



ARKANSAS DEPARTMENT OF EDUCATION

2019 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Thursday, April 25, 2019, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Hope Academy of Northwest Arkansas

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

**ARKANSAS DEPARTMENT OF EDUCATION
2019 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Hope Academy
 Grade Level(s) for the School: K-6 Student Enrollment Cap: 70

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grades to be Offered at the Charter	K-3	K-4	K-5	K-6	K-6
Enrollment Cap at the Charter	40	50	60	70	70

Name of Sponsoring Entity: Northwest Arkansas Children's Shelter

Other Charter Schools Sponsored by this Entity

School Name	Location	Year Established	Current Accreditation Status	Web Address for State Assessment Results
N/A	N/A	N/A	N/A	N/A

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity 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.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

Name of Primary Point of Contact: Jake Gibbs
 Address: 14100 Vaughn Rd. City: Bentonville
 State: AR ZIP: 72713 Daytime Phone Number: (479) 795-2417
 Email: jgibbs@nwacs.org

Charter Site Address: 14100 Vaughn Rd.

City: Bentonville State: AR ZIP: 72713

Date of Proposed Opening: 8/17/2020

Chief Operating Officer of Proposed Charter (if known): Maury Peterson

Title: Executive Director Address: 14100 Vaughn Rd.

City: Bentonville State: AR ZIP: 72713

Daytime Phone Number: (479) 795-2417

The proposed charter will be located in the Bentonville School District.

List the current K-12 student enrollment of the district where the proposed public charter school would be located. 17,121 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>Bentonville School District</u>	<u>Gravette School District</u>	<u>Gentry School District</u>
<u>Decatur School District</u>	<u>Pea Ridge School District</u>	<u>Rogers School District</u>

Describe the geographical area to be served by the charter.

Applicant Response:

The greater Northwest Arkansas area is home to over 500,000 residents. According to the latest census reports, 31 people per day are moving to Northwest Arkansas. Bentonville is the ninth largest city in Arkansas with a population of 49,298. The city is located in the northwest corner of the state and is considered a part of the Northwest Arkansas metropolitan area. Historically, the region has relied upon agriculture and poultry production as primary economic resources. More recently, the economy has seen increased diversification with the continued success of three Fortune 500 companies in Walmart, Tyson, and J.B. Hunt. During times of recession, the economy in Northwest Arkansas fares better than the national economy. Bentonville is also home to a burgeoning startup and entrepreneurial scene. The arts and entertainment industries continue to grow as well. Northwest Arkansas Community College is located in Bentonville and provides undergraduate courses, vocational, career, and technical services. Socioeconomically, income inequality has widened in Northwest Arkansas. The number of children in the foster care system is also on the rise in Northwest Arkansas. Arkansas Advocates for Children and Families found that the number grew more than 20% from 2012 to 2017. In the most recent Kids Count conducted by the Annie E. Casey Foundation, Arkansas ranked 41 out of 50 for overall well-being of children based on health, socioeconomic status, and education.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark.Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name:	<u>Emily Reynolds</u>	Position:	<u>Board President</u>	State of Residence:	<u>AR</u>
Name:	<u>Chris Lamson</u>	Position:	<u>Board Vice President</u>	State of Residence:	<u>AR</u>
Name:	<u>Van Bakke</u>	Position:	<u>Board Secretary</u>	State of Residence:	<u>AR</u>
Name:	<u>Dustin Colebank</u>	Position:	<u>Board Treasurer</u>	State of Residence:	<u>AR</u>
Name:	<u>Steve Bratspies</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Brent Campbell</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Lori Collins</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Dr. Curt Hedberg</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>State Senator Bart Hester</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Amy Merryman</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Tony Rogers</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Jeff Spillyards</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Rick Webb</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Mary Zettle</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Erica Zubriski</u>	Position:	<u>Board Member</u>	State of Residence:	<u>AR</u>
Name:	<u>Maury Peterson</u>	Position:	<u>Executive Director, Northwest Arkansas Children's Shelter</u>	State of Residence:	<u>AR</u>
Name:	<u>Rick Brazile</u>	Position:	<u>Senior Director of Finance and Administration, Northwest Arkansas Children's Shelter</u>	State of Residence:	<u>AR</u>
Name:	<u>Jake Gibbs</u>	Position:	<u>Education Director, Northwest Arkansas Children's Shelter</u>	State of Residence:	<u>AR</u>
Name:	<u>Liz Anderson</u>	Position:	<u>Senior Director of Development and Marketing, Northwest Arkansas Children's Shelter</u>	State of Residence:	<u>AR</u>
Name:	<u>Kate Lunsford</u>	Position:	<u>Marketing and Development</u>	State of Residence:	<u>AR</u>
Name:	<u>Mary Perry</u>	Position:	<u>Consultant</u>	State of Residence:	<u>AR</u>
Name:	<u>Samantha Bryant</u>	Position:	<u>Northwest Arkansas Children's Shelter Teacher</u>	State of Residence:	<u>AR</u>
Name:	<u>Melissa Church</u>	Position:	<u>Northwest Arkansas Children's Shelter Volunteer</u>	State of Residence:	<u>AR</u>

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of the Hope Academy of Northwest Arkansas is to provide students with a safe, positive, trauma-informed academic environment that will nurture their love for learning and confidence in life.

Explain how the mission statement was developed.

Applicant Response:

The Hope Academy of Northwest Arkansas mission statement was developed by the Northwest Arkansas Children's Shelter leadership team and other staff members. The group researched various school mission statements and examined the core values of the organization that we developed of the past 25 years. The group held a brainstorming session to identify words and concepts that we felt described our values, mission and services. In addition, Mitchell Communications held three separate focus groups consisting of staff, board members, volunteers, donors, community partners and key stakeholders to help inform the name of the school. The Northwest Arkansas Children's Shelter leadership team reviewed the ideas, concepts, and key words that were generated in the name exercise to inform the mission statement.

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

Applicant Response:

To achieve the charter's mission, the key programmatic features of Hope Academy are evidence-based practices selected because they have been proven successful for students coping with trauma.

1. Social and Emotional Development

Trust-Based Relational Intervention (TBRI) is an evidence-based, attachment-based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children. The program was developed from a decade of research at the Institute of Child Development at Texas Christian University. It is a therapeutic model that has been used in schools, orphanages, courts, residential treatment facilities, group homes, and foster homes across the nation.

2. Family Services

Each family will be assigned a case manager to assist with needs and act as a liaison with the school. Select meals and snack will also be provided by the school to assist with nutrition needs at home. Families will have the opportunity to receive clothing and other basic supplies through vouchers for The Shelter Shop, a thrift store owned and operated by the Northwest Arkansas Children's Shelter.

3. Academics

The school model will focus on small class sizes in order to ensure highly individualized instruction. Students will have unique opportunities to demonstrate mastery of standards through project-based learning activities. All units will be designed using principles of the Understanding by Design instructional model.

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

Applicant Response:

Our goal is to bring hope to students and their families. We believe the involvement and input of parents and guardians are central to the success of our students. By providing hope not only to students but to families as well, it is our goal to improve the holistic well-being of each family at our school through partnerships based on mutual trust.

To achieve this goal, Hope Academy will begin by holding in-home visits prior to the first day of school. During these visits we will communicate that we are here to work in partnership with families. The message will be that we are educators but we are also advocates for families. As relationships are established, we will conduct needs assessments for each family to determine what wraparound services are most needed. Our primary focus at the beginning of the year will be on overcoming physiological deficits based on Maslow's Hierarchy of Needs. During this initial visit, each family will receive our parent and family engagement policy that details the guidelines for a productive partnership between the family, school, and community. In sharing this information, we seek to follow the guideline of Every Student Succeeds Act (ESSA). Our goal is both to inform parents/guardians and identify any barriers to greater participation. We seek to engage parents and guardians from the outset and make them aware that they are not alone in the holistic development of their child. A protocol will be developed for this initial process in order to ensure equity for parents of students who may enroll later in the school year. Each family that we serve will receive the same consideration for basic needs upon orientation. The parental/guardian involvement plan will be reviewed, updated, and posted to the school website by October 1.

The second component of parent and family engagement addresses the need to seek meaningful consultation from parents/guardians regarding the development of family programs and activities. To facilitate parent/guardian involvement in the development of school programming, the school will host a parent/guardian night in the weeks leading up to the first day of classes. For those parents/guardians unable to attend due to work or other unavoidable obligations, we will host a series of webinars that will allow parents/guardians to choose a time that is convenient for them. If a family requires access to free technology for the purpose of engaging the school, we will steer them toward the necessary resources. As needed, the school will provide the services of an interpreter for parents/guardians whose first language is not English. These informational sessions will focus on communicating our need for parent/guardian involvement in the use of potential Title I funds, offering assistance in understanding how state standards drive instruction, and reinforcing our commitment to ongoing training and assistance. To ensure that parents/guardians are represented and that school transparency is being carried out with efficacy, a parental/guardian advisory committee will be created from willing participants. This committee will be tasked with working alongside school staff to integrate suggestions from parents/guardians with academic best practices to ensure student growth in academic and behavioral goals.

The third component of our parent/guardian and family engagement involves ongoing training for parents/guardians. Our school staff will partner with parents/guardians to provide consistent behavioral structure for students whether at school or at home. The focus for the ongoing trainings will be to provide guidance in child behavior management techniques. Parent/Guardian nights held once per quarter will include an opportunity for families to learn about best practices including initiatives from the My Child/My Student public awareness campaign. The Northwest Arkansas Children's Shelter currently holds trainings for foster parents in cooperation with community partners like Gracepoint Church and Central United Methodist Church. Both of these churches have agreed to continue to provide meeting space for us and Central United Methodist has also offered to provide food. These trainings will be coordinated by training staff and case managers of the sponsoring entity and counselor and teachers of Hope Academy.

Community volunteers will also be actively involved in our school. Many of our current volunteers are retired teachers with proven capabilities in building relationships and assisting with academic development. We also work with corporate volunteer groups on a regular basis. These groups often come from the vendor community and can provide a large enough number of volunteers to facilitate whole school activities. We look forward to embracing our loyal community partners in order to serve the educational needs of our student population.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

The public hearing was held on Wednesday, April 10th from 5:30-7:30 PM at the Bentonville Community Center. This location was chosen based on its reputation as an all-inclusive gathering place. There was seating available for 150 and additional room to add chairs if needed. There were 60 people in attendance and a light dinner was provided. The entire event was live streamed on Facebook.

Opening remarks and an introduction of the board were conducted by NWACS board president, Emily Reynolds. Executive Director of NWACS, Maury Peterson, informed the audience that NWACS is in the process of applying for an open-enrollment charter school and discussed how family inclusion will be an important aspect of our model. Following opening remarks, NWACS Education Director, Jake Gibbs presented the model for the charter school. The audience was informed of what an open-enrollment charter school is and why NWACS is interested in starting one. Traumatic and adverse childhood experiences were specified in order to delineate the type of child that may benefit from a trauma-informed school.

