based STEM labs will engage our students in real-world problem-solving, allowing them to apply scientific principles in collaborative, high-impact scenarios. Furthermore, to equip our students with essential skills for an interconnected global society, the academy will incorporate comprehensive Mandarin language instruction, fostering global fluency, cognitive agility, and cultural competence from an early age.

Beyond core instruction, our students will participate in an array of specialized STEM clubs, including coding, drone technology, engineering design, and environmental science, allowing them to pursue their individual passions. Instruction throughout the academy will be guided by a philosophy of inquiry and design thinking, where student curiosity drives the learning process. This rigorous academic journey will culminate in a 5th grade capstone project, a milestone achievement where students will independently identify and solve a complex, real-world community challenge and present their findings to the public.

To bridge the gap between the classroom and future career opportunities, we will establish robust partnerships with local universities, businesses, and military organizations. These organizations will bring dedicated mentors and real-world professional connections directly into our classroom, providing students with a clear



understanding of how their education translates into future workforce roles. Simultaneously, a structured advisory program will guide each student, offering consistent academic support, social-emotional check-ins, and intentional preparation for college and career readiness. Together, these carefully integrated elements will create a uniquely engaging, hands-on STEM experience that will prepare all of our learners including our highly mobile and transitioning military families for sustained academic and personal success in school and beyond.

Comments:

Q10.

B.3 Evidence of Need, Support, and Involvement

Based on your outreach, research, and knowledge of the student population and community, what are the primary challenges to student success in the area you seek to serve?

Describe how the proposed district conversion charter school will address these challenges through its academic model, support structures, or innovative practices.



The primary challenges facing students in this community pertains to academic proficiency scales and the lack of specialized local opportunities. Additionally, we intend to support the students of military families. These students often face frequent transitions that can lead to learning gaps and a diminished sense of belonging. The Global Innovation Academy will provide an opportunity for our students to access to high-demand STEM programs within neighborhood schools, rather than transferring out-of-district to find such curriculum.

The proposed district conversion charter school addresses these challenges through a rigorous academic model and deeply integrated support structures. By implementing a STEM-focused curriculum utilizing research-based tools like Singapore Math and PITSCO Science, the academy will provide the high-level engagement necessary to close proficiency gaps. To support our mobile and diverse student body, we are establishing smaller learning cohorts capped at 25 students and a dedicated advisory program to ensure every child has a strong, consistent connection with an adult advocate. Furthermore, the conversion model provides the operational flexibility to adjust scheduling and staffing, allowing for targeted professional development and real-world learning partnerships with local universities and military organizations that connect classroom lessons to future regional career paths.

Comments:

Q11.

B.4 Evidence of Need, Support, and Involvement

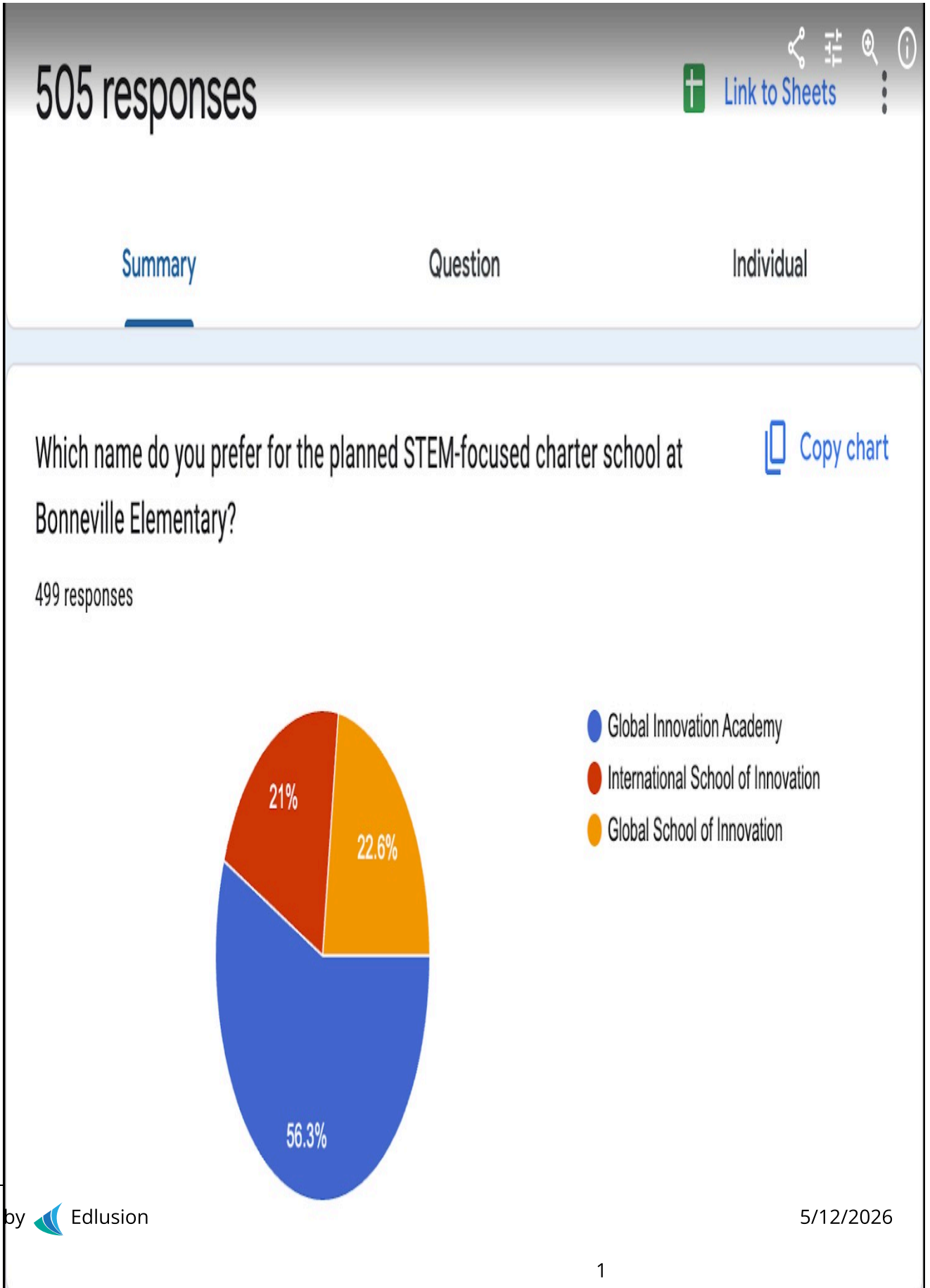
What evidence demonstrates community interest and support for establishing a district conversion charter school?

