B.3 Management & Operations

The Governing Board of Pensar Academy will delegate all administrative responsibilities to the Director of Operations and the Director of Student Learning, who will co-direct Pensar Academy's vision and mission. The Director of Student Learning will primarily oversee all academic responsibilities at the school. The Director of Operations will primarily conduct financial oversight and oversee all school-wide operations. These two directors will hire a staff of highly qualified individuals or contract with external service providers to help execute the day-to-day operations of the school. Both directors will report and be evaluated by the Governing Board of Pensar Academy.

Pensar Academy seeks to provide a high quality education for students while remaining responsible stewards of finances. Therefore, every staffing position at Pensar Academy will be based on conservative budget assumptions that still allow for the school to strongly pursue its mission. *(Complete organizational charts can be found in section B.1.)*

a. Management Roles and Responsibilities

As stated above, there will be two administrators acting as co-leaders in years 1, 2, and 3, the Director of Operations and the Director of Student Learning. The roles and responsibilities of each director are based on their individual skill sets and backgrounds. *(See Figure* B.3.1 Table 1: Director Roles and Responsibilities.*)* The Director of Student Learning will oversee instruction, curriculum, and assessment, including mandated state testing, special education services, and professional development. In Year 1, the Director of Student Learning will also provide Special Education case management and services. The Director of Operations will oversee the Office Staff, general education assistants, and contracted service providers. The Director of Operations will be responsible for back office support, legal services, food services, financial oversight, and technology services (as described in the document B.3.2 Contracted Services) to ensure smooth, efficient operations that are in compliance. Under the supervision of the Director of Operations, the Office Manager will oversee the Student Accountability Information System (SAIS). The table below outlines these roles:

B.3.1 Table 1: Director Roles and Responsibilities

Director of Operations	Director of Student Learning
School Culture Promotion	School Culture Promotion
Governing Board Reporting: non-instructional, operational	Governing Board Reporting: academic, instructional
Student Recruitment: marketing, advertising, strategic planning, lottery	Oversee Program of Instruction and Academic Systems Plan A.5.
Campus Safety: emergency planning, student discipline, environmental Logistics	Curriculum Development/Implementation
Fundraising Management: grants, tax credits, donations, report management	Human Resources Management: hiring/firing
Human Resources Management: personnel issues, certifications, documentation, recruiting/hiring staff, fingerprint clearance	Assessment Management: maintain calendar, content, data
Community Members/Volunteers Supervision: clearance, recruitment	Special Education Service Provision: Individual Education Plans (IEP's), initial and re-evaluations, service.
Community Relations Management: press releases, public statements, partnerships,	Contracted Service Management: special Education services, curriculum services,

parent/guardians.	professional development services.
Contracted Service Management: legal, financial, maintenance, food services, auditing, and technology.	Professional Development Management: Bulldog Boot Camp/Bulldog Re-Boot Camp, coaching, contracted service providers, half day trainings.
Financial Management: accounts payable/receivable, budget revenue and expenditures, auditing services.	English Language Development (ELD) Management: AZELLA testing, reports, data tracking.
Logistical Upkeep: school handbooks, calendars, student schedules, SAIS support, student enrollment data.	Employee Evaluation: general education teachers, special education assistant, coordinator of special services, physical education/chess teacher.
Employee Evaluation: office manager, office aide, general education assistants.	Curriculum Development and Implementation: instruction, assessment.
Report Management: Arizona Department of Education, grantors	Compliance: Individual Disability Education Act (IDEA), 504 plans, Child Find.
Compliance: Arizona Department of Education	

In addition to the Director of Student Learning and the Director of Operations, an office manager will oversee reception duties and enrollment in years one, two, and three. A contracted business service will oversee accounting in years 1 thru 3 and beyond. A Coordinator of Special Services will be incorporated into the administrative staff beginning in year 2. *(More detailed descriptions of these positions can be found in part B of this section.)*

b. Operational Plan

The general staffing plan, including administration staffing plan, for the entire staff at Pensar Academy for the first three years is outlined below:

Position Title	Year 1 FTEs*	Year 2 FTEs	Year 3 FTEs
Director of Operations (Administrative)	1	1	1
Director of Student Learning (Administrative)	1	1	1
General Education Teachers	6	12	16
Physical Education/Chess Teacher	1	1	1
Office Manager (Administrative)	1	1	1
Office Aide	0	0	1
Coordinator of Special Services (Administrative)	0	1	1
General Education Assistant	1	6	8
Special Education Assistant	0	1	1
	11	24	31

* FTE=Full time employees.

The director of Operations and the Director of Student Learning will both be equal partners in the accountability of Pensar Academy. As described in the Education Plan, the two directors will spend a portion of their day when available in direct contact with the student by teaching and modeling lessons.

Both directors will report and be evaluated by the board of Pensar Academy. The oversight responsibilities for each administrative position are listed below.

Director of Operations:

- Oversees culture development through carrying out the vision/mission of Pensar Academy.
- Reports to the governing board on non-instructional /operational matters.
- Oversees student recruitment planning, including marketing and advertising, lottery/wait list system.
- Oversees campus safety and security: emergency planning, student discipline, environmental logistics.
- Manages fundraising: writing grants, securing donations, generating reports and documentation.
- Oversees Human Resources duties: recruiting/hiring/firing staff, personnel issues, certification clearance, employee files/documentation.
- Manages community relations: press releases, public statements, partnerships, parents/guardians, community members
- Securing community volunteers: clearance, recruitment, supervision
- Oversees contracted service providers. (including financial management, human resources, legal, and technology).
- Oversees logistical upkeep of school administrative operations (school handbook, calendar, bell schedule, student schedule, SAIS reporting).
- Oversees and evaluates non-teaching staff (office Manager, office aide, general education assistants, contracted service providers, community volunteers).
- Oversees Arizona Department of Education compliance: reports, adherence to standard operating procedures.

Director of Student Learning

- Oversees the Program of Instruction and carries out the vision/mission of Pensar Academy.
- Reports academic progress to governing board.
- Oversees contracted service providers. (including special education, curriculum, and professional development)
- Carries our Academic Systems Plan (A.5)
- Oversees curriculum development and implementation.
- Provides Governing Board with candidates for hiring/firing in conjunction with the Director of Student Learning.
- Oversees mandatory assessments (AZELLA, AZ Merit, Stanford 10, etc.) and benchmark assessments: maintain calendar, content, data).
- Oversees professional development for instructional staff: Bulldog Boot Camp/Bulldog Re-Boot Camp, coaching, contracted service provider, half-day trainings).
- Ensures compliance with Special Education and ELD laws and regulations.
- Supervises and evaluates general education teachers, special education assistant, physical education/chess teacher, coordinator of special services.
- Oversees and manages school wide curriculum and assessment.
- Oversees and manages school wide instruction.

Financial Contracted Business Services

For the first three years of Pensar Academy's existence, contracted business services will be used for the fiscal needs of the school. The Director of Operations will work closely with and oversee the identified provider to ensure that Pensar Academy is operating within their budget and building sustainability.

Contracted Business Services will be responsible for:

- Aligning to our vision/mission of school.
- Filing annual corporate reports.
- Submitting budget and Annual Financial Report to ADE.
- Auditing/Monitoring expenditures and revenues in bank accounts.
- Managing accounts payable.
- Managing benefits.
- Initiating and monitoring insurance coverage.
- Filing tax returns.
- Processing payroll.
- Managing IRS compliance.