An overview of the academic model was presented as well. This information included what the academic goals for students will be and how they will be met. A description of the building, campus, and food services was also provided. A question and answer session was held at the end of the hearing. The information was presented using a PowerPoint presentation and handout of the presentation were available for all attendees. The charter school concept was well received by the audience and we received a lot of positive feedback from those who attended. A reporter from the Arkansas Democrat-Gazette attended and wrote a positive article and the hearing received news coverage on KNWA.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - C. *The last publication date of the notice was no less than seven days prior to the public meeting.***
 - D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.
 - D. Describe the plan for providing school board members with continuous professional development.

Applicant Response:

The open-enrollment charter school will be administered by the principal who will report directly to the organization's executive director. The executive director reports to the organization's board of directors, whose members are responsible for ensuring the successful execution of the organization's mission. The number of board directors shall not be less than five or more than 19. An education advisory committee, a subcommittee of the NWACS board, will be appointed to guide the operation of the charter school. The education advisory committee will be composed of NWACS board members and other individuals with experience, knowledge, and passion for education to guide the policies of the school. The board members are volunteers from the community serving a term for a period of three years, with no term limits. The executive officers include a

president, vice president, secretary, and treasurer and officers are elected in accordance with the by-laws.

The school principal will serve as the primary administrator of the school, overseeing the day-to-day functions and leading the faculty in the education of its students. Parents/guardians will serve an integral role in the success of their child by proactively partnering with teachers and administrators and supporting overall efforts through a parent association. The school's wraparound services will include opportunities for parents/guardians to attend continuing education courses and training in order to better lead at home and in their local communities. Currently, the organization's volunteer program includes nearly 130 active community volunteers who support the organization. Volunteers will continue to assist the education team by providing enrichment activities for students such as STEM activities, yoga instruction, physical education and the arts.

A waiver has been requested for student discipline policies. The school will utilize evidence-based positive behavior interventions. The principal of the school will consider each discipline incident on a case-by-case basis and make determinations based on school-developed policy. The student discipline policies will provide full due process for students including hearings in front of the board of directors as needed. The hiring of employees will be conducted by the principal, the human resources director, and select education staff. We are seeking waivers of the Teacher Fair Dismissal Act and the Public Employees Fair Hearing Act. The staff members of the charter school will be designated as at-will employees and may be dismissed for any reason other than those established by law. Teachers will be evaluated and provided with feedback using the protocol defined by the Teacher Excellence and Support System. Waivers have been requested in the area of personnel in order to maintain integrity with regard to the mission of the school. The recruitment, hiring, retention, and termination of the principal will be the responsibility of the executive director and the board of directors of the sponsoring entity.

The school will act in accordance with guidelines in the Every Student Succeeds Act to ensure accountability to parents. Parents/guardians will receive written notice of all policies. All notices will be uniform and provided in the language spoken in the home. An annual meeting shall be held to inform parents/guardians of the school's participation in family engagement policy as well as parental/guardian rights under the policy. The school will also demonstrate accountability for student academic success. The school will describe to parents/guardians how it is responsible for high-quality curriculum and instruction in a supportive learning environment. The school will also inform parents/guardians of ways they can partner with the school for the academic success of their child. School accountability will also be ensured through parent-teacher conferences to be scheduled twice per year. In addition, the school will maintain weekly contact with parents/guardian to provide frequent reports on their child's progress.

The school will be responsible for providing assistance in understanding the educational process as it relates to professional practice and student achievement. Professional accountability to parents/guardians will be addressed through professional development focused on parental/guardian involvement.

Our entire organization is committed to high-quality education for children. As such, we will require professional development for the board of directors of the sponsoring entity. These trainings will reflect the professional development plan for school board members as required under Ark. Code Ann. §6-13-629. The trainings will be conducted by the Arkansas Public School Resource Center.

3. Describe the educational need for the school by responding to the following prompts.

Explain the educational need for the charter in the geographical area to be served by the charter. Be certain to include quantitative data related to academic achievement and the source(s) for information presented.

Applicant Response:

Arkansas educational leaders recognize the need for differentiated learning settings for at-risk student populations, and have paved the way for Hope Academy's existence. Already, Arkansas understands the value of this investment, having allocated additional resources for alternative school students, including Northwest Arkansas schools. Bentonville School district operates the Gateway Alternative School, Springdale SD operates

the Archer Academy, and Rogers SD has Crossroads Learning Center and REAP, the consortium of Bentonville, Rogers, and Pea Ridge assisting students "who have not met success at their home campus due to discipline-related issues or serious violation of school policies." Fayetteville's alternative option has transitioned from a vocational focus to one that supports students who meet the criteria including disruptive behavior, and a history of poor performance on standardized tests among others that affect academic success. What all these schools have in common, however, is that they serve an older student demographic (grades 6-12), while students in younger grades (K-5) are underserved.

Within the student population of the three largest school districts reasonably within the potential Hope Academy area of service (Bentonville, Rogers, and Springdale), there are approximately 60,000 students identified as Economically Disadvantaged, Foster, Homeless, and TAGG (Targeted Achievement Gap Group). The Economically Disadvantaged and those identified as TAGG produce the bulk of behavioral disruptions in the schools. While the number of disciplinary actions within the foster care population is small, the percentage is important to note: 8% as compared to 5%. Within these numbers, reported data reflects that from the three districts there were 79 expulsions from the focused groups. Graduation rates for the same groups also fall slightly behind the total population.

The data above represent the total student population and does not reflect K-4 independently. For that, we look at ACT Aspire results for the same groups as reported at grades 3 and 4, which shows those groups falling as much as 20% behind the combined population in literacy, and 25% in science at grade 3. The gap widens in grade 4 for literacy and remains fairly constant in math and science gaps.

It seems reasonable to conclude from this data collectively that students who begin to fall behind at early grades, often later (and even at these young ages) have a higher likelihood of disciplinary problem for schools.

While Northwest Arkansas poverty rates are lower than in most of the state, they remain, as a percentage, higher in Washington and Benton counties than in any other county in the Arkansas Delta region. According to the September 2018 report by Arkansas Advocates for Children and Families on Child Poverty in Northwest Arkansas, poverty "hurts [a child's] ability to grow up healthy and successful. When kids are hungry, they can't learn and are more likely to have behavioral problems..." (Willford, A. 2018) They further report that "Young children are more likely... to experience harsher consequences of poverty. And as decades of research shows, the first eight years of life are the most important for healthy brain development and success in school." In Arkansas, one way of addressing the need for early intervention has been affordable access to early childhood education, but many go unserved due to long waiting lists, and enter elementary grades unprepared academically, socially, and behaviorally.

Adverse Childhood Experiences (ACEs) only add to disadvantages of poverty. The North Carolina Medical Journal reports, "Being poor is associated with so many childhood adversities that it may be considered an ACE in itself, more pervasive and persistent than all others." (Hughes, M. 2018)

The link between poverty, ACEs, and behavioral issues in the classroom is strong, and the answer seems to be early intervention. A SAMSHA report cited, "Research has demonstrated a strong relationship between ACEs, substance use disorders, and behavioral problems. When children are exposed to chronic stressful events, their neurodevelopment can be disrupted. As a result, the child's cognitive functioning or ability to cope with negative or disruptive emotions may be impaired." (2018)

The North Carolina Medical Journal follows its research recommending, "Early education serves as a critical protective factor against the adverse effects of poverty during the first years of a child's life. The vast majority of brain development occurs before age 5, and quality early care experiences have been found to restructure neural pathways in young children with lasting positive effects on their cognitive function, educational attainment, and socioemotional development." (Hughes, M. 2018)

Bentonville School District responded to the need in 2017 by opening two "intervention rich elementary 'behavior classrooms' to help children overcome chronic disruptive behavior." These two classrooms, called CLUB (cultivating learning using best practices), costing \$110,524, support a maximum of 12 students. (Perozek, D.

2017) (Froelich, J. 2017). Springdale Schools partners with Ozark Guidance Counseling to help train elementary teachers and administrators in trauma-informed Conscious Discipline. Rogers' Westside Elementary provides an alternative learning environment to K-2 students struggling with emotional and social behavioral difficulties. But to date, few other similar learning environments exist in Northwest Arkansas for the elementary student with behavior issues. Hope Academy would like to help fill the gap. We see our existence as an opportunity to partner with the local school districts in their efforts to reach students at an intervention point, reversing statistical outcomes with the result of higher academic performance and real-life change.

Hope Academy will operate on its own campus, where children would avoid the stigma associated with localized classrooms or schools identified as alternative. Bentonville Schools employs the moniker CLUB for their two alternative elementary classrooms, because, according to teacher Stefanie Siedsma, "behavior rooms may have a stigma attached." (Perozek, D. 2017) According to the International Journal of Behavioral Consultation and Therapy, students identified as emotionally or behaviorally disturbed are often disliked by other students. (Froelich, J. 2017). Hope Academy offers students the opportunity to learn in a setting free from those experiences. Private transportation, free hot breakfast, one-on-one on-site counseling, and highly-individualized instruction will all be the norm, not the exception. Bentonville Schools currently has two elementary classrooms and Rogers is serving only grade K-2. By year five of the charter, we would have seven classrooms of 10 students each for grades K-6, each with one certified teacher and two paraprofessionals. The small class size would afford every student the individualized attention needed to develop coping skills, anger management, and healthy emotional responses to adverse circumstances, in an environment that stimulates healthy brain development overall, preparing them to move into middle and high school with all the same academic and social advantages as those students without significant ACEs. Bentonville Superintendent Dr. Jones, speaking of the two CLUB classrooms at R.E. Baker and Sugar Creek Elementary schools, says most parents are "looking for any answer to keep their kids in school. They're usually seeking this alternate placement." (Perozek, D. 2017)

It's hard to quantify the impact of concentrated early intervention because the understanding and implementation of trauma-informed education is new and the data pool small. However, at the Archer Learning Center in Springdale, Principal Shawna Lyons says of her high school population, "Incidents of misbehavior referred by school staff for discipline dropped from 285 in 2014-15, to 38 in 2015-16 and 35 last school year." (Vogell, H. 2017) Even national data is limited, but according to the Education Law Center, one [alternative] high school saw suspensions drop 83% and expulsions by 40%. (McInerney, M. 2014)

The need exists for Hope Academy to be accepted as a partner with local school districts to bring positive intervention to children most at risk of educational deficiency, further poverty, substance abuse, and even early death.

Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.

Applicant Response:

Trauma in the life of a young child can manifest itself in a number of ways. At Hope Academy, our definition of trauma will include the following:

- Physical, sexual, or emotional child abuse
- Physical, emotional, or educational neglect
- Abandonment
- Time in foster care
- Witness to domestic violence
- Experience living in a chronically chaotic environment in which housing and/or financial resources are not consistently available
- Experience living with household dysfunction (mental illness,

substance abuse, incarcerated relatives, absent parent)

The movement to address early childhood trauma in schools is still in its infancy. Every day, public schools across the nation face the challenge of educating students with Adverse Childhood Experiences (ACEs). Despite the challenges, researchers are starting to understand how trauma affects the brain. These findings can be used by educators to positively impact children with developmental deficits. It has been determined through research that trauma significantly impacts language and interpersonal relationships. The volume of the corpus callosum (the part of the brain responsible for coordination and complex problem solving) in children who are maltreated is lower than that of their peers (D'Andrea, Ford, Stolbach, Spinazzola & van der Kolk; Teicher, Dumont, Ito, Vaituzis, Giedd & Andersen, 2004). When this area of the brain is not properly developed, children have difficulty reading body language and facial cues, negative intent is attributed to benign feedback of others and spontaneous speech is difficult. This leads to barriers in communicating subjective experiences to others (Craig, 2016).