Please describe any meetings, surveys, focus groups, or other forms of outreach that indicate stakeholder engagement and community backing for the proposed school.



The evidence of community interest and support for this district conversion charter school is rooted in direct engagement with a diverse range of local stakeholders who have voiced a clear desire for modernized, neighborhood-based educational options. Outreach and feedback from local families including those from diverse professional backgrounds and the area's growing military-connected population indicate a significant desire for expanded STEM opportunities that are accessible without requiring students to transfer to out-of-district magnet programs. These families emphasize the importance of keeping students local to increase parental engagement and foster a sense of stability for students who may experience frequent transitions.

Further backing is demonstrated through strategic partnerships with local universities, businesses, and military organizations that have committed to providing mentorship and real-world learning connections. These collaborations underscore a community wide consensus that aligning school programming with regional workforce needs and economic growth is essential for student success. The school's focus on innovative pathways like coding, drones, and engineering design directly reflects the priorities identified by these community stakeholders. By situating these high-quality programs within an existing neighborhood school, the conversion model ensures that community voices are actively engaged in shaping educational opportunities that are equitable and relevant to the local context.





Comments:

Section Ratings

Section Comments:



3. Academic Plan

Q12.

A.1 Academic focus

Describe and outline the proposed school's academic focus. Include specific academic benchmarks, educational philosophy, instructional methods, and innovations.



The Global Innovation Academy (GIA) at Bonneville will operate as a premier STEM-focused "School Within a School" for grades K-5, dedicated to preparing the next generation of leaders through a rigorous, personalized, and globally-minded academic environment. Our educational philosophy is firmly rooted in the principles of inquiry-based learning and design thinking, a pedagogical approach that ensures student curiosity drives the entire instructional process. By maintaining intentional, small learning cohorts of no more than 25 students per grade, the academy will provide a stable and inclusive "home base" that allows for personalized intervention and enrichment, which is particularly vital for our highly mobile military-connected families and students arriving from diverse international backgrounds.

The academy's instructional framework will center on Project-Based Learning (PBL), a methodology where core literacy, mathematical, and scientific standards will be seamlessly integrated into interdisciplinary STEM challenges. To ensure world-class academic rigor, the school will implement Singapore Math to move students beyond rote memorization toward a deep, conceptual mastery of mathematics. This will be paired with PITSCO Science, which will transform abstract scientific theories into tangible, hands-on "Missions" where students will apply scientific principles to solve real-world engineering and environmental challenges. Furthermore, to equip students for a competitive, interconnected global economy, GIA will provide comprehensive Mandarin language instruction, fostering linguistic fluency, cognitive agility, and cultural competence from the earliest elementary years.

Innovation at the academy will extend beyond the core curriculum through specialized STEM clubs focusing on coding, drone technology, and engineering design, alongside a dedicated advisory program that will ensure every student has a consistent advocate for their academic and social-emotional growth. This rigorous journey will culminate in a 5th-grade capstone project, a milestone achievement where students will independently identify a community challenge, research potential solutions using their STEM and Mandarin skills, and present their findings to a panel of community and industry experts. To bridge the gap between classroom and career, the academy will leverage formal partnerships with local universities, businesses, and military organizations to bring professional mentors directly into the learning environment.



Through these integrated strategies, the Global Innovation Academy will empower students to move beyond the classroom, solving the problems of today to prepare for the opportunities of tomorrow.

Comments:

Q13.

A.2 Academic focus

Describe the school-wide, evidence-based plan that will drive academic improvement for all students and help close achievement gaps. Please provide any relevant research and evidence you used in developing the plan.



The Global Innovation Academy will implement a comprehensive, data-driven improvement model designed to increase academic achievement for all students and systematically close achievement gaps among student subgroups. This school-wide plan integrates three core, evidence-based frameworks to ensure that instruction, assessment, intervention, and school climate operate within a coherent system focused on continuous improvement:

- Multi-Tiered Systems of Support (MTSS): The academy will utilize an MTSS framework for academic and behavioral interventions. This ensures strong Tier 1 core instruction for all students, while providing individual support for those who need it and enhanced, rigorous instruction for students performing above grade-level standards.
- Professional Learning Communities (PLCs): To drive continuous academic improvement, teachers will engage in weekly collaborative meetings through the PLC process. These teams will analyze systematic data collection—including classroom, interim (ATLAS screeners), and summative assessments to identify specific student needs by standard and adjust high-impact teaching practices in real-time.
- Capturing Kids' Hearts (CKH): Grounded in the research of a National Showcase School, the academy will utilize the CKH framework to establish a high-achieving, relational school climate. By implementing social contracts, "Good Things," and specific conflict resolution tools like the "Four Questions," the school fosters a safe and orderly environment that promotes student self-regulation and intellectual development.

This improvement plan is further strengthened by the implementation of high-rigor, research-based curricula designed to address foundational proficiency gaps. The academy will utilize Singapore Math, which is based on the Concrete-Pictorial-Abstract (CPA) sequence to build deep conceptual mastery, and PITSCO Science Missions, which provide inquiry-based, hands-on labs that engage students in real-world problem solving. Additionally, the introduction of early Mandarin language instruction is supported by research indicating it enhances cognitive development and executive function across all core subjects. By combining these rigorous instructional tools with a dedicated advisory program and small cohorts of no more than 25 students, the academy ensures that every learner has a consistent advocate for their academic and social-emotional success.



Comments:

Q14.

A.3 Academic focus

Describe the school’s curriculum and discuss how it will prepare students to meet or exceed Arkansas standards.