Office Manager:

The office manager will assist the Director of Operations and Director of Student Learning with the day to day running of the school. However, they will report, be supervised, and evaluated by the Director of Operations. The office manager will be responsible for:

- In Year 1 and 2, oversees data entry into the student information system and SAIS uploads.
- Carrying out vision/mission of school
- Overseeing enrollment and attendance paperwork.
- Overseeing/maintaining inventory of needed supplies.
- Processing purchasing paperwork.
- Overseeing receptionist role of greeting visitors and answering phones.
- Processing enrollment/withdrawal forms.
- Managing the National Student Lunch Program compliance and reporting.
- Managing immunization reporting.
- Managing the daily schedules of the two directors (i.e. scheduling meetings, setting up interviews, sending emails, etc…)

Office Aide: (Position opens in Year 3)

- Carrying out receptionist duties.
- Assisting Office Manager with assigned duties and tasks.

Coordinator of Special Services:

In Y2, a Coordinator of Special Services position will be opened and staffed annually. (During Year 1, the Director of Student Learning will oversee these responsibilities.) Students will be serviced using the inclusion model in accordance to their IEP. Students who receive services in related services (speech, occupational therapy, physical therapy etc…) will be serviced by third party vendor. The Coordinator of Special Service will obtain, consult, and schedule the services for

related and psychological services. The Coordinator of Special Services will report, be supervised, and evaluated by the Director of Student Learning. The Coordinator of Special Services will be responsible for:

- Carrying out vision/mission of school.
- Creating and implementing Individual Education Plans.
- Overseeing/Providing instructional service needs and case management for students receiving special education services.
- Overseeing compliance with special education law and policies.
- Overseeing the enrollment process for student with identified disabilities.
- Delivering special education services.
- Tracking special education related services times and spending.
- Overseeing initial and re-evaluations for students.
- Overseeing the 504 process.
- Providing training on special education related topics.
- Managing education assistants who work with special education students.
- Overseeing Public Education Agency (PEA) and state testing of special education students.
- Overseeing the Child Find process.

c. Critical Skills and Experiences for Administrative Roles

Pensar Academy will seek out the best individuals to fulfill the administrative positions described above. These individuals will need critical skills and experience to fill these roles. Descriptions of these critical skills and experience are as follows:

Director of Student Learning

Critical Skills and Experience:

1. Strong alignment to school mission.
2. Experience in coaching and training adults.
3. Experience working in urban low-income schools.
4. Strong knowledge of Common Core Standards.
5. Experience in designing curriculum.
6. Administrative experience.
7. Experience in recruiting and hiring staff (teachers, education assistants).
8. Ability to assess data and use it to drive instruction.
9. Experience observing teachers and providing feedback.
10. Experience with special education services.
11. SEI endorsed and has a Fingerprint Clearance Card.
12. Master degree in Education or Related Field.

The Director of Student Learning will be Patricia Paddock. Patricia possesses the critical skills and experience necessary to be the Director of Student Learning in the following ways:

1. Mrs. Paddock was selected and completed the New Schools for Phoenix Fellowship, a rigorous five-month program that provided her with the necessary skills to be a transformative leader of a highly effective school. During the Fellowship, Mrs. Paddock had the opportunity to visit top performing schools around the country, dialogue with school leaders, and craft a vision for a school of her own, Pensar Academy. Patricia is a

member of the founding team who created the mission and charter application for Pensar Academy.