Innovations in behavior development:

Research has shown that students with ACEs do not process the environment around them in the same way that typically developing children do. ACEs may lead to a smaller hippocampus which affects attention, learning, and memory. The prefrontal cortex may be underdeveloped which leads to a heightened survival response even in the absence of danger. Children from trauma also may struggle with emotional extremes and the ability to regulate their emotions. Physiologically this is due to changes in the amygdala function. In order to effectively address these issues through innovation, the school will maintain small class sizes, no larger than ten students, to provide teachers the opportunity to build relationships and trust. The initial priorities of the staff will center around determining and addressing the physiological needs of students. By demonstrating that our first priority is building trust and providing safety, we are communicating that we are there for all needs, not solely academic needs.

All Hope Academy staff will be trained and certified in Trust-Based Relational Intervention (TBRI). TBRI is an evidenced-based practice developed over the past decade that meets the needs of the whole child. It is an approach to caregiving that is developmentally respectful, responsive to trauma, and attachment based. According to Van der Kolk (2005) there are three main pillars that should be included in any program designed to treat complex trauma: (a) development of safety, (b) promotion of healing relationships, and (c) teaching of self-management and coping skills. These elements parallel the three evidence-based principles of TBRI which include:

Empowerment: attention to physical needs

Connection: attention to attachment needs

Correction: attention to behavioral needs

Innovations in the academic setting:

The booming population in Northwest Arkansas has placed unrelenting pressure on area school districts to find space for an ever-increasing student enrollment. At the same time, behavior management in the classroom continues to be a complex and challenging issue. Children with a history of institutionalism and trauma can have sensory processing skills that negatively impact behavior, social skills, and academic performance (Cermak, 2009; Cermak & Groza, 1998). With small classroom sizes and teachers trained in recognizing sensory needs, our daily class schedule can be made flexible to provide opportunities for proprioceptive (gross motor functions) and somatosensory input (bodily sensations). Sensory activities have been shown to help children and adolescents organize their mental and emotional states (Dorman et al., 2009; Kranowitz, 2006; Miller & Fuller, 2007). A 2014 study was completed in Texas at a secondary charter school that also houses a residential facility to determine the effectiveness of TBRI in relation to decreases in behavior. The study analyzed trends in referral data and the finding showed a 68% decrease in referrals for physical aggression after the second year, an 88% decrease in referrals for verbal aggression, and a 95% decrease in referrals for disruptive behavior. In the first year of the study, there were 902 of these types of referrals, combined. In the second year there were 59 referrals resulting in a 93.5% decrease after the first two years of TBRI implementation. A decrease in inappropriate classroom behaviors will provide more class time devoted to learning.

Innovations in instructional practices:

A core tenet of the programming at Hope Academy is that students understand they can be a contributing part of a larger community. Service learning can provide many benefits including enhanced academic achievement,

increased school attendance, improved student motivation, decreased risky behaviors, increased interpersonal development and student ability to relate to culturally diverse groups, and improved school image and public perception (Billig, 2000a, 2000b). In order to teach this concept, each academic unit will incorporate a project based learning component. Based on the essential standards for each unit, the students will work toward completion of a class project that has a positive impact on their community. Throughout this process, students will be instructed on how to think critically and creatively, improve communication skills, and be flexible as they work toward creating an authentic product.

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

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
To increase student performance in foundational literacy skills in grades K-4	(DIBELS)	20% of students will meet growth goals	Goals will be assessed annually
To increase student performance in the area of math in grades K-4	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAP)	20% of students in K-6 will meet growth goals	Goals will be assessed annually
To increase student performance in the area of language usage in grades K-4	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAP)	20% of students in K-6 will meet growth goals	Goals will be assessed annually
To increase student performance in the area of reading in grades K-6	Northwest Evaluation Association Measurement of Academic Progress (NWEA MAP)	20% of students in K-6 will meet growth goals	Goals will be assessed annually
To improve student outcomes in mathematics	ACT Aspire	20% increase in number of 3-6 students meeting recommended benchmarks	Goals will be assessed annually

To improve student outcomes in reading and writing	ACT Aspire	20% increase in number of 3-6 students meeting recommended benchmarks	Goals will be assessed annually
To improve student outcomes in science	ACT Aspire	20% increase in number of 3-6 students meeting recommended benchmarks	Goals will be assessed annually
To improve student outcomes in English	ACT Aspire	20% increase in number of 3-6 students meeting recommended benchmarks	Goals will be assessed annually
Decrease frequency of targeted behaviors for individual students	Assessment tools based on Applied Behavioral Analysis methodology	Individualized based on student needs	Goals will be assessed annually

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

Applicant Response:

Central to the mission of Hope Academy is the belief that educational needs cannot be met until physiological and safety needs are met first. Research shows that meeting these needs increases student academic performance. It has been observed that six to eleven-year-old children from food insufficient families had significantly lower arithmetic scores and were more likely to have repeated a grade (Alaimo, et al, 2001). In conjunction with meeting physiological needs, we seek to move up Maslow’s Hierarchy of Needs by providing safety. We anticipate that many of our students will have experienced trauma and neglect. To address this, our school will focus on providing consistency, routine, and Tier 2 and 3 research-based behavior interventions. Each child will have individual behavior goals developed from observation and data collection. Through systematic behavioral intervention and data collection, the school will fulfill its mission to decrease maladaptive behaviors and increase academic success.

Academics

Hope Academy will utilize individualized instruction and assessment to monitor student improvement and deficits. Through standards-based instruction and ongoing formative assessment, teachers will leverage small class sizes to provide targeted interventions that address essential standards in each grade level. Students that require further, more intensive interventions will be provided with 1:1 or small group instruction in decoding and comprehension utilizing the evidence-based Corrective Reading remedial reading series. When students achieve individual goals in English language arts and mathematics on formative and standards-based assessments, the school will have fulfilled its mission of creating a path of academic success for each student. Teachers will also assist students in setting individual goals for reading and mathematics. It is anticipated that a significant portion of our population will enter school at an academic deficit. Teachers will track student progress toward goals via data collection and analysis. The school will demonstrate fulfilling the needs of our population by analyzing progress toward math and language arts goals. Ongoing assessment of our methods of instruction and behavior development will provide each student with a framework of support for continuous academic improvement.

Parental/Guardian Involvement

A key component to the development of the whole child is parental or guardian involvement. In order to foster a sense of safety for the child, the school will provide outreach programs to address behavior management in the home. Providing ongoing support to families and a means for parents/guardian to provide feedback will achieve the mission of fostering hope and safety for our students.

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

Please note that depending on how the school is structured, middle grades could be considered part of an elementary school, a middle school, or a high school.

ELEMENTARY DAILY SCHEDULE

GRADE(S): K-4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:20-7:50	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
7:50-9:50	ELA	ELA	ELA	ELA	ELA
9:50-11:00	Math Block Part A				
11:00-11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:10	Recess	Recess	Recess	Recess	Recess
12:10-12:30	Math Block Part B				
12:30-1:00	Science/Social Studies				
1:00-2:10	SELF	SELF	SELF	SELF	SELF
2:10-2:50	Specials (Art, Music, PE, Library)				

MIDDLE SCHOOL COURSES

GRADE(S): 5 YEAR OFFERED: 2022-2023

REQUIRED COURSES

- English Language Arts _____
- Mathematics _____
- Social Studies _____
- Science _____
- Physical Education/Health/Safety _____
- Career and Technical Education _____

ELECTIVE COURSES

- Art _____
 - Music _____
 - Physical education _____
 - Library media _____
-

GRADE(S): 6 YEAR OFFERED: 2023-2024

REQUIRED COURSES

- English Language Arts _____
- Mathematics _____
- Social Studies _____
- Science _____
- Health/Safety/Physical Education _____
- Career and Technical Education _____
- Arkansas History _____

ELECTIVE COURSES

- Art _____
- Music _____
- Education _____

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Please ensure that curriculum is aligned with the Arkansas Department of Education strategic goals. ***Include all associated costs in the proposed budget.***

Applicant Response:

Education is ever evolving and the needs of the student continue to change based on shifting societal norms and patterns in human interaction. This new reality can be an overwhelming one for teachers as we attempt to stay abreast of the latest trends, research, and technology. While current educational frameworks provide challenging and rewarding opportunities, the profusion of information can also seem overwhelming and nebulous. How are we to set our filters to ensure student learning is relevant and meaningful?

In order to find clarity, we need look no further than the strengths and tenets that currently make our program successful. The on-site school at the Northwest Arkansas Children's Shelter (NWACS) is committed above all to two things: providing hope by building trust-based relationships and providing highly-individualized instruction to promote academic success. The model for our program is heavily influenced by the works of educational philosophers John Dewey and Johann Pestalozzi. The former was influenced by the latter and both place an emphasis on experiential learning, a social and interactive learning process, and learning how to be a caring member of society or as Pestalozzi puts it, "an education of the head, the heart and the hands, but which is led by the heart."

For too long in education, we have talked about understanding the needs of children from hard places without taking real action to address it. The number one priority of Hope Academy is the mental and physical well-being of our students. When a school commits to fostering the growth of the whole child, it commits to helping develop a thriving member of society. A school that is not only completely competent to nurture children with traumatic backgrounds, but entirely dedicated to transforming the child's life, is practically unheard of today. From the start of each day and for years to come, Hope Academy will be that school. Our school and surrounding 80 acres are a place where we encourage students to learn and grow. Our high staff-to-student ratio allows us to actively engage with all students. Many of our students have not had positive interpersonal experiences at home or with peers in the general education setting. We believe in giving students the opportunity to practice these skills through experiential learning and purposeful group activities. Through these coordinated experiences we have the opportunity to coach children in positive interactions and allow them the safety to make mistakes and learn from them in a meaningful way. Further, the school day is designed to develop a sense of safety and responsibility. This is achieved by providing structure so that our students can be certain of what each day holds. We also maintain a consistent schedule so that students can begin to develop a sense of accountability.

While we know children who have experienced trauma are more likely to struggle in school academically, behaviorally, and socially (Merritt & Klein, 2014); evidence-based practice supports paying particular attention to the therapeutic relationship when working with survivors of childhood trauma (Foltz, 2008; Gill, 2010; Gurwitch, Messer, Masse, Olafson, Boat, & Putnam, 2016; Knight, 2015; Scales & Scales, 2016; Zulueta, 2006). Forming this relationship can be especially challenging because children with histories of trauma can have difficulty forming trusting relationships as well as difficulty/inability regulating their emotions. They risk being re-traumatized by well-meaning, but uninformed practitioners (de Zulueta, 2006; Van der Kolk, 2014).

Students entering Hope Academy will immediately begin forming trusting relationships with the teachers and staff. His/her most crucial needs will first be met ensuring he/she feels well fed, well clothed, safe, and cared about. When a student's most basic needs are met, then learning can begin. The same applies for the student's family. Hope Academy will work to form long-lasting relationships with each student's family providing them with the basic resources they need. Again, when basic needs are met, families can then shift their focus to academic growth of their child.