- a. If the curriculum is fully developed, summarize curricular choices, and explain the rationale for selection. If the curriculum still needs to be fully developed, describe any curriculum decisions made to date, share any proposed curricular decisions that are pending, and explain the process for completion.**
- b. Provide evidence or documentation that the literacy curriculum chosen is based on the science of reading. Describe your strategy for students reading at or above grade level or higher and your strategy for students reading below grade level.**



a. The Global Innovation Academy (GIA) at Bonneville will implement a fully developed curriculum intentionally designed to move beyond traditional rote instruction, replacing it with a high-rigor, inquiry-based framework that exceeds Arkansas academic standards. The selection of our core curricular tools, Singapore Math, PITSCO Science, and Mandarin Language, is a strategic response to the Arkansas LEARNS Act, which emphasizes career readiness and ensuring students are prepared for high wage, high growth pathways from the earliest grades.

Singapore Math was selected to support rigorous mathematical understanding through the Concrete-Pictorial-Abstract (CPA) sequence. This methodology aligns with the LEARNS Act's focus on numeracy by ensuring students master the logic of mathematics before moving to abstract symbols. This approach is essential for closing proficiency gaps and ensuring students excel in the mathematical practices and modeling required by Arkansas Mathematics Standards. By focusing on "how" and "why" numbers work, we provide students with the foundational mastery needed for advanced STEM coursework.

For science, the academy will utilize PITSCO Science, which transforms Arkansas K-12 Science Standards into tangible, hands-on "Missions." By reimagining the classroom as a laboratory, students work in collaborative pairs to solve engineering, technology, and environmental challenges. This project-based learning (PBL) model fosters the "Readiness" pillar of the LEARNS Act by providing early exposure to technical opportunities and critical thinking skills essential for success on state assessments.

Furthermore, the introduction of Mandarin Language instruction serves as a core innovation for global fluency. Research suggests that early linguistic exposure to character-based languages improves executive function, spatial reasoning, and cognitive agility. By integrating Mandarin, we are not only preparing students for a globalized workforce but also enhancing their overall performance in literacy and mathematics, supporting the LEARNS Act's vision of a comprehensive "cradle to career" education. This curriculum is fully selected and ready for implementation, ensuring that from day one, students are immersed in a high-expectation, innovative learning environment.



b.

The Global Innovation Academy (GIA) is steadfast in its commitment to the Science of Reading (SoR), ensuring that every instructional decision is backed by gold-standard pedagogical research. Our literacy framework is specifically designed to meet the rigorous requirements of the Arkansas LEARNS Act and the Right to Read Act, moving away from balanced literacy toward a structured, explicit, and systematic approach.

Evidence and Documentation of Science of Reading Alignment

Our primary Tier 1 literacy curriculum is comprehensive and explicitly grounded in the two most critical frameworks of reading science: The Simple View of Reading (Gough & Tunmer) and Scarborough's Reading Rope.

- **Foundational Skills (Word Recognition):** To ensure students master the "phonology to orthography" pipeline, we integrate UFLI (University of Florida Literacy Institute) Foundations. UFLI provides the high-frequency, explicit phonics instruction necessary to build automaticity in decoding. This systematic approach ensures that the "word recognition" strands of Scarborough's Rope—phonological awareness, decoding, and sight recognition—are developed to the point of fluency.
- **Language Comprehension:** Our comprehensive literacy program builds the upper strands of the "Rope" (background knowledge, vocabulary, and verbal reasoning) by immersing students in high-quality, complex texts. We further enhance this by integrating Arkansas Social Studies Standards into the literacy block. This intentional overlap ensures students are building the domain-specific background knowledge required for deep comprehension while they practice critical reading skills.

Strategy for Students Reading Below Grade Level

For students who enter GIA with foundational gaps, our strategy is rooted in an intensive Multi-Tiered System of Supports (MTSS).

- **Targeted Intervention:** Using real-time data from ATLAS screeners and classroom assessments, students reading below grade level are placed in daily,



small-group intervention "bursts." These sessions utilize UFLI Foundations to provide explicit "catch-up" instruction in specific phonetic gaps.

- Scaffolding Success: We prioritize the use of high-quality decodable texts that align with the student's current phonetic knowledge. This prevents the frustration of "guessing" and builds the self-efficacy needed for students to bridge the gap back to grade-level Tier 1 instruction.

Strategy for Students Reading At or Above Grade Level

We believe that "proficiency" is not the ceiling. For students reading at or above grade level, our strategy focuses on extension and intellectual depth rather than just "more work."

- Advanced Inquiry Missions: These learners engage in sophisticated, interdisciplinary research "Missions" that require the synthesis of multiple complex texts. They are tasked with evaluating source credibility, identifying bias, and applying their findings to real-world STEM challenges.
- 5th-Grade Capstone Leadership: High-achieving readers serve as lead researchers for their Capstone Projects. They are required to conduct independent academic research, draft formal technical proposals, and present their findings to a panel of community and industry mentors.
- Global Fluency Integration: The cognitive agility developed through our Mandarin Language instruction provides an additional layer of enrichment for advanced readers, challenging their executive function and verbal reasoning skills in a way that traditional elementary programs cannot.

Enrollment and Cohesion

To maintain the integrity of this high-expectation environment, student enrollment at GIA is by application only. The Enrollment Rubric ensures that incoming students demonstrate a readiness for a rigorous, inquiry-based model. This process guarantees a cohesive learning community where both STEM and literacy frameworks can be implemented at the highest level of rigor, ensuring all students are prepared for the post-secondary success envisioned by the Arkansas LEARNS Act.



Comments:

Q15.

A.4 Academic focus

Describe the professional learning opportunities and support provided to educators to implement the described academic plan.

For certified staff, the professional development plan will include specific training sessions for Singapore Math, PITSCO Science, and Mandarin foreign language instruction:

- Singapore Math: Teachers will receive specialized training on Singapore Math Strategies. This curriculum will be used in combination with Eureka Math to support student learning.
- PITSCO Science: Professional development will include training for PITSCO Education STEM. This programming covers science, technology, engineering, math, and career-focused content.
- Fort Smith Public School teachers have received training in the use of a comprehensive literacy program. Refresher courses will be offered throughout the district.
- Teacher will have ongoing support through teacher team meetings and curricular learning walks to assist them with implementation of the academic plan, and ongoing support from a district team consisting of individuals with technology, assessment, language, and instructional delivery experience.