2. Second to working with students, Mrs. Paddock's true passion lies in working to assist teachers in maximizing their prowess in the classroom. In her service as a New Teacher Induction Coach, Mrs. Paddock was a vital leader toward the program's 100% teacher retention rate. Patricia's experience in coaching and training adults is extensive. Mrs. Paddock hosted 8 Arizona ITEACH teacher candidates providing mentoring and in-time coaching on pedagogy and teaching methods. Mrs. Paddock has served as a Special Education leader in a variety of contexts. She was a district-level facilitator of Professional Development in Individual Education Plan (IEP) compliance, IDEA Special Education Law, 504's, Child Find Process, Universal Design for Learning, Assistive Technology, and related service provider collaboration. Lastly, she served as a district trainer for implementation of curriculum materials, Universal Design for Learning (UDL), and assistive technology.
3. Patricia has worked in schools with primarily low-income, minority populations for over 9 years. She has been a classroom teacher in general and special education. As an educator, she has focus on instructional strategies that create an inclusive environment where learning is attainable for all through data driven decisions.
4. Patricia has attended and presented numerous trainings to acquire the knowledge needed to successfully implement the Common Core standards. She has served on state and district committees that utilized Backward Design (BD) to construct formal assessments and scope/sequences for Common Core demands.
5. Mrs. Paddock has served as a curriculum architect in a myriad of settings: Title I Math Intervention, Student Leadership Academy, and 21st Century Programming. Patricia has led teams to design school and district-wide intervention programs for students who are below grade level. She has been a member of several Glendale Elementary School District committees to create and modify scope and sequencing within pacing guides.
6. Patricia's administrative experience includes two years of being a district Principal for a Title I Intervention Program and Site Coordinating for 21st Century Learning Communities. The Title I Program had over 1000 students and a staff of over 75 employees at 4 campuses. As a 21st Century Learning Community Coordinator, the responsibilities included fiscal grant management, staffing, building community partnerships, and operations.
7. As a Title I Intervention Program Principal, Patricia recruited, hired, and trained over 80 staff members each session of the Title I Intervention Program.
8. Patricia understands data driven decision making and instruction. As a Title I Intervention Program Principal, Patricia utilized data to structure intervention student services and compile reports to determine the effectiveness of the program based on student data gather through informal and summative assessment. As a special education teacher, data is utilized to drive individualized education plans and assess student learning.
9. As a Title I Principal, New Teacher Induction Coach, and AZ ITEACH Mentor, Patricia observed teachers and provided "in-time" coaching to ensure teachers were delivering instruction aligned to the curriculum.
10. Mrs. Paddock has instituted a variety of models for service of Special Education students, including inclusion through team teaching, self-contained, and departmentalized services. With a double MA in Special Education and Administration, Mrs. Paddock has a vast knowledge of special education law and services. Mrs. Paddock also served as a member of the District Monitoring and compliance Cadre, working with the Arizona Department of Education to ensure essential documentation and services were being provided to special

education students. Patricia's current position as an Exceptional Student Services Coordinator includes the oversight of Initial Evaluations, Re-evaluation, IEPS, 504s, and direct student academic services for students with identified needs.

11. Patricia has a current SEI endorsement on her Arizona Teaching Certificate and a current fingerprint clearance card issued by the Department of Public Safety.
12. Mrs. Paddock earned her B.S. and M.A. in Special Education through Arizona State University, while earning a second M.A in Administrative Leadership through Grand Canyon University. Mrs. Paddock also has a Principal Certificate.

Director of Operations

Critical Skills and Experience

1) Strong alignment to mission.
2) Experience finding, writing and attaining grants.
3) Experience working with children's challenging behaviors.
4) Experience in adult leadership.
5) Ability to create strong community partnerships.
6) High student achievement.
7) Ability to make strategic plans/decisions.
8) Create policies and procedures.
9) Knowledge of school finance, fundraising, and marketing.
10) Experience creating strong parent investment.
11) Strong verbal, written, and organizational skills.
12) Master degree in Education or Related Field.
13) SEI Endorsement and Fingerprint Clearance Card.

The Director of Operations will be Sandra Zupetz. Sandra possesses the critical skills and experience necessary to be the Director of Operations in the following ways:

1. Ms. Zupetz was selected and completed the New Schools for Phoenix Fellowship, a rigorous five-month program that provided her with the necessary skills to be a transformative leader of a highly effective school. During the Fellowship, Ms. Zupetz had the opportunity to visit top performing schools around the country, dialogue with school leaders, and craft a vision for a school of her own, Pensar Academy. Sandra is a member of the founding team who created the mission and charter application for Pensar Academy.

2. Ms. Zupetz has donated her time to write and gain approval of many grants, including 2013 SRP Grant for Sports Engineering, a 2013 SRP Grant for A Trip Through time: Landmark's Centennial, and 3 Wells Fargo Educator Grants.