Hope Academy is committed to providing rigorous lessons, projects, and real-world applications based on the Arkansas State Standards that will promote lifelong learning. Beginning with highly-trained, experienced staff and teachers, Hope Academy will plan academic units using the principles of the Understanding by Design framework. This instructional design framework was very carefully chosen for its focus on developing instruction based on desired outcomes. The focal point of Understanding by Design is to pay attention to all learners and their learning preferences by minimizing learning that happens incidentally or by inborn capacity. This process ensures that the instructional priorities are determined and the instruction is conducted by making a good design first. These aims can be used as a tool for both increasing students' academic achievement and sustaining teachers' development throughout all their professional lives (Brown, 2004; Wiggins & McTighe, 1998). Each unit will have standards mastery as the goal. It will incorporate a variety of learning strategies and techniques to appeal to each type of learner. Furthermore, weekly and daily lessons will be highly individualized due to the small class sizes. Classes will be organized by grade level and teacher planning will reflect mastery of standards for each grade. Because teachers and staff have taken the time to form relationships with the students and their families, academic units can be tailored to fit each child's interests and needs, creating the opportunity for children to invest first-hand in their learning. Progress monitoring will be conducted by analyzing data from NWEA MAP testing and results of DIBELS. Work samples, rubric based permanent products, and formative assessment designed to assess incremental progress toward mastery of standards will be utilized as data to track student progress as well. Programs to support core academics will include Wilson Foundations Tiers 1-3, Wilson Geodes, and Wit & Wisdom for reading development, Engage New York for reading and math and EurekaMath. Staff will receive initial training in each program and then will receive ongoing support throughout the year. Ongoing training will be provided on the principles of Understanding by Design through a professional learning community book study. Our students will understand that every adult around them is working toward helping them grow and learn, thus instilling a positive mindset based on a trusting relationship toward achieving academic goals.

At Hope Academy, project-based learning will be a pivotal aspect in academic growth and development. Project-based learning hails from a tradition of pedagogy which asserts that students learn best by experiencing and solving real-world problems (Barron & Darling-Hammond, 2008; Thomas, 2000). Teachers and students will develop projects based on community needs and student interests. These projects will reinforce standards previously mastered and challenge students to master others. Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, project based learning increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009) specifically, improving students' attitudes and mindsets around learning. Developing a true, deep, lifelong love for learning is highly prioritized by Hope Academy.

In addition to Understanding by Design, and project-based learning, student choice will take a front seat in the day-to-day operations at Hope Academy. A 2008 meta-analysis of 41 studies found a strong link between giving students choices and their intrinsic motivation for doing a task, their overall performance on the task, and their willingness to accept challenging tasks (Patall, Cooper, & Robinson, 2008). Student choices will range from allowing students to pick which colors to use on an art project to student-driven research and presentation topics. In order to ensure that teachers are designing learning and executing teaching at the highest level, professional development will be provided based upon the principles of both Understanding by Design and project-based learning. Teachers from the school will attend training for the Reading Initiative for Student Excellence (RISE). Bentonville Public Schools will provide the training and we will seek ongoing professional development for RISE from that district. Ongoing professional development in Understanding by Design will be carried out in a professional learning community centered around the Understanding by Design workbook. The school will also receive ongoing professional development from the Arkansas Public School Resource Center. Topics for professional development will include ongoing assessment, teaching literacy, and data collection and

analysis.

Staff and administration of the school will begin developing content for units of study in mathematics, language arts, science and social studies during the summer of 2019. Starting with essential standards, the team will begin building assessments that show mastery. Lessons and activities will then be created that will support the students in acquiring skills needed for understanding key concepts and gaining mastery.

Another part of the curriculum is the social emotional component that will be implemented daily. Children who have experienced trauma are more likely to be stressed or upset due to emotional dysregulation. Due to their brain chemistry, when someone who has experienced trauma becomes stressed or upset, they are unable to deescalate at a typical rate, which then causes more problems (Van der Kolk, 2014). Learning and the school environment can be stressful regardless of the precautions that have been put into place. Our expectation is that many of our students will come to us having experienced very little success in a traditional school setting. Behavior in students traumatized by life experiences can include “fight or flight” and inability to effectively communicate needs and triggers for anxiety. Students from trauma may also display outsized reactions to seemingly minor failures. For example, verbal and physical aggression may occur as a response if a student is unable to comprehend a mathematical concept. A typically functioning student would be conditioned to ask for help or to find some other solution to the problem. The students from the population we seek to serve may have grown up receiving harsh and erratic punishments for minor mistakes. This conditioning carries over to school where mistakes can be perceived as a true threat to their wellbeing. Incorporating social emotional curriculum will help students learn to regulate their emotions, deal with conflict, and begin to heal from the trauma they have experienced. The social emotional curriculum can be linked to reading, writing, and social studies standards across all grade levels. It will play a crucial part in student-centered project-based learning.

A typical day at Hope Academy will look different for every child. From social emotional curriculum to cross curricular academic units to project-based learning, each child will receive what he or she needs to succeed all while mastering the state standards.

7. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Academic Standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

All resources and curriculum materials used at Hope Academy will meet the Arkansas Academic Standards. Beginning with standards-first planning through the Understanding by Design Framework, each unit and lesson will provide the depth and rigor needed for students to not only achieve their academic goals, but begin setting a path for lifelong learning. In fact, the focus of instruction is to lay a sound foundation for the development of learning skills with the help of the content that is presented to the students. Furthermore, the integration of different methods and techniques addressing individual differences helps to establish an enjoyable learning atmosphere for students and makes important contributions to the active learning process (Wiggins & McTighe, 2007).

Over the course of the school year, there will be multiple units to cover each standard across all subjects in individual grade levels. Units will be cross curricular and provide enriching opportunities for students to grow academically and socially. At the end of each unit, students will complete a student-driven project that is directly tied to the standards they have mastered with emphasis on impacting the local community. With the goal of standards mastery being our main focus, standards-aligned project-based learning will provide students with the opportunity to be completely engaged in the subject matter. Because of small class sizes, these projects will be a collaborative effort where every child is actively involved. Compared to traditional instructional methods, students engaged in small-group learning achieve higher grades, retain information longer, and have reduced dropout rates, improved communication and collaboration skills, and a better understanding of professional environments (Johnson, Johnson, & Stanne, 2000; Springer, Stanne, & Donovan, 1997; Terenzini, Cabrera,

Colbeck, Parente, & Bjorklund, 2001; cited in Oakley, Felder, Brent, & Elhadj, 2004). Collaborative learning promotes time on task as well as friendships across diverse groups, such as race, ethnicity, gender, or school cliques (Johnson & Johnson, 2009). Collaborative learning benefits students across grade levels, academic subjects, gender, ethnicity, and achievement level (Slavin, 1996).

A partnership with local school districts will provide teachers at Hope Academy with opportunities to attend trainings on Arkansas' reading initiative, RISE. RISE will be implemented from the beginning of Hope Academy, and serve as a foundation for creating lifelong readers. One of the initiatives of RISE is to educate parents/guardians about the importance of reading, and increase access to books in the home. Because Hope Academy will serve not only the student, but the entire family, this initiative will be easily met.

Finally, Hope Academy is committed to honoring the Every Child Succeeds Act (ESSA). Through mastery of the Arkansas State Standards, our students will be provided the rigor, individualized instruction, and collaborative experiences through project-based learning. This combination will absolutely prepare students for success in college and careers.

Working through the principles of Understanding by Design, project-based learning, and adhering to state and national initiatives, Hope Academy will undoubtedly provide the curriculum materials needed to meet the Arkansas Academic Standards.

Hope Academy recognizes that there will be periodic updates to the Arkansas State Standards as well as changes in legislation. We have taken the proactive measure of partnering with the Arkansas Public School Resource Center (APSRC) in order to stay abreast of relevant information. School leadership will maintain communication with legal and curriculum personnel through monthly, scheduled phone calls. Hope Academy administration will closely monitor memos from the Arkansas Department of Education received via e-mail. All revisions to state standards will be communicated to teachers and staff to ensure appropriate changes are made to lesson design.

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

A) Guidance program;

Applicant Response:

The Northwest Arkansas Children's Shelter currently has a contract with Ozark Guidance to provide services to our residents. Ozark Guidance has a proven track record of serving students with traumatic and adverse childhood experiences who have been placed at the Northwest Arkansas Children's Shelter. It is the intention of Hope Academy of Northwest Arkansas to continue this relationship and utilize the services of Ozark Guidance for the students at the charter school.

B) Health services;

Applicant Response:

Hope Academy of Northwest Arkansas is requesting a waiver from having a full-time nurse. NWACS currently partners with an outside medical staff which includes a pediatrician and nursing staff. This arrangement has a proven track record of serving the medical needs of our residents. Services already covered include passing of medications, medical diagnoses, referrals, and basic medical care as required. The medical team visit NWACS twice weekly to see residents in the shelter. The charter school can engage the medical team to be on-site on certain days/hours (to be determined) to serve the school children. Additional services will include hearing and vision screenings and maintenance of immunization records.

C) Media center;

Applicant Response:

A media center waiver will be requested. The school will utilize available technology to enhance learning. Each student will have access to Chromebooks and iPads that will be utilized to complement curriculum. Teachers will collaborate to ensure that each students have appropriate opportunity to develop 21st century technology skills. The school will also house a library with works of fiction and non-fiction to support the student mastery of state standards.

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

Applicant Response:

All students at Hope Academy will be served in the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities in Education Act (IDEA). The school will be responsible for developing a written plan to identify, locate, and evaluate all children in need of special education services. Teachers will systematically and continuously screen each child through data analysis of performance on assessments, curriculum-based measures, and other classroom observations. A child who has been identified as at-risk will receive evidence-based interventions that meet the needs of the child.

If an independent educational evaluation is requested, Hope Academy will provide a qualified examiner at no cost to the parent or guardian. All decisions made regarding the special education designation of a student will be determined by the IEP team. The IEP team will include parents or legal guardians. Evaluations will be with criteria set forth in §6.00 of the Arkansas Special Education Eligibility Criteria and Program Guidelines. If a child is eligible for services under IDEA, an IEP will be developed by the IEP team that will include the parent or legal guardian of the child. An annual review and three-year reevaluation shall be conducted for each child as required by law. The school will conduct a reevaluation before the three-year deadline if circumstances require or it is requested by a parent or teacher. Hope Academy will adhere to all standards established by Section 504 of the Rehabilitation Act of 1973.

Students served under IDEA will be assessed in accordance with state requirements. Determination of assessment type will be determined by the IEP committee after reviewing the data. If it is determined that a student is able to take the ACT Aspire state assessment, that student will receive testing accommodations designated in their IEP. The Dynamic Learning Maps will be administered to all students in grade 3 to students for whom the ACT Aspire assessment is not appropriate.