Comments:

Q16.

A.5 Academic focus

Explain the proposed master schedule. Describe why this schedule will be optimal for student learning. Summarize how the school will plan time for teacher development, tiered interventions, enrichment, tutoring, acceleration, and other academic activities.



The proposed **Master Schedule** is a comprehensive framework designed to maximize instructional time, streamline specialized support, and ensure consistent development for both students and staff.

- **Instructional Blocks:** The day begins at 8:00 AM and concludes with dismissal at 3:00 PM.
- **Art, Music, Media, Physical Education (AMMP) Rotation:** Students rotate through specialized classes in 50-minute blocks throughout the day, organized by grade level:
 - **5th Grade:** 8:50 – 9:40 AM
 - **4th Grade:** 9:45 – 10:35 AM
 - **3rd Grade:** 10:40 – 11:30 AM
 - **Kindergarten:** 12:20 – 1:10 PM
 - **1st Grade:** 1:15 – 2:05 PM
 - **2nd Grade:** 2:10 – 3:00 PM

This schedule prioritizes student learning by providing:

- **Consistency:** A predictable daily routine helps students stay focused and minimizes transition anxiety.
- **Whole-Child Development:** By embedding AMMP classes daily, the schedule ensures students receive balanced instruction in physical education and the arts.
- **Behavioral Support:** The integration of **CKH (Capturing Kids' Hearts)** questioning (e.g., "What are you doing?" and "What are you supposed to be doing?") into the daily routine promotes self-regulation and a positive learning environment.

Academic Activities and Professional Development Planning

The school has strategically allocated time for various academic needs:

- **Tiered Interventions and Tutoring:** The **Intervention Schedule** designates specific Monday-Friday blocks for each grade level, allowing for targeted support without pulling students from core instruction. For example:
 - **Kindergarten Interventions:** 8:50 – 9:40 AM
 - **3rd Grade Interventions:** 2:10 – 3:00 PM



- **Daily Math Groups:** Specific groups meet from 8:15 – 8:45 AM
- **Teacher Development and Vertical Planning:** Dedicated **Vertical Planning** sessions are scheduled on specific dates (e.g., January and March). During these times, other staff members or specialists cover classrooms so grade-level teachers can collaborate.
- **Enrichment and Acceleration:** The schedule includes time for **Specialized Services** (SPED, EL, Speech, and IS) to ensure that all students, whether needing support or acceleration, have their specific academic needs met in a coordinated manner.
- **Administrative Support:** The Media Center (MC) schedule includes "Admin" designated slots during certain AMMP blocks, likely for administrative oversight or planning coordination.

Comments:

Q17.

A.6 Academic focus

Upload a copy of the proposed annual academic calendar and proposed master schedule.

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 10



Applicant Comments :

To implement Singapore Math and PITSCO Science while maintaining your current AMMP, Recess, and Lunch times, we will structure our core instructional blocks around the existing non-negotiable periods.

Proposed K-5 Core Rotation Structure

This model utilizes the 50-minute AMMP and Intervention blocks to anchor the day, leaving dedicated windows for math and science. Mandarin will be infused and supported throughout the instructional day.

Applicant Evidence :

Revised K-5 Propose...	2026-2027DistrictCal...

Uploaded on **3/9/2026**
by **Donna Jones**

Uploaded on **3/9/2026**
by **Donna Jones**

Comments:

Q18.

B.1 Academic Performance

Explain the process for setting, monitoring, and revising academic performance Include in your response how the proposed school will use data to improve instruction, inform professional development, and evaluate curriculum.



To implement the academic plan, GIA will utilize a continuous improvement process for setting, monitoring, and revising academic performance that is deeply rooted in data-driven decision-making.

Setting Academic Performance Goals

The school will establish clear and measurable academic goals focused on improving overall student achievement. These goals will include:

- **Proficiency Targets:** Establishing the percentage of students expected to score at a proficient or higher level on state and benchmark assessments.
- **Standards Alignment:** Goals are built upon identified **District Essential Standards (DES)** and proficiency scales, which define what students are expected to know and be able to do.

Monitoring and Revising Performance

Monitoring is an ongoing process integrated into the school's culture through **Professional Learning Communities (PLCs)**. The process includes:

- **Systematic Data Collection:** Utilizing an assessment system that includes **Classroom Assessments** for immediate feedback, **Interim Assessments** (such as ATLAS screeners) to monitor progress toward grade-level expectations, and **Summative Assessments** for annual accountability and systems checks.
- **Regular Review Cycles:** Data teams and leadership committees will formally review student progress data annually and during weekly PLC meetings to identify strengths and weaknesses.
- **Multi-Tiered System of Supports (MTSS):** The school will utilize an MTSS framework to ensure students receive the appropriate level of instruction and support, with Tier 1 providing core instruction and Tiers 2 and 3 providing targeted and intensive interventions or enhancements based on data.

Data Use for Improvement

The school will use data as a feedback loop to drive excellence across three key areas:

- **Improving Instruction:** Teachers will use **Common Formative Assessments (CFAs)** and student work artifacts during PLC meetings to compare performance



across classrooms, leading to deeper discussions about high-impact teaching practices and the need for differentiated small-group instruction.

- **Informing Professional Development:** Professional learning will be "job-embedded" and directly tied to student needs identified through data. For example, if data reveals a weakness or strength in a specific standard, professional development will be tailored to provide teachers with the necessary instructional strategies and resources for that area.
- **Evaluating Curriculum:** Data will serve as a critical "systems check" to ensure the curriculum maintains a high ceiling for intellectual growth. The school will regularly analyze the relationship between the written curriculum, the taught curriculum, and assessment results to ensure they provide the necessary depth and complexity required for students who qualify.

Comments:

Q19.

B.2 Academic Performance

Describe the grade-level promotion/retention policies for students.