3. Ms. Zupetz began her teaching career as a Responsibility Room Teacher at Landmark Middle School in Glendale, AZ. In her first year as an educator, she handled over 3,400 referrals for behavioral infractions. She learned very quickly what it took to work in student discipline and get students back to class ready to learn. Ms. Zupetz served as a member of the Landmark Discipline Committee, GESD Discipline Matrix Committee, and GESD Special Education Discipline Matrix Committee. Ms. Zupetz has been a self-contained teacher in the district alternative program for students with behavioral and emotional disabilities. In an administration capacity, Ms Zupetz had to utlize the discipline matrix as a Title I Principal and Coordinator.

4. In an adult leadership capacity, Ms. Zupetz has served as a Principal, Athletic Director, English Language Development Coordinator, and 21st Century Coordinator. As a Principal for 4 years, Ms. Zupetz served as the Title I Intervention Program leader for approximately 1000 students and 75 staff across 4 campuses for the Glendale Elementary School District Program. As an Athletic Director for the Landmark Lobos, Ms. Zupetz organized league play, constructed a district athlete code of conduct manual, and hosted over 25 tournament events. As the English Language Development Coordinator for the Compensatory Education Program, Ms. Zupetz organized and led an afterschool program to expand student mastery of English. Ms. Zupetz served for 2 years as the Site Coordinator and Site Program Architect for the 21st Century Learning Center Program.

5. Wanting to bring that "small town ambiance" to the metropolitan community, Ms. Zupetz has chaired over 20 committees, including festivals, community health fairs, and community theatre projects. Committed to after school extension activities, Ms. Zupetz has over 6 years of Athletic Director experience, including tournament hosting and sponsored partnerships using local contacts.

6. Inside the classroom, Ms. Zupetz has served as a general education teacher, a resource teacher, and a cross-categorical social-emotional teacher. Starting as a Cross Categorical Resource Teacher for over 8 years, Ms. Zupetz was able to learn how to individualize student learning, teach using a variety of methodologies including project based learning activities, and connect with parents and families about their educational visions for their shared students. Ms. Zupetz was nominated for the 2007 Wells Fargo Arizona Teacher of the Year award and was awarded the 2008 "Teacher of the Year" accolade at Landmark Middle School. For the past 3 years, Ms. Zupetz has been working with students in the general education setting using the same principles utilized as a Cross Categorical Teacher: personalized education, blended instruction, and close relationships with students and families to drive student achievement. In addition, Ms. Zupetz threaded a blended learning model into the instructional block, using technology to maximize learning and individualize results. In her first year as a general education teacher, 89% of the students in her classroom met on the AIMS test in Reading and in Math, 94% of the student increased by 15% or more from the previous school year. This model has yielded results that have been within the top 10% of student scores in the district. 7.

7. Ms. Zupetz was on the founding team for the Title I Intervention Program for Glendale Elementary School District that created a strategic plan to provide intervention in reading and writing for identified students. As a result of the strategic plan, the Title I Program demonstrated significant growth in an average of 90% of all students that attended the program. Ms, Zupetz was on the strategic plan committee through Landmark School Site Council. Ms. Zupetz also served on a Glendale Elementary strategic plan committee.
8. Ms. Zupetz has a history of constructing policies and procedures. She authored the code of conduct for student-athletes in the Glendale Elementary School District. She was on the Special Education Matrix Committee to determine policy changes to the district matrix.
9. Ms. Zupetz completed the Principal Certificate Program through Northern Arizona, including coursework in school finance. Ms. Zupetz has been the financial overseer of budget in a myriad of positions: 21st Century Learning Center Coordinator, Athletic Director, Title I Principal, and Compensatory Education Coordinator. Ms. Zupetz has an impeccable record of formulating and maintaining budgetary restrictions and public monies stewardship. Ms. Zupetz has been the chair of numerous fundraising ventures as a Student Council Sponsor, Athletic Director, and Community Event Chair. In these capacities, she also marketed and promoted to maximize funds raised and build partnerships and name recognition for Landmark School in the community.