E) Dyslexia Services;

Applicant Response:

A teacher will be employed who possesses a certification in dyslexia services in order to identify students who may be in need of such services. To achieve this, Hope Academy will perform the required screenings with fidelity for all students except those designated exempt from dyslexia screening. If a student screener indicates markers for characteristics of dyslexia, the teacher certified in dyslexia will collaborate with appropriate staff to develop a Response to Intervention plan that is reflective of the student's needs. In the event that dyslexia intervention services are required based on Level II screener results, parents/guardians will be provided with appropriate information and be notified that they may request an independent, comprehensive dyslexia evaluation. The school will use results of an independent assessment to guide instructional approaches mandated in §7.00 of the Arkansas Department of Education Rules Governing How to Meet the Needs of Children With Dyslexia. All information regarding dyslexia programming, the number of students who received dyslexia intervention during the previous year, and the total number of students identified with dyslexia during the previous year will be reported on the school website by July 15.

F) Transportation;

Applicant Response:

Hope Academy is committed to supporting our families in as many ways as possible. In keeping with that commitment, we will provide transportation for students to and from school each day.

G) Alternative education, including Alternative Learning Environments;

Applicant Response:

A waiver will be requested for an alternative learning environment. It is anticipated that a significant portion of our student population will require highly individualized behavioral support. The individual behavior needs of all students at Hope Academy of Northwest Arkansas will be met. There is no need for a designated program that fits the definition of an alternative learning environment.

H) English Language Learner (ELL) instruction, including appropriate state assessments for English Language Proficiency; and

Applicant Response:

During the enrollment phase for students at Hope Academy, a home language survey will be provided to determine a student's language background and identify if primary home language is something other than English. In the event a student's family indicates a language other than English is used at home, a certified ELL teacher will administer a valid and reliable test that assesses English language proficiency in speaking, listening, reading, and writing. Students identified as ELL will be provided access to a highly-qualified teacher and appropriate instructional materials. Meaningful access to all programs will be available to ELL students and they will not be segregated based on national origin or ELL status.

Supplemental training will be provided to school staff to ensure they are trained in best practices. ELL students with a disability will have access to all rights under IDEA and Section 504 of the Rehabilitation Act of 1973. ELL students will be monitored by the school to ensure language proficiency and acquisition of content knowledge. This will be achieved by annual administration of the English Language Proficiency Assessment. Students will remain in ELL programs until they demonstrate proficiency in English in speaking, listening, reading, and writing. The school will ensure that follow-up monitoring occurs for two years after the student has exited the program. Student academic progress will be supported by an ELL team made up of ELL teacher, school administrator, and general education teacher. This team will collaborate monthly with the student to determine areas of strength and need, develop goals, and solicit feedback for continued improvement of instructional practices. The ELL team will also ensure that parents/guardians stay informed by having all materials that are sent home translated into the native language spoken in the home. The school will provide a translator for all meetings and activities that require verbal communications.

I) Gifted and Talented Program.

Applicant Response:

Students identified with high potential in the areas of intelligence, task commitment, and creativity will receive services through Hope Academy. A low student-to-staff ratio allows for a thorough understanding of each child's strengths and areas for improvement. Through the principles of the Understanding by Design framework, we will provide individualized and extended learning opportunities based on individual needs. In some cases, these

needs will involve accelerated learning. Unit plans designed by teachers will include concessions and appropriate activities for students identified as Gifted and Talented. Students will gain mastery of objectives through enriching, hands-on activities that challenge them to think about big ideas and the application of new knowledge. In every lesson, students will consider essential questions that provoke thought and foster inquiry. Using the principles of Growth, Understanding, Interaction, Decisions, and Empathy (G.U.I.D.E. for Life), our academic units will challenge students to examine themselves and consider their larger place in the community. All students will receive equal opportunity to extend learning through the practices of meta-cognition and shared learning experiences. The base curriculum will provide robust learning opportunities that make pull-outs unnecessary.

9. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*.)

Applicant Response:

Statistics and data regarding school performance on state mandated testing will be shared with parents, guardians and community stakeholders at an annual meeting to be held at the school. This meeting will be held in conjunction with a family night including dinner and activities. The meeting will be held no later than October 15th each year. For year 1 of the charter, parents/guardians will be advised of assessment tools used by the state and how they can help their children prepare for academic success. All performance metrics regarding progress that have been shared to the public will also be posted on the school website no later than 10 days after the annual meeting. All requirements for reporting information to the Arkansas Department of Education will be observed.

The school acknowledges the inherent responsibility of cultivating student success on state level testing. Building foundational academic skills is an important aspect of our model, as well. In order to demonstrate growth in the area of mastery toward state standards, data from ongoing assessment will be shared with key stakeholders. The assessments will include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Northwest Evaluation of Association Measurement of Academic Progress (NWEA MAPS).

Ancillary to the academic goals of the school are the social and emotional development of the child. The school will share out aggregate data of incidents related to school-wide target behaviors. The school will additionally share effectiveness of evidence-based interventions.

A time will be allotted at the end of the annual meeting for parents, guardians and stakeholders to ask questions and make suggestions in accordance with the laws and rules of the State of Arkansas.

10. Describe the enrollment criteria and recruitment processes that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school. Please note any specific steps that will be taken to recruit students from educationally disadvantaged subpopulations (i.e. students who qualify for free or reduced lunch prices, students with disabilities, and English language learners).

Applicant Response:

Hope Academy will develop and execute a comprehensive marketing and advertising campaign in conjunction with Mitchell Communications in Northwest Arkansas. As an open-enrollment school, we will provide non-discriminatory access to all families interested in our model. The school will hold multiple informational sessions

in Washington and Benton counties to inform families of our mission and specific services. These sessions will encourage families to consider what we have to offer and determine if we are the correct setting for their child. We will never seek to discourage any demographic from exploring our school as an option. Advertising for these sessions will be done via a variety of modalities. To reach in excess of 13,000 followers across our social media platforms we will post information in English and other representative languages to indicate times and locations for each event. We will also distribute fliers in English and other representative languages that provide information about our charter school model to shoppers at The Shelter Shop thrift store.

The recruitment process will involve community partnerships with organizations that represent a variety of demographics. Hope Academy will maintain regular communication with The Call-NWA to reach out to foster families who may be fostering children from traumatic experiences including abandonment, neglect, extreme poverty, and abuse. Hope Academy will partner with local churches to reach out to families who may be in need of our wraparound services and highly-individualized instructional model. Local school districts will also be advised that our principles lie in partnering with them, not competing against them. We will inform school districts that we are available for students and families who may have needs relevant to the services we will provide. Specifically, we will reach out to school counselors and district social workers to determine if we can assist them in filling the educational and social/emotional needs of families within their district. We will also reach out and partner with other agencies who serve low-income, non-English speaking families, or families who have been affected by child abuse and neglect, such as The Children's Advocacy Center of Benton County, The Children's Safety Center, Court Appointed Special Advocates and RootED.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

Siblings of students who are already enrolled in the school will receive an enrollment preference.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

The use of a weighted lottery is not required by either federal court or administrative order.

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

- Yes
- No

Describe procedures for conducting the annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child’s selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

Hope Academy will be open to all students as space is available and will not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, or academic or athletic eligibility. Applications for the school will be made available on the school's website. In addition, a paper version of the application will be available at the Northwest Arkansas Children’s Shelter as well as The Shelter Shop thrift store. All versions of the application will be made available in both English and Spanish. The only personal information that will be solicited on the application will be student name, current grade level, and parent/guardian contact information. Announcements regarding enrollment dates and deadlines will be posted on the website. Fliers will be made available to community partners including churches, The Boys and Girls Club and other family outreach organizations.

In accordance with regulations, Hope Academy will hold an annual lottery to fill enrollment openings in an equitable manner. The lottery will be held in the event that there are more applicants per grade than spaces available. The lottery will occur in April and will be conducted by an independent third party. The date and processes for the lottery will be posted to the school website and will remain there in perpetuity. The lottery will be done on a grade-level basis according to the size of the application pool for each grade and lottery picks will be done individually for each grade. Following the lottery, all families who have been drawn for enrollment will be notified by mail and e-mail that their child will be attending Hope Academy. After all available seats have been filled, the randomized drawing will continue and a wait list will be developed from those names. The order in which the names have been drawn will determine the order of the waiting list.

Families who are not drawn in the lottery will be notified of their status and advised that they will be placed on a waiting list. As openings come available, families on the waiting list will be contacted when their opportunity to enroll becomes available.

Explain how students leaving the charter during the school year will impact students on the waiting list. Please note that student enrollment must be continuous.

Applicant Response:

Families that express interest in the school will always be notified that enrollment is continuous and that they may be eligible for enrollment at any time if they choose to be placed on the waiting list. Enrollment openings that occur during the school year will be filled from the waiting list of families not chosen in the lottery. When a

family on the waiting list becomes eligible for enrollment, they will be notified of their status and invited to enroll immediately.

11. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Currently none of the founders or board members of this charter school have had any prior involvement in the operation of a charter school.

12. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities. Be sure to specify the types of financial decisions and/or actions to be made at the local level, the board level, and, if applicable, the charter management organization level.

Applicant Response:

Financial Management and Internal Controls

The Board of Directors of the Northwest Arkansas Children's Shelter will bear responsibility for the financial oversight of the school. The organization has successfully operated for more than 25 years, including operating a school on our campus, in partnership with the Bentonville Public Schools, since 1998.

The Board of Directors has elected a Board Treasurer, a Board Member who has professional experience in finance. The Board Treasurer convenes a standing Finance Committee, comprised of other members of the Board of Directors, the Executive Director, the Senior Director of Administration and Finance, and community volunteers who have an interest in the mission of the organization and financial management. The Treasurer and the Finance Committee will ensure that the Board monitors the school's finances.

All services and programs operated by the Northwest Arkansas Children's Shelter are accounted for with a fund accounting system that maintains each program separately. The charter school will be maintained within its own program. We will maintain our school financial records by utilizing the accounting system prescribed by the state.

The Senior Director of Finance and Administration along with the Executive Director and Principal will create a charter school budget proposal to present to the Finance Committee of the Board of Directors. The operating

budget provides a detailed overview of forecasted revenue and expenses for the new fiscal year beginning July and ending June 30. After evaluating and approving the information, the Finance Committee shares the proposed budget with the Board of Directors and recommends a motion for approval. A quorum is required in order to initiate a motion. The Finance Committee will work with the Executive Director, Senior Director for Finance and Administration and the Principal to ensure there is regular financial reports with analyses of actual spending versus budgeted amounts are submitted to the Board, as well as work with the Principal to ensure an annual audit is completed.

While the Board will be responsible for financial oversight, the Principal will be responsible for day-to-day financial management of the school. The Principal will work with the Senior Director of Finance and Administration to ensure procurement of supplies, equipment, and services. All back office support will be provided by the existing team at the Northwest Arkansas Children's Shelter. The Senior Director of Finance and Administration will analyze, reconcile and adjust account balances and ensure that records are maintained in accordance with generally accepted accounting principles (GAAP). The existing team at the Northwest Arkansas Children's Shelter will also support the charter school with training, payroll, benefit processing, health care, tax and compliance, and accounting.