Based on the district student handbook and legislative updates, the grade-level promotion and retention policies for students are structured as follows:

Elementary School (K-5)

- **Promotion Basis:** Promotion occurs on an annual basis by grade level.
- **Retention Criteria:** A school's Retention Committee may consider retention if a student has a deficiency of at least one full year in both literacy and mathematics.
- **Notification:** Parents or guardians must receive written notice of possible retention no later than the spring parent/teacher conference.
- **Requirements for Retained Students:** Students who are retained are required to repeat the entire grade level the following year.
- **LEARNS Act Exceptions:** Exceptions for retention may include students who have been retained previously, have an Individual Education Plan (IEP) for reading (and are not on Alternative Assessment), are Limited English Proficiency (LEP) students with less than three years of instruction, or have been in intervention for two or more years.

Comments:

Section Ratings



Section Comments:



4. School Climate

Q21.

A.1 Describe the intended school climate/environment. Explain how that climate will promote a positive academic environment and reinforce student intellectual and social development.

1. Include in your explanation how the climate for students, teachers, administrators, and parents will be established.
2. Include in your explanation how the school climate will be supportive of students with a variety of needs, including students receiving special education services, English language learners, gifted and talented students, and students who are at risk of academic failure.



Bonneville, the host school, is proud to be a **Capturing Kids' Hearts (CKH) National Showcase School**. We will leverage the following strategies and structures to establish our intended school climate for Global Innovation Academy as well.

Integrated Climate Strategies

- **Capturing Kids' Hearts (CKH) Framework:** As a National Showcase School, we will continue to implement the CKH processes to build high-achieving centers of learning. This includes using social contracts, "Good Things" to start classes, and specific conflict resolution tools to foster a relational and respectful culture.
- **Supportive Learning Cohorts:** We limit learning cohorts to up to 25 students, allowing for the deep teacher-student relationships that are at the heart of the CKH model.
- **Advisory and Advocacy:** A dedicated advisory program ensures every student has a consistent advocate, reinforcing the social and emotional development of each child. Partnerships with local universities, businesses, and military organizations will bring mentors and real-world connections into the classroom.

Stakeholder Engagement and Support

For Students: Students will engage in inquiry-guided, STEM-focused learning within a safe and orderly environment where their voices are heard and valued through regular surveys and classroom check-ins.

For Teachers: We support our educators with collaborative planning time (minimum of 200 minutes weekly) and specialized training in next-generation instructional strategies.

For Parents: We foster meaningful two-way communication and provide opportunities for parents to engage through school events like Science, Technology, Engineering, Art, and Math "STEAM nights", multi-cultural awareness events, and regular informational updates.

For Administrators: Our leadership team utilizes distributed leadership models, valuing teacher expertise and fostering a culture of shared responsibility and innovative practice.



To implement the academic plan for the Global Innovation Academy at Bonneville, the school climate is intentionally designed to be inclusive and supportive of students with diverse needs, including those receiving special education services, and English Learners (EL), gifted and talented students. As a **Capturing Kids' Hearts (CKH) National Showcase School**, the academy will utilize relationship-driven strategies and a robust **Multi-Tiered System of Supports (MTSS)** to ensure every learner experiences success.

Support for Diverse Student Needs

The school climate supports students across the learning spectrum through the following integrated structures:

- **Special Education (SPED) and Intervention Services (IS):** The master schedule includes dedicated time for specialized services (SPED, Speech, and IS) to ensure students receiving special education services have their specific academic needs met in a coordinated manner. Smaller learning cohorts of up to 25 students allow for more personalized attention and strong teacher-student relationships, which are foundational for effective intervention.
- **English Learners (EL):** The academy's climate is established as stable and inclusive, particularly for highly mobile and linguistically diverse families. The schedule provides for specialized EL services to ensure language support is integrated seamlessly into the school day. Foreign language instruction will provide students an opportunity to learn another language at younger ages than previously offered.
- **Gifted and Talented Students:** For students performing above grade-level standards, the MTSS framework provides enhanced instruction and enrichment opportunities. Students can participate in high-engagement STEM clubs such as coding, drones, environmental science, and engineering design. Fifth grade students will complete a real-world capstone project to further challenge their intellectual development and allow them to demonstrate their learning throughout their years at the school.
- **Students at Risk of Academic Failure:** The academy will address academic proficiency gaps through targeted, data driven interventions.
 - **Tiered Interventions:** The schedule designates specific daily blocks for each grade level to provide interventions without pulling students from core



instruction.

- **Advisory Program:** A dedicated advisory program ensures every student has a consistent advocate to guide their academic support and social-emotional success.
- **Consistent Behavioral Support:** The school uses CKH questioning (e.g., "What are you doing?" and "What are you supposed to be doing?") to promote self-regulation and maintain a positive, focused learning environment for all.

By combining these specialized supports within a small-school community, the academy will ensure all learners, regardless of their beginning level, are prepared for future success.

Comments:

Q22.

A.2 Describe the school’s approach to discipline, behavior intervention, and classroom management. Highlight key policies, systems, and related structures and address how they will support the climate described in question 1 and will comply with Arkansas laws.



To describe the school's approach to discipline, behavior intervention, and classroom management, Bonneville Elementary School utilizes a structured, tiered Behavior Model - Consequence Map. This system is designed to provide clear, consistent responses to student behaviors and integrates effectively with the Capturing Kids' Hearts (CKH) Tier 1 model.

Bonneville and the Global Innovation Academy's Discipline Model:

The school's model differentiates between Minor and Major behaviors, providing a clear roadmap for both classroom and administrative responses.

- Classroom Response (Minor Behaviors): The model encourages progressive intervention for minor infractions (e.g., inattention, procedure violation, disrespect). The classroom response follows a structured sequence:
 - Offense 1: Warning and reference to the Social Contract.
 - Offense 2: Use of "Four Questions" to guide the student in reflection and logical consequences. (This aligns directly with CKH's questioning technique: *What are you doing? What are you supposed to be doing? Are you doing it? What are you going to do about it?*)
 - Offense 3: Call home, individual conference, and a logical consequence (e.g., loss of a privilege).
 - Offense 4: "Behave Out"—the teacher implements a "Behavior Reflection" form in a buddy room.
- Behavior Intervention: After three "Behavior Reflection" forms for repeat offenses within a month, the teacher completes an office referral.
- Major Behaviors: These are tiered (Level 1 and Level 2) and result in an automatic office referral. Administration then applies specific consequences based on the student's grade level (K-2 vs. 3-5), including detentions, In-School Suspension (ISS), or Out-of-School Suspension (OSS), with progressive increases for repeated incidents.