10. Ms. Zupetz has served as a classroom teacher and an educational administrator in Glendale, Arizona for over a decade. She understands the importance of investment and consistency in working collaboratively with parents/guardians. Ms. Zupetz has received professional development training from Arizona State University in Parent Engagement and was selected to be a Glendale Elementary School District trainer in this area. Additionally, Ms.Zupetz piloted a Academic Parent Teacher Team (APTT) with her middle school team.
11. Ms. Zupetz possesses the ability to communicate effectively with purpose and production. Ms. Zupetz has received training in active listening and cognitive coaching. Ms. Zupetz is able to communicate in written and verbal formats that are clear and concise. In addition, Ms. Zupetz possesses the ability to navigate and utilize many digital resources to create communication products: social media, flyers, etc…
12. Ms. Zupetz has a B.A. in Sociology from the College of St. Rose (Albany, NY) and a M.A. in Educational Leadership through Northern Arizona University (Flagstaff, AZ).
13. Ms. Zupetz has a current fingerprint clearance card through the Department of Public Safety.

Office Manager

Critical Skills and Experience:

1. Resume reflecting of Post-secondary education.
2. Three or more years of administrative experience.
3. Bi-lingual, Spanish-speaking preferred.
4. Strong organizational skills.
5. Strong intrapersonal and communication skills.
6. Strong problem solving skills.
7. Knowledge of office equipment and software.
8. Hold Fingerprint Clearance Card.

An Office Manager has not yet been identified.

Office Aide

Critical Skills and Experience:

1. Resume reflecting one or more years of administrative experience.
2. Bi-lingual, Spanish-speaking preferred.
3. Strong organizational skills.
4. Strong intrapersonal and communication skills.
5. Strong problem solving skills.
6. Knowledge of office equipment and software.
7. Hold Fingerprint Clearance Card.

An Office Aide has not yet been identified.

Coordinator of Special Services

Critical Skills and Experience:

1) Strong and demonstrated commitment to the school's mission, vision, and core values.
2) Minimum of a Bachelor's Degree in special education or related field.
3) Experience writing IEPs and METs.
4) Strong ability to teach students with special needs.

5) Background and strong belief in inclusionary services.
6) Experience in the initial and re-evaluation process.
7) Excellent communication skills (written and spoken).
8) Superior knowledge of special education laws and regulations.
9) Valid fingerprint clearance card.
10) Valid teacher certification with special education and SEI endorsements.
11) Arizona Highly Effective teacher status.
12) Preference will be given to individuals who have experience working in the target community or in a demographically-similar community and prior experience in a similar role for at least three years.

At this time a candidate for the Coordinator of Special Services has not been identified. Pensar Academy will search for a special education teacher candidate in year 1, who can be trained and coached to become the Coordinator of Special Services in year 2.

d. Proposed Fair and Equitable Enrollment

In compliance with ARS§15-184, the Fair and Equitable Procedures for Enrollment Act, Pensar Academy will set our policies and procedures for enrollment around the following details.

Open Enrollment, Intent to Enroll, and Lottery Process

According to HB2494, enacted in 2013 and which amended ARS§15-184, enrollment preference will be given to students who meet the following criteria:

1. Returning students who were enrolled during year 1.
2. Siblings of currently enrolled students.
3. Children of current Pensar Academy employees.
4. Children of board members.

Students who do not meet the above criteria will participate in a lottery system to gain admissions to Pensar Academy. Families who are interested in attending Pensar Academy will complete enrollment applications to enroll to enter their student into the lottery process. The timeline for families to complete letters of intent is included in the Advertising and Promotion (C.2) sections of this charter application. The letter of intent will be a simple, one page form that will collect the following information:

1. Name of student.
2. Expected grade level.
3. Parent or guardian name.
4. Phone number.
5. Address.

Pensar Academy will not collect information pertaining to the following factors: language, minority status, racial or ethnic background, gender, social-economic status, or special education identification. These factors will not impact a student's opportunity to be selected in the lottery to gain enrollment to Pensar Academy.