Northwest Arkansas Children's Shelter is committed to ensure the public's confidence and integrity of the charter school activities. The Board of Directors of the Northwest Arkansas Children's Shelter has ensured there are written policies and procedures that are used to ensure there are clear internal financial controls to provide the operations and school with a proper foundation to safeguard its assets. The organization has cleared procedures for banking and cash management, procurement, expenses and accounts payable, payroll, fixed assets, grants, donations and in-kind services, debt, investments, and security of financial data.

Procurement Process

All procurement needs are first vetted through our director of education (Principal). If he approves of the expenditure, he discusses the need for procurement with the NWACS Senior Director of Finance and Administration. No expenditures are made without first going through this review or discussion. We are a small organization and this is the only way to access funds for any payment. No payments are made without this review. The budget is reviewed and the expenditure is either approved, tabled for later, or rejected. If it is approved, payment of the expenditure is made only upon receipt of an invoice in the accounting office. The invoice is compared to the request for the expenditure by accounting and then the check is processed. The check with the invoice is presented to the NWACS Executive Director for approval and signature. If the Executive Director does not approve, the funds are not released as she is the authorized signatory on the account. Then the check is mailed by the accounting office. This same process is currently in place and will be used for the new charter school.

The education team has no access to cash or cash accounts. Every dollar that leaves the organization or education purposes are first reviewed by the Principal, then reviewed by the NWACS Senior Director of Finance and Administration and then the Executive Director of the Shelter.

Facility Expenses

The facilities and associated fixtures and equipment are the property of the Northwest Arkansas Children's Shelter. All expenditures related to the building, facilities, attached equipment, etc. will be funded by the Children's Shelter and not the new charter school. Donors, grants and endowments have been established for those costs and it will not be necessary to use the school funds for any of those items. The Finance Committee of the Board approves the budget for maintenance and capital. They authorize and approve the use of maintenance and facility funds for these expenditures. Estimates (bids) are obtained before we present them to the committee for their approval. If the charter school were to request improvements or capital needs of any kind or amount, this request would first be reviewed with the Principal and the NWACS Senior Director of Finance and Administration. If approved, cost estimates would be obtained and, if necessary, bids. He would then present the request to the Executive Director and the Finance Committee of the Children's Shelter. Upon approval, the facilities team would complete the work, review invoices and present back to accounting for their review and payment.

Financial Contingencies

The Northwest Arkansas Children's Shelter (NWACS) has existed for 25 years. Consequently, the campus has been built, back office supports are in place and well established, and utilities, insurance and all other infrastructure exists. All of these areas are already funded and will continue to be funded in connection with the operation of programs and services for our residential programs. In fact, one of the services we already provide is an on-site school, which has its own infrastructure which will also be leveraged with the charter school. The

only incremental costs for the charter school will be those related to the number of students.

A traditional school model is leveraged by a higher student to teacher ratio, resulting in higher foundation funding. Because our model is not traditional, we intend to maintain a ratio of 10 students to 1 teacher (necessitated by the type of students we expect to enroll), we will be unable to leverage the foundation funding. So, the fewer students we have, the less support required from third parties (eg, grants and foundations). Our risk would be if the number of students enrolled goes up dramatically more than planned. That risk is very much within our control.

Our risk is mitigated greatly by the fact that much of the cost associated with opening a new school and its infrastructure already exists and is currently funded. In addition, in 2011, endowments were established to assist us with unforeseen financial difficulties. One endowment is specifically for facilities and maintenance and has a balance of over \$3.3 million. We have a second endowment that is over \$4.2 million. It is available at the board's discretion.

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

Applicant Response:

The Senior Director of Finance and Administration along with the Executive Director and Principal create a budget proposal to present to the Finance Committee of the Board of Directors. The Finance Committee is made up of organization administration, board members and community partners. The operating budget provides a detailed overview of forecasted revenue and expenses for the new fiscal year beginning July and ending June 30. After evaluating and approving the information, the Finance Committee shares the proposed budget with the Board of Directors and recommends a motion for approval. A quorum is required in order to initiate a motion.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures. Please note that all revenue must be formally committed.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability, or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal funds included in the budget were calculated.

Applicant Response:

A minimum number of students is not required for the viability of the school. All facilities, back office support, insurance, and maintenance are funded by the sponsoring entity. Rick Brazile manages the finances for the sponsoring entity. Rick was an accountant for 13 years with Arthur Young and was Senior Vice-President of Finance and Planning at Wal-Mart for 25 years.

If fewer students than expected enroll, we will provide instruction as originally planned to those that do and continue to market our school to a diverse population of families who may need our services. If fewer students enroll than expected, we will provide instruction as originally planned and reassign teacher duties as necessary to focus on family and individual student support.

In order to address urgent and unexpected expenses, we have been granted permission from the Board of Directors to use endowment moneys as a secure safety net as required.

13. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program. Please describe the plan for providing teachers with continuous professional development.

Applicant Response:

ADMINISTRATORS

Administrator Position: Principal

Reports to: Board of Directors

Salary Range: 65,000-70,000

Minimum Qualifications Required

Education Required:

Master's Degree in Education Administration or equivalent

Experience Required:

5-10 years of classroom experience, 1-3 years building leadership preferred, 1-3 years providing trauma-informed education or special education services

Certification Required:

Arkansas administrator certification preferred

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

- Create an educational atmosphere which exemplifies our values of compassion, excellence, and integrity
 - Engage staff in a shared vision of effective teaching and learning by implementing trauma informed based curricula that are relevant to student needs and interests and incorporates evidence-based best practices
 - Lead a school culture and environment that successfully develops a full range of students' learning capabilities
 - Create, develop and sustain relationships that result in active student engagement in the learning process
-

TEACHERS

Teacher Position: **Elementary Teacher**

Reports to: Principal

Salary Range: 40,000-45,000

Professional Development:

Professional development will be provided in special education identification and services, parental involvement, Trust Based Relational Intervention, Conscious Discipline, and Managing Aggressive Behaviors. Ongoing training will be provided in all literacy and math instructional programs purchased by the school. Training will be provided by the Arkansas Public School Resource Center, Internet Delivered Education for Arkansas Schools, and appropriate national and state training conferences. Mandated Reporter and Sex Trafficking training will be provided as well.

Minimum Qualifications Required

Education Required:

Bachelor's degree in education

Experience Required:

Demonstrated experience providing trauma-informed education or special education services

Demonstrated knowledge of pedagogical best practices in grade level or subject taught

Experience in Special Education

Certification Required:

Valid Arkansas Teacher Certification preferred

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

- Provide individualized high-quality classroom instruction and oversight of the children
 - Develop and utilize appropriate lesson plans and other activities which stimulate and encourage the educational and social development of each child
 - Monitor and document daily progress of all children in the classroom and take appropriate actions to increase each child's progress
 - Directly provide day-to-day education instruction and classroom management and work with others who provide care for children
-

Teacher Position: **Special Education Teacher**

Reports to: Principal

Salary Range: 45,000-50,000

Professional Development:

Professional development will be provided in special education identification and services, parental involvement, Trust Based Relational Intervention, Conscious Discipline, and Managing Aggressive Behaviors. Ongoing training will be provided in all literacy and math instructional programs purchased by the school. Training will be provided by the Arkansas Public School Resource Center, Internet Delivered Education for Arkansas Schools, and appropriate national and state training conferences. Mandated Reporter and Sex Trafficking training will be provided as well.

Minimum Qualifications Required

Education Required:

Bachelor's Degree in Education

Experience Required:

Demonstrate knowledge of pedagogical best practices in grade level or subject taught

1-3 years experience in Special Education Services

Certification Required:

Maintain a valid Arkansas Teacher's Certification; maintain special education certification

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

- Instruct student in academic subjects using a variety of evidence-based techniques and knowledge of student needs and interests
 - Plan and conduct activities for a balanced program of instruction, demonstration, and independent work time that provide students with opportunities to observe, question, and investigate
 - Meet with parents/guardians to discuss progress and determine priorities for their children
-

SUPPORT STAFF

Support Staff Position: Paraprofessional

Reports to: Principal

Salary Range: 20,000

Minimum Qualifications Required

Education Required:

60+ hours of college credits

Experience Required:

1-3 years experience

Certification Required:

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

- Assists teacher with classroom management needs
 - Assists in supervision of students during periods of transition and travel during the school day
 - Assists with behavior management programs and techniques
 - Understands and assists in meeting the special needs of children
-

Support Staff Position: Educational Specialist

Reports to: Principal

Salary Range: 38,000-42,000

Minimum Qualifications Required

Education Required:

Bachelor's degree

Experience Required:

1-3 years related administrative experience and/or training or equivalent combination of education and experience

Familiarity with education due process and legislation as it relates to assurances of public schools

Certification Required:

Arkansas Teacher's Certification preferred

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

- Assist in creating an educational atmosphere which exemplifies our values of compassion, excellence, and integrity
 - Assist in leading a school culture and environment that successfully develops a full range of students' learning capabilities
 - Assist in implementing instructional strategies, including supporting the needs of diverse learners, delivery methods, assessment, and staff development techniques for improvement of instruction
-

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

Audits will be performed by the Legislative Auditor. If preference is changed, the school will seek approval of the authorizer first.

The sponsoring entity is audited annually by:

Przybysz and Associates
Certified Public Accountants
2594 E. Joyce Blvd, Ste 1
Fayetteville, AR 72703

15. It is affirmed that the Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Department of 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 Department of Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to 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.

Yes

No

It is affirmed that 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).

Yes

No

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

If the facility to be used for the school has been identified and is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility has been identified and is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

The facility for the charter school will be housed on the campus of the Northwest Arkansas Children's Shelter.

The shelter has designated 26,300 square feet of building space solely for the charter school. The full square footage of the main building is 65,500, plus there is a separate rec building the school can use containing a gymnasium and library. The building sits on 80 acres of land situated in Highfill, Arkansas just outside of Bentonville, in Benton County.

If the facility to be used has been identified, list the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The Northwest Arkansas Children's Center Inc. owns the facility.

1) no relationship exists between any member of the local board of the public school and the owners of the facility

2) no relationship exists between any public school district employees and where the charter school will be located

3) the eligible entity sponsoring the open-enrollment charter school owns the facility where the charter school will be located

4) the business manager, the executive director, the maintenance director, the kitchen staff, the principal of the charter school, and the school case manager are all paid salary by the sponsoring entity

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

Yes

No

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

Applicant Response:

The facility is in compliance with the requirements as defined in the Americans with Disabilities Act and the Individuals with Disabilities Education Act. There are no alcohol sales within 1,000 feet of the building where the school will be housed.

17. Describe the manner in which the proposed charter school will make provisions for feeding the students. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs. Does the school intend to offer a self-operated food service program, vended or unitized meals, or contract with a caterer or food service management company?