Integration with Capturing Kids' Hearts (CKH)

This system supports the climate described in question 1 by focusing on relationships and self-management, which are core tenets of the CKH model:



- **Social Contracts:** By utilizing a social contract for Offense 1, the school empowers students to hold themselves and each other accountable, fostering a self-managing classroom environment rather than a punitive one.
- **Reflective Questioning:** The "Four Questions" approach promotes emotional regulation and personal responsibility, helping students identify their own behavioral patterns and advocate for their needs.
- **Relationship-Based Climate:** This proactive approach minimizes the need for exclusionary discipline by strengthening teacher-student bonds and resolving conflict through dialogue.

Compliance with Arkansas Law

The school's model is structured to comply with Arkansas discipline laws and policies:

- **Teacher Authority:** The model respects the authority of the teacher to remove a student from the classroom for disruptive behavior as authorized by A.C.A. § 6-18-511.
- **Due Process and Consistency:** The structured, tiered system (K-2 and 3-5) ensures that consequences are applied consistently and fairly, meeting the requirement for clearly defined discipline policies.
- **Bullying Prevention:** The school's focus on behavior intervention is designed to maintain an environment free from bullying and harassment, in accordance with A.C.A. § 6-18-514 and bullying prevention guidelines.
- **Exclusionary Practices:** The model prioritizes classroom and administrative interventions before resorting to more severe measures like OSS, aligning with state efforts to reduce the use of exclusionary practices.

Comments:



Q23.

A.3 Briefly explain the general plan to engage parents in school life and communicate with them regularly about school matters.



To support our school's charter application, specific parent engagement activities from the communication plan will be used as well as additional engagement opportunities for parents.

Parental Engagement and Communication Plan

Global Innovation Academy at Bonneville is committed to fostering a strong partnership with families, recognizing that active parental engagement is essential to student success and school stability.

- **Meaningful Two-Way Communication:** Facilitate regular, clear, and consistent communication between home and school using digital platforms like ClassDojo and ParentLink to ensure families are informed and engaged in their student's learning. These tools provide real-time updates on classroom activities, school announcements, and individual student progress.
- **Active School Participation:** Parents will be encouraged to be directly involved in school life through various opportunities. These events are designed to engage both parents and students with a strong academic component:
 - **Capturing Kids' Hearts (CKH) Family Night:** Families gather to learn about the philosophy behind our relational approach, create a "social contract" for their home, and build community.
 - **Muffins in the Morning:** An event inviting parents to share pastries with their child, where students practice literacy skills by reading stories to their parents and writing Valentine letters.
 - **STEAM Night:** A rotation of science stations, math games, and robotics activities that allows families to engage in hands-on STEM experiments together.
 - **Multi-Cultural Night:** An event designed to celebrate the diverse cultures of our families while providing sessions on how parents can best support student success in the classroom and with homework.
 - **PTA and Volunteerism:** Parents are invited to participate in PTA activities and volunteer on campus (following required background checks) to support the school community.
 - **After-School Innovation Clubs:** To extend learning beyond the core day, parents are invited to support and observe our specialized STEM-focused clubs, including coding, drones, engineering design, and robotics. These



clubs provide students with high-engagement, real-world application of their classroom learning.

- Environmental Science & Capstone Showcase: Parents will attend student presentations, including the Fifth grade capstone project, where students identify and solve community challenges, demonstrating their growth as innovators

Comments:

Q24.

A.4 Will the school offer any extra and/or co-curricular activities? If so, please describe.

The school is dedicated to offering a variety of extracurricular and co-curricular activities designed to enhance student engagement and extend learning beyond the core classroom curriculum. These opportunities include:

- STEM-Focused Clubs: Students will have access to specialized clubs focusing on coding, robotics, drones, and engineering design.
- Environmental Science: The school will provide programming focused on environmental science to broaden students' scientific interests.
- Early Mandarin Language Integration: The academy will offer Mandarin language instruction, providing students with the opportunity to learn another language at a younger age than previously offered in the district.
- Capstone Projects: As part of the curriculum, 5th-grade students will complete a real-world capstone project where they identify and solve a community challenge, presenting their findings to the community upon completion.
- Mentorship and Real-World Connections: The school will leverage partnerships with local universities, businesses, and military organizations to bring mentors and real-world learning connections directly into the classroom.



Comments:

Q25.

A.5 Briefly explain and describe the school’s policy concerning how the school will address grievances and complaints. Include what role the governing board may have in complaints. Upload a copy of the current handbook (if possible) describing those policies and procedures.



The grievance and complaint policies for Fort Smith Public Schools are detailed within the district's official documents, including the FSPS Student Handbook 2024-2025 and the licensed personnel grievance policy 2025-26 Section 3 Licensed Personnel 12.3.25

Addressing Grievances and Complaints

The district provides structured processes to resolve concerns, ensuring fairness and clear communication.

- Student-Related Issues:
 - Bullying: Students are encouraged to report bullying to a teacher or the building principal, anonymously if desired. A building principal or designee must promptly investigate credible reports, report findings to the involved parties, and document the investigation.
 - Educational Equity and Sexual Harassment: The district maintains specific complaint procedures for issues regarding Title VI (Race), Title IX (Sex), and Section 504 (Disability). If a concern cannot be resolved at the school level, individuals (students, parents, or employees) may register a complaint with the district's Equity/Title IX Coordinator via mail, phone, or email.
- Licensed Personnel Grievances: The district provides an orderly process for employees to resolve concerns related to personnel policies or salary payments at the lowest possible level.
 - Level One: Employees must inform their immediate supervisor of a potential grievance within five working days of the occurrence, followed by a scheduled conference.
 - Level Two: If unresolved, the grievance may be advanced to the building principal (or Superintendent, if the supervisor is the principal).
 - Level Three: If still unsatisfied, the employee may appeal to the Superintendent.