Pensar Academy will begin to recruit students and collect applications beginning in the summer of 2015 through word of mouth and recruitment efforts carried out by the directors and founding board. Pensar Academy's publicized Open Enrollment Window will occur between January 2016-April 2016 for enrollment for the 2016/17 school year. In subsequent school years, the Open Enrollment Window will fall between the first business day of January and the last business day of March.

Pensar Academy will use a lottery if there are more students who have completed "Letter of Intent" than openings in each grade level by 5pm on the last day of the Open Enrollment period. It is the goal to enroll 50 students in each grade: 4th, 5th, and 6th for a total of 150 students for year 1. Before the lottery occurs, Pensar Academy will make contact with the families to ensure their continued interest in attending.

Pensar Academy will use a blind lottery to randomly select student names to offer admission until spots are filled for each grade level. Once the spots have been filled, the lottery will continue to establish an order of the remaining enrollment applications for the waiting list. The student's family will be contacted to inform them of their lottery's results. Students who were selected within the lottery process will complete a full registration packet and be officially enrolled in the Pensar Academy. Students on the waitlist will be advised on their location on the waitlist. Families of waitlisted students will be contacted if a spot comes available and be required to complete a registration packet to gain admission.

All forms will be provided in both English and Spanish. Compliant with ARS §15-184, Pensar Academy will include all students in the lottery who have submitted the enrollment application on time, and will enroll all students selected through the lottery who complete and submit the school's enrollment forms until a grade is full.

In the event that Pensar Academy does not have more enrollment applications than spots available, all students will be contacted and offered enrollment. At that point, the founding team will continue to recruit students for immediate enrollment until the target amount of 50 students per grade level (4th, 5th, and 6th) is attained. Once the target enrollment is achieved, Pensar Academy will begin a wait list based on the order that enrollment applications are received.

The Director of Operations will oversee the open enrollment process.

Enrollment Procedure and Packet

If a student has been selected through the above procedure, the student's parent or guardian must complete an enrollment packet that includes the following:

- Enrollment Form.
- Copies or originals collected from the parent/guardian.
- Immunization Records.
- Social Security Card (optional).
- Birth Certificate.
- Proof of Residency.
- Unofficial Transcripts (if applicable).
- Withdrawal Slip (from previous school).
- Attendance History (from previous school).
- Discipline Records (from previous school).
- Copy of Custody Paper (if applicable).
- Copy of Current IEP and MET (if applicable).
- Academic Records (or a request for records will be sent to the previous school).

Forms to be completed by parent/guardian:

- Arizona Residency Documentation Form.

- Home Language Survey (PHLOTE).
- McKinney-Vento Eligibility Questionnaire.
- Consent for Medical/Dental Emergency Treatment and Medical Information Form.
- Internet Use Policy.
- Consent for Off Campus Activity.
- Physical Activity Consent Form.
- Request for Release of Student Records Form.
- Records Request for Special Services Form.
- Media Release Form.
- School Rules and Procedures.
- Expected Behaviors.
- Student Compact and Parent/School Compact.
- Customer Satisfaction Questionnaire.

A complete enrollment packet will need to be completed within ten days of being offered a spot at Pensar Academy. If these required components are not received the student's enrollment offer will be withdrawn and the spot will be offered to the next student on the waiting list.

Applications for Re-Enrollment

Each year students who are currently enrolled at Pensar Academy will automatically be re-enrolled for the next school year as long as they still enrolled. Families will be need to confirm that their intent to have their student attend the next academic school year by February 20th of each year. Students who withdraw from the school will need to complete the outlined procedure for the lottery and enrollment process.