If the proposed charter plans to participate in the National School Lunch, School Breakfast or Afterschool Snack program(s), describe how the school will ensure the following:

- families have access to the application for free and reduced price school meal benefits
- school meal applications (or other means of eligibility determinations) are approved accurately and within 10 days of receipt
- student's meal eligibility status is maintained as confidential information
- each time a meal is served a meal count is taken at the point of service by eligibility category without identifying a student's eligibility status (cannot be a tray count)
- menus planned meet the meal pattern requirements for the grades applicable, are acceptable to students, and meet all food safety standards
 - o menus meet the requirements and are certified to receive the performance based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements

Applicant Response:

We have our own nutritional program which is provided by the Children's Shelter. We will expand the nutrition program to cater to the students at the charter school. We will not be using the National School Lunch Program. We will be using private donations and funds from the Children's Shelter to manage the kitchen operations, so it will be self-operated. There will be no added costs to the students or their families for these meals. The current kitchen operation has obtained all health and safety licensing to operate as a school lunch program. Menus are planned to fulfill all dietary requirements by the Food Service Director and input is given by a registered dietician. All meals have an emphasis on plant-based food and, when possible, locally sourced and seasonal produce is given preference. The facility encourages farm-to-table meal preparation, and we teach and involve the children. The kitchen has its own raised garden beds and uses home-grown herbs and vegetables to create fresh and nutritious meals. We have a policy of sustainability where we recycle and compost any food scraps, which are then used as compost in our garden. Fresh-cut fruits and a salad bar is offered twice a day. The nutritional

program has a contract with Tankersley Foods, as well. Produce and milk purchased compose 80% of that contract. Through an expanded partnership with the Northwest Arkansas Food Bank, the shelter has been able to cut our nutrition budget by 50% over the last year. In addition, we have community partners that provide in-kind food donations. Sample partners include Walmart, Sam's Club, Tyson, Kraft-Heinz, Hormel, General Mills, PepsiCo, and Happy Egg. Hope Academy will also benefit from these partnerships.

18. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

- (A) Any other individual specifically identified by name in Section A of the application;
- (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
- (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

The following individuals receive benefits and compensation in the form of a yearly salary from the sponsoring entity: Maury Peterson, Rick Brazile, Jake Gibbs, Liz Anderson, Kate Lunsford, and Samantha Bryant

The following individual receives compensation through a consulting contract that shall end at a time determined by the sponsoring entity: Mary Perry

The following entity and its employees receive compensation from NWACS in the form of a yearly membership fee in return for consultation and training services: Arkansas Public School Resource Center

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

All employees, volunteers, and board members are expected to understand and sign the Hope Academy of Northwest Arkansas Potential Conflict of Interest Statement. Should an employee or volunteer have the possibility of a potential conflict of interest, it is his/her responsibility to report it to the principal of Hope Academy of Northwest Arkansas. A determination about the ramifications of a report of a known or potential conflict of interest and how it may impact our student population will be determined by the Hope Academy of Northwest Arkansas Principal and the Executive Director and Human Resources Director of the sponsoring entity. The Board of Directors will be informed of any reported conflict of interest to ensure organizational transparency.

19. Explain how the success of the charter school will be ensured if changes in leadership and board composition occur.

Applicant Response:

According to the NWACS bylaws, when a vacancy occurs in one of the executive offices by death, resignation, or otherwise, it shall be filled by vote of the board of directors. The officer so elected shall hold office until the next annual meeting. A board director may resign at any time by filing his/her written resignation with the Secretary. A board director may be removed at any time, with or without cause, by written ballot at a meeting of the board of directors.

If there is a vacancy at the school, new candidates will be thoroughly vetted to insure their qualifications and experience are an appropriate match for the mission and model of the school. Employees who intend to resign will be asked to provide a two-week notification so the school may have time to find, at minimum, a temporary replacement that fits the mission and model of the school. If the Principal is removed or leaves, the Executive Director will provide administrative guidance until such time a replacement is hired.

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

Applicant Response:

Northwest Arkansas Children's Shelter (NWACS) is submitting an application for an open-enrollment public charter school to the State's charter authorizer. The charter school, Hope Academy, will be located in Highfill, within the boundaries of the Bentonville School District and, as an open-enrollment public charter school unconfined by district boundaries, expects to continue to obtain most of its students from within the boundaries of the Bentonville (BSD), Rogers (RSD), Decatur (DSD), Gravette (GSD) and Gentry (GESD) School Districts. This analysis is provided to inform the decision making of the charter authorizer regarding the effect, if any, that the granting of a charter to NWACS to operate an open-enrollment charter school within the boundaries of the BSD would have on the efforts of the BSD, RSD, DSD, GSD and the GESD to comply with court orders and

statutory obligations to create and maintain a unitary system of desegregated public schools.

NWACS, in this analysis, has carefully reviewed the potential impact that the operation of an open-enrollment public charter school within the boundaries of the BSD would have upon the efforts of the affected school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, NWACS has found that none of the school districts listed above (BSD, RSD, DSD, GSD and GESD) are under any court orders concerning their desegregation obligations, and are therefore unitary in all respects of their school operations. Therefore, the granting of a charter to operate an open-enrollment charter school cannot be said to have a negative impact on the BSD, RSD, DSD, GSD and the GESD's ability to comply with the districts' statutory obligations to create and maintain a unitary system of desegregated public schools.

According to the 2018-2019 school year enrollment figures (October 1, 2018 student count) as maintained by the ADE Data Center, the BSD had a student population of 17,225 students; the RSD had a student population of 15,604 students; the DSD had a student population of 553 students; the GSD had a student population of 1,877, and the GESD had a student population of 1,442 students. Ark. Code Ann. §6-23-106 requires that NWACS be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project future racial composition. BSD's student population was comprised of approximately 73.1% Caucasian students, 11.59% Hispanic students and 6.3% Asian students. RSD's student population was comprised of approximately 46.3% Hispanic students and 45.4% Caucasian students. DSD's student population was comprised of approximately 52.1% Caucasian students and 36.2% Hispanic students. GSD's student population was comprised of approximately 84.8% Caucasian students and 7% Hispanic students. GESD's student population was comprised of approximately 64.8% Caucasian students, 14.7% Hispanic students and 8.3% Asian students. Ark. Code Ann. §6-23-106 also requires that NWACS's operation of its charter school will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. NWACS' careful review of the relevant statutes affecting the BSD, RSD, DSD, GSD and GESD, and the student populations of such districts, shows that such negative effect is not present here.

In conclusion, NWACS submits that upon the basis of its review, no statutory or other impediments concerning the creation and operation of desegregated public schools, prohibit the State's charter school authorizer from granting it a charter to operate an open-enrollment public charter school within the boundaries of the Bentonville School District.

21. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.**

Applicant Response:

Waiver Topic: School Board

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● Ark. Code Ann. §6.13.601 et seq. (with the exception of §6-13-612;622 and 629	School Board of Directors Generally
● §6-14-101 et seq.	District Board of Directors
● §6-13-619	School Board of Directors

Rationale for Waiver

The school seeks a waiver in these areas in order to maintain the integrity of our current board and with understanding that board member attendance may be inconsistent given the nature of work schedules. The school will require professional development for board members .

Waiver Topic: Planning Period

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● §6-17-111	Duty-free Lunch Period
● §6-17-114	Daily Planning Period

Rationale for Waiver

It is our intent to provide teachers with at least 200 minutes of planning time per week but we desire the ability to provide that in differing increments, daily. Due to small staff, teachers may be required to work during usual lunch breaks.

Waiver Topic: Personnel Policies

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● §6-17-201 et. seq.	Certified Personnel Policies
● §6-17-203	Committees on Personnel Policies-Members
● §6-17-2301 et seq	Classified School Employee Personnel Policy Law

Rationale for Waiver

The school requests a waiver of these laws and rules in order to draft personnel policies which reflect

the unique needs and practices of the school. The policies will cover all necessary areas such as compensation; terms and conditions of employment; salary schedules; work days and holidays; leave, etc.

Waiver Topic: Teacher Fair Dismissal Act and Public School Employee Fair Hearing Act

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● §6-17-1501 et. seq.	Teacher Fair Dismissal Act
● §6-17-1701 et. seq.	Public School Employee Fair Hearing Act

Rationale for Waiver

This waiver is being requested to enable us to establish an "at-will" employment system for all of our staff members (both instructional and non-instructional). This waiver will allow us to make prompt personnel decisions, as and if necessary, to address performance issues which negatively impact the operation of the school.

Waiver Topic: School Nurses and Counselors

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● §6-18-706	School Nurses
● §6-18-1001 et. seq.	School Nurses
●	School Counselor

Rationale for Waiver

The school is seeking a waiver from employing a full-time nurse and a waiver from employing a counselor who is also a certified educator. The school will utilize nursing services from a certified organization, already under contract with the sponsoring entity. The medical organization will provide nursing services to our students on site multiple times per week. The medical organization will also provide hearing and vision screenings for all students at the beginning of the year and maintain immunization records. Trained staff from Northwest Arkansas Children's Shelter will pass medications to students as needed. Emergency situations will be addressed by trained staff and the proper professionals will be contacted immediately for appropriate medical care. The school will employ a full-time time counselor dedicated solely to the needs of the students at the charter. The charter plans to use counseling and medical services with a proven, positive track record working with children in another program overseen by the sponsoring entity. These service providers are able to provide expanded services for the charter.

Waiver Topic: Superintendent

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● §6-13-109	School Superintendent
● §6-17-427	Superintendent license-Superintendent mentoring program required
● §6-17-918	Issuing and countersigning warrants

ADE Rules

Section Number (if applicable)	Rule Title
● 4-B.1	ADE Standards Rules
● 4-B.2	ADE Standards Rules

Rationale for Waiver

The school will employ a principal to manage day-to-day charter operations. With a maximum enrollment of 70 students in year 5, one administrator will be able to manage the responsibilities of a superintendent and a principal. It is fiscally responsible to retain only one school leader.

Waiver Topic: Gifted and Talented

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● §6-20-101 et seq.	Gifted and Talented Children
● §6-42-2208(c)(6)	Gifted and Talented Children

Standards for Accreditation

Section Number	Section Title
● 2-G.1	Gifted and Talented Services

Rationale for Waiver

The school seeks exemption from these areas. Our model dictates that each student shall receive highly individualized instruction in the classroom based on the strengths and needs of the student. Our educational model is flexible and robust enough to encompass the needs of students who might ordinarily be classified as in need of Gifted and Talented instruction. Students will be encouraged to extend and apply thinking through lesson-planning focused higher-order thinking such as analysis and evaluation.

Waiver Topic: Library Media Services

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● §6-25-103	Library Media Services program-Definition
● §6-25-104	Library Media Specialist

Standards for Accreditation

Section Number	Section Title
● 4-F.1	Library Media Specialists
● 4-F.2	Library Media Specialists

Rationale for Waiver

The school seeks a waiver in this area. The technology that will be utilized is highly mobile and can be transported anywhere learning is happening in the school. Reference materials from EBSCO will be utilized by the students for reference needs and our facility currently maintains an extensive library of fiction and non-fiction works. Online access to a variety of materials will be available to students and classroom teachers will provide appropriate guidance in accordance with lesson plans.

Waiver Topic: Student Policies

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● §6-18-501 et seq.	Student Discipline Policies

ADE Rules

Section Number (if applicable)	Rule Title
●	ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies

Rationale for Waiver

The school seeks a waiver in the area of discipline policies. Our policies will provide the student with full due process protections, including appeals to the Board of Directors as necessary. The school will utilize relational interventions to provide a safe space for students who have not learned appropriate communication and coping strategies. The school will partner with parents/guardians to collaborate on appropriate behavior modification strategies based on the needs of the individual student. Students will be educated on how to recognize and report bullying and an environment of cooperation and encouragement will be fostered through social and emotional development curriculum. There will be a zero tolerance policy for all weapons that are brought to school

Waiver Topic: Alternative Learning Environment

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

Code Number	Code Title
● §6-15-1005(b)(5)	Safe, equitable, and accountable public schools
● §6-18-503(a)(1)(C)(i)	Written student discipline policies required
● §6-42-109	Progress reports
● §6-48-101 et seq.	Alternative learning environment-Definitions

Standards for Accreditation

Section Number	Section Title
● 2-I.1	Alternative Education Services

ADE Rules

Section Number (if applicable)	Rule Title
● 4.00	ADE Rules Governing the Distribution of Student Special Needs Funding

Rationale for Waiver

Given the size of our school and our model for providing an environment for students who have shown difficulty adapting to a general education setting, we are asking of a waiver from providing an alternative learning environment in this already unique setting. All needs of each student will be addressed through high staff to student ratio and a focus on the individual behavioral and academic needs of each child. Our educational model is flexible and robust enough to encompass the needs of students who might ordinarily assigned to an alternative school environment.

ATTACHMENT 1:

IRS Determination Letter/Proof of 501(c)(3) status



IRS Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248153327
Mar. 08, 2013 LTR 4168C E0
58-1984893 000000 00

00018798

BODC: TE

NORTHWEST ARKANSAS CHILDRENS
SHELTER INC
14100 VAUGHN RD
BENTONVILLE AR 72712-5688

RECEIVED

MAR 11 2013

DEPT: _____
EXP CD: _____
APPVD BY: _____

021208

Employer Identification Number: 58-1984893
Person to Contact: Ms. Espelage
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Feb. 27, 2013, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in April 1992.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section 509(a)(2).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

0248153327
Mar. 08, 2013 LTR 4168C E0
58-1984893 000000 00
00018799

NORTHWEST ARKANSAS CHILDRENS
SHELTER INC
14100 VAUGHN RD
BENTONVILLE AR 72712-5688

If you have any questions, please call us at the telephone number
shown in the heading of this letter.

Sincerely yours,

Richard McKee

Richard McKee, Department Manager
Accounts Management Operations

ATTACHMENT 2:

Public Hearing

- Emails to Superintendents from impacted districts
- Public Hearing sign-in sheet
- Copies of posted notices
- List of additional methods of outreach and recipients
- Copy of Public Hearing presentation



Jake Gibbs <jgibbs@nwacs.org>

Announcement for open-enrollment charter application

2 messages

Jake Gibbs <jgibbs@nwacs.org>

Mon, Mar 11, 2019 at 12:04 PM

To: Debbie Jones <djones@bentonvillek12.org>, marlin.berry@rpsar.net, richard.page@gravetteschools.net, swatkins@decatursd.com, tmetz@gentrypioneers.com, ken.ramey@siloomschools.com, rneal@pearidgek12.com, johnl.colbert@fayar.net, jrollins@sdale.org
Cc: Maury Peterson <mpeterson@nwacs.org>

On behalf of The Northwest Arkansas Children's Shelter, Inc. (NWACS), we are notifying your district of our intent to be the sponsoring entity to apply for an open-enrollment public charter school in Bentonville, Arkansas, to be located within the boundaries of the Bentonville Public School District.

Since 1993, NWACS has cared for more than 10,000 children from throughout the state of Arkansas who are victims of abuse, abandonment or neglect. The Emergency/Residential Program is our flagship program which ensures 24/7 care for these children by meeting each child's basic needs. In 1998, NWACS established an on-site school, under the auspices of the Bentonville Public Schools, to meet the specific educational needs of the children residing at NWACS. In this trauma-informed environment, students benefit from small classroom sizes taught by state-certified teachers trained in meeting the specialized classroom needs of children who have experienced trauma.

The goal of establishing the open-enrollment charter school is to expand our education services to children throughout Northwest Arkansas who have experienced traumatic events and adverse childhood experiences (ACEs) that have led to significant setbacks in their education. The school will focus on cultivating academic success of students by first identifying and meeting physical, emotional and psychological needs. Instruction will provide a combination of blended and experiential learning scaffolded with routines, structure and research-based behavioral support. The school will also provide wrap-around services to the families of the students by providing trauma-informed training programs and assistance in meeting basic needs, such as meals, snacks, clothing and referrals to other needed services.

We are excited to offer this new opportunity to students who have experienced trauma. We would love to extend an invitation for you to visit our campus and learn more about our programs on the week of March 18th. If you have availability, please respond to this e-mail and I will schedule an appointment. This would also give us an opportunity to answer any questions you may have about our charter school application.

We're looking forward to working with you to provide a brighter future for children in crisis.

Thank you,

--

Jake Gibbs

Director of Education

Northwest Arkansas Children's Shelter

14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



The mission of the Northwest Arkansas Children's Shelter is to provide a safe haven, high-quality care and hope for the future to children who have been abused, abandoned or neglected.





Jake Gibbs <jgibbs@nwacs.org>

Follow-up and notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>
To: Rick Neal <rneal@pearidgek12.com>

Thu, Mar 14, 2019 at 3:32 PM

Mr. Neal,

Please find attached our notice of public hearing for open-enrollment charter. Let me know if you have any questions.

Thank you,

--

Jake Gibbs**Director of Education****Northwest Arkansas Children's Shelter**14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



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 **NWACS Public Hearing notice (2).pdf**
318K



Jake Gibbs <jgibbs@nwacs.org>

Follow-up and notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>
To: johnl.colbert@fayar.net

Thu, Mar 14, 2019 at 3:25 PM

Please find attached our notice of public hearing for open-enrollment charter. Let me know if you have any questions.

Thank you,

--

Jake Gibbs**Director of Education****Northwest Arkansas Children's Shelter**14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



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Jake Gibbs <jgibbs@nwacs.org>

Follow-up and notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>
To: jrollins@sdale.org

Thu, Mar 14, 2019 at 3:24 PM

Dr. Rollins,
Please find attached our notice of public hearing for open-enrollment charter. Let me know if you have any questions.

Thank you,

--

Jake Gibbs**Director of Education****Northwest Arkansas Children's Shelter**14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



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 **NWACS Public Hearing notice (2).pdf**
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Jake Gibbs <jgibbs@nwacs.org>

Follow-up and notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>
To: ken.ramey@siloomschools.com

Thu, Mar 14, 2019 at 3:23 PM

Mr. Ramey,
Please find attached out notice of public hearing for open-enrollment charter. Let me know if you have any questions.

Thank you,

--

Jake Gibbs**Director of Education****Northwest Arkansas Children's Shelter**14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



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Jake Gibbs <jgibbs@nwacs.org>

Follow-up and notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>

Thu, Mar 14, 2019 at 3:21 PM

To: Terrie Metz <tmetz@gentrypioneers.com>

Ms. Metz,

Please find attached out notice of public hearing for open-enrollment charter. Let me know if you have any questions.

Thank you,

--

Jake Gibbs**Director of Education****Northwest Arkansas Children's Shelter**14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



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Jake Gibbs <jgibbs@nwacs.org>

Follow-up and notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>

Thu, Mar 14, 2019 at 3:20 PM

To: swatkins@decatursd.com

Mr. Watkins,
Please find attached out notice of public hearing for open-enrollment charter. Let me know if you have any questions.

Thank you,

--

Jake Gibbs**Director of Education****Northwest Arkansas Children's Shelter**14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



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Jake Gibbs <jgibbs@nwacs.org>

Follow-up and notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>

Thu, Mar 14, 2019 at 3:19 PM

To: Richard Page <richard.page@gravetteschools.net>

Dr. Page,
Please find attached out notice of public hearing for open-enrollment charter. Let me know if you have any questions.

Thank you,

--

Jake Gibbs

Director of Education

Northwest Arkansas Children's Shelter

14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



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Jake Gibbs <jgibbs@nwacs.org>

Follow-up and notice of hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>

Thu, Mar 14, 2019 at 3:19 PM

To: Debbie Jones <djones@bentonvillek12.org>

Dr. Jones,
Please find attached out notice of public hearing for open-enrollment charter. Let me know if you have any questions.

Thank you,

--

Jake Gibbs

Director of Education

Northwest Arkansas Children's Shelter

14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



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NWACS Public Hearing notice (2).pdf
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Jake Gibbs <jgibbs@nwacs.org>

Follow up and notice of hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>

Thu, Mar 14, 2019 at 3:18 PM

To: marlin.berry@rpsar.net

Dr. Barry,
Please find attached out notice of public hearing for open-enrollment charter. Let me know if you have any questions.

Thank you,

--

Jake Gibbs
Director of Education
Northwest Arkansas Children's Shelter
14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org
p: 479-795-2417 ex 320 | f: 479-795-4195



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Jake Gibbs <jgibbs@nwacs.org>

Open enrollment charter notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>
To: Rick Neal <rneal@pearidgek12.com>

Thu, Mar 21, 2019 at 9:30 AM

The notice of public hearing for an open enrollment charter school submitted by the Northwest Arkansas Children's Shelter has been published as of March 20th, 2019. A copy of the notice is attached.

It will run in the following:
Daily newspaper
Arkansas Democrat Gazette

Weekly newspapers
Westside Eagle Observer (Decatur, Gentry, Gravette)
Herald Leader (Siloam Springs)
La Prensa Libre (the ad will be translated to Spanish)
Pea Ridge Times
The Weekly Vista (Bella Vista)

--
Jake Gibbs
Director of Education
Northwest Arkansas Children's Shelter
14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org
p: 479-795-2417 ex 320 | f: 479-795-4195



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NWACS Public Hearing notice (2).pdf
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Jake Gibbs <jgibbs@nwacs.org>

Open enrollment charter notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>
To: johnl.colbert@fayar.net

Thu, Mar 21, 2019 at 9:32 AM

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Pea Ridge Times

The Weekly Vista (Bella Vista)

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Jake Gibbs**Director of Education****Northwest Arkansas Children's Shelter**14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



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 **NWACS Public Hearing notice (2).pdf**
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Jake Gibbs <jgibbs@nwacs.org>

Open enrollment charter notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>
To: jrollins@sdale.org

Thu, Mar 21, 2019 at 9:33 AM

The notice of public hearing for an open enrollment charter school submitted by the Northwest Arkansas Children's Shelter has been published as of March 20th, 2019.
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Jake Gibbs

Director of Education

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 **NWACS Public Hearing notice (2).pdf**
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Jake Gibbs <jgibbs@nwacs.org>

Open enrollment charter notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>
To: ken.ramey@siloomschools.com

Thu, Mar 21, 2019 at 9:35 AM

The notice of public hearing for an open enrollment charter school submitted by the Northwest Arkansas Children's Shelter has been published as of March 20th, 2019.
A copy of the notice is attached.

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The Weekly Vista (Bella Vista)

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Jake Gibbs**Director of Education****Northwest Arkansas Children's Shelter**14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



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 **NWACS Public Hearing notice (2).pdf**
318K



Jake Gibbs <jgibbs@nwacs.org>

Open enrollment charter notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>

Thu, Mar 