Role of the Governing Board

The Board of Education plays a formal role in the resolution of certain high-level grievances and disciplinary matters:




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- Licensed Personnel Appeals: An employee who remains unsatisfied after the Superintendent's written response may appeal the decision to the Board within five working days by submitting a written request for a Board hearing. The Board will address the grievance at its next regular meeting, where it will review the grievance and the Superintendent's reply to determine if it is a subject that may be grieved under district policy.
- Student Expulsion Hearings: If the Superintendent recommends a student for expulsion, the student or parent may request a hearing before the School Board. In such hearings, the Board (or its Student Affairs Committee) presides, hears evidence from both sides, and may dispose of the matter by a vote.

Applicant Evidence :


FSPS Student Handb...

Uploaded on **3/9/2026**
by **Donna Jones**


2025-26 Section 3 Lic...

Uploaded on **3/9/2026**
by **Donna Jones**

Comments:

Section Ratings



Section Comments:



5. Financial Plan and Fiscal Sustainability

Q26.A.1 Indicate the number of students the charter school intends to serve for each year of the initial charter term. What data and factors were used to determine the demand for the school and the projected enrollment provided? For each school year in the initial charter term please provide the following

1. School Year (e.g. Year One, Year Two, etc.)
2. Grade Levels offered per school year
3. Total projected Student Enrollment for all grades per school year (min, anticipated, max)
4. Faculty projections based on anticipated enrollment per school year
5. Non-faculty projections based on anticipated enrollment per school year



Direct engagement with diverse local stakeholders, including the area's growing military-connected population and professional families, has indicated a significant demand for high-quality STEM opportunities accessible within a neighborhood school.

1. School Year (e.g. Year One, Year Two, etc.)

Year one: 70 students

Year two: 100

Year three: 145

The maximum number of students will be 145 for future years.

2. Grade Levels offered per school year

Kindergarten through Fifth grade

3. Total projected Student Enrollment for all grades per school year (min, anticipated, max)

Kindergarten - 20

First through Third - 25

Fourth and Fifth - 28

In the first year, the minimum number of students per grade level will be 5. It is anticipated that numbers will grow once the public is aware of the academy. Maximum number of students will be 145 or one classroom of Kindergarten, First, Second, Third, Fourth, and Fifth grade.

4. Faculty projections based on anticipated enrollment per school year

The district will hire 6 certified teachers to serve in this charter school.

5. Non-faculty projections based on anticipated enrollment per school year

No additional positions will need to be hired due to the staff of the host school.



Comments:

Q27.

A.2 Provide a startup budget and a three-year budget forecast beginning July 1 of year 1, necessary to sustain the successful startup of the school. Include revenue projections, expenses, and anticipated fund balances. Upload a copy of the startup and three-year projected budgets.

- a. Include in your budget analysis the line-item revenue and expenditure assumptions on which the operating and start-up budgets are based. This description should include the basis for revenue projections, staffing levels, and expenses. Provide sufficient information to guide a full understanding of how budgetary figures were determined.
- b. Describe any anticipated state and federal funding sources the school expects to receive in addition to per-pupil foundation funding. In addition to these alternative income sources, clearly explain the degree to which the school budget will rely on variable income (grants, donations, fundraising).



a. The financial plan is designed to ensure that Global Innovation Academy opens with sufficient startup capital, maintains a balanced operating budget, and builds a sustainable reserve fund specific to the charter school within the host school by the end of the third year. The budget attached includes facility costs, additional personnel, and new curriculum for Singapore Math and Pitsco Science in order to provide a comprehensive and rigorous educational environment for the added classrooms, students, and families.

b. The budget is based on conservative enrollment estimates for the first two years with a full Academy of 145 students by the third year. Realistic staffing levels for the Global Innovation Academy and host school will be aligned with projected student growth, and a diversified revenue model that includes state funding and federal allocations.

Upload Required File Type: pdf, image, excel, word Max File Size: 30 Total Files Count: 10

Applicant Evidence :

Global Inovative A...

Uploaded on **3/10/2026**
by **Kimberly Starr**

Comments:

Q28.

A.3 If the budget is contingent upon funding sources beyond those typically provided by the state and federal government, provide evidence of such funding.



There will not be a need for additional funding as this charter school will be included in the host school's budget according to student population.

Comments:

Q29.A.4 Explain how the school will remain fiscally sustainable and describe the school's emergency plan for cash flow challenges, a budget shortfall, lower-than-expected enrollment, or other financial challenges in the early years of operation.

Fort Smith Public Schools (FSPS) will allocate operating funds to invest in GIA. FSPS will enjoy new revenue from the growth in enrollment. Additionally, local millage supports the allocation of funds to GIA as needed. The growth of local real estate assessment equates to growth in local revenue. The district will allocate this new revenue for this initiative to ensure its sustainability.

Comments:

Q30.

A.5 Describe how the annual operating budget will be developed and refined each year in accordance with Ark. Code Ann. §6-23-306 (10). Please include how resource allocation decisions are aligned with organizational improvement priorities, student achievement data, and mission-driven priorities.



Fort Smith Public Schools (FSPS) operates according to policies established by the Board of Education, which formulates policies through careful consideration and administration implements them through regulations. Budget development and resource allocation are governed by these policies, specifically those under **Section 7: Business and Financial Management**.

While *Ark. Code Ann. § 6-23-306 (10)* specifically outlines requirements for charter school applications regarding budget processes, school districts like FSPS align their financial processes with broader organizational goals through strategic planning and accountability frameworks.

How Resource Allocation and Budget Development Align with Priorities in FSPS

Fort Smith Public Schools ensures that resource allocation is tied to student achievement and organizational goals through several key mechanisms:

- **Continuous Improvement Plan (CIP):** In January 2023, the FSPS Board of Education adopted a Continuous Improvement Plan, which serves as a strategic framework to enhance educational outcomes and organizational efficiency. This plan outlines strategic goals—such as Literacy Mastery, Math Proficiency, and Relevant and Flexible Secondary Education—that drive resource allocation decisions.
- **Transparency and Performance Tracking:** The district uses a comprehensive **scorecard** to track progress toward the goals set in the CIP. This includes monitoring key performance indicators and milestones to ensure that financial and operational resources are effectively supporting those targets.
- **Superintendent Goals:** District leadership, such as the Superintendent, explicitly links finance and transparency to instructional goals. This includes initiatives like creating a **Transparency Dashboard** to share metrics on budget allocations and student outcomes, ensuring the community and stakeholders can see how funds are used to support school priorities.
- **Data-Driven Decision Making:** The district uses data, including student outcomes and demographic trends, to inform long-range planning. Resources are allocated based on these needs—for example, the development of specific programs like the PEAK Innovation Center was a direct response to identified needs for career-ready graduates and labor market improvement.



Summary of the Process

1. **Alignment with Strategic Goals:** The budget is built to support the district's Continuous Improvement Plan, ensuring that expenditures in literacy, math, and career education are prioritized based on current data.
2. **Regular Review:** Financial plans are reviewed regularly by the Board of Education to ensure they meet the needs of all students, including those in specialized or innovative programs.
3. **Accountability:** By utilizing tools like the transparency dashboard and the strategic scorecard, the district holds itself accountable for ensuring that every dollar spent aligns with its mission-driven priorities for student success.

Comments:

Section Ratings

Section Comments:



6. Appendix A ARKANSAS STATEMENT OF ASSURANCES FOR CHARTER SCHOOLS

Please review the Statement of Assurances (see Appendix A) and acknowledge with your signature that they will be addressed through policies adopted by the charter school or sponsoring entity.

As an authorized representative of the applicant group, I hereby certify that under the penalties of perjury, the information submitted in this application is true to the best of my knowledge and belief. Further, I understand that if awarded a charter, the school and its charter school board will address the assurances listed below through policies adopted by the sponsoring entity and charter school board. In addition, if the application is approved, the charter school board, administration, staff of the charter school, and educational service provider shall comply with all relevant state and federal laws in addition to the assurances listed below.

1. The 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, except as follows: the charter school may adopt admissions policies that are consistent with state and federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
2. If applications exceed the approved enrollment cap, the open-enrollment charter school shall hold an annual random and anonymous public lottery, followed by notifying parents of the enrollment status of all applicants. The waiting list generated by the lottery is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection in accordance with Ark. Code Ann. §6-23-306 (14) (B)(b)(2).
3. The charter school shall comply with all applicable laws concerning the recruitment, hiring, promotion, retention, or termination of its employees.
4. The charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.
5. The charter school shall not use the money that it receives from the state for any unlawful sectarian program, obligations, or activity or as collateral for debt except as allowed by law.
6. Charter schools may enter public-private partnerships where they enter into a lease-purchase agreement for the acquisition or construction of a school building or related facilities built or acquired by private entities exempt from federal taxes under 26 U.S.C. 142(a)(13) as allowed by Ark. Code Ann. 6-20-402(a)(1)(B).
7. The charter school shall not impose taxes or charge students' tuition or fees that are not allowable by law.
8. The charter school shall not be religious in its operations or programmatic offerings in accordance with Ark. Code Ann. 6-23-401(a)(7) or as otherwise allowed by law.
9. The charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public-School Employee Insurance Program are covered under those systems to the same extent required by law.
10. Under applicable state laws, the employees and volunteers of the charter school are immune from liability to the same extent as other public school district employees and volunteers.
11. The charter school shall carefully review the potential impact of its application on the efforts of a public school district or public-school districts to comply with court orders and statutory obligations to create and maintain a



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- unitary system of desegregated public schools in accordance with Ark. Code Ann. §6-23-106 (a).
12. The charter school shall comply with all applicable federal, state, and local health and safety laws, rules, and regulations regarding the facilities and school property.
 13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to (a) Monitoring compliance with Ark. Code Ann. § 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; (g) Health and safety codes as established by the State Board of Education and state and local governmental entities, pursuant to Ark. Code Ann. 6-23-401(b).
 14. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the state or its political subdivisions. No debts of the charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions, pursuant to Ark. Code Ann. 6-23-503. Upon dissolution of the charter school or nonrenewal or revocation of the charter, all net assets of the charter school, including any interest in real property purchased with public funds, shall be deemed the property of the state unless otherwise specified in the charter of the charter school. If the charter school used state or federal funds to purchase or finance personal property, real property, or fixtures for use by the charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.
 15. The school's curriculum will be aligned with the Arkansas Academic Standards.
 16. The school will operate within the statewide assessment system.
 17. The Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as local, state, and federal revenues and expenditures.
 18. The charter school shall comply with Ark. Code Ann. §6-24-105-107 concerning contracting with charter school board members, administrators, and employees.
 19. The Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Department of Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).
 20. The facility to be used will comply with all applicable accessibility requirements in accordance with the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and all other state and federal laws and local zoning ordinances.
 21. Should your charter school application be approved, the charter school board must be incorporated as a nonprofit corporation in the State of Arkansas. Additionally, the charter school board will be expected to obtain Federal 501(c)(3) status. A copy of the charter school board's application for Federal 501(c)(3) status must be included with the application. The charter school board must receive formal tax-exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.



To the best of my knowledge, I certify that the information and data contained in the application are true and correct. The applicant will comply with the Arkansas Statement of Assurances for Charter Schools and all State and Federal laws guiding Charter Schools in Arkansas unless granted a waiver. The charter school board and any educational service providers affirm and acknowledge the information and affirmations presented in this application.

Q31.

Type your name.

Dr. Kellie Minton

Comments:

Q32.

Type your job title.

Assistant Superintendent of Curriculum and Instruction

Comments:



Q33.

Verify the above statement by signing.

Signature

Ms Kellie
Minton

Comments:

Section Ratings

Section Comments:



7. Addendum – Virtual or Blended Operator

Q34.

Will you be a virtual or blended operator?

- Yes
- No

Comments:

Section Ratings

Section Comments:

Final Status

Approver Comments



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Arkansas Department of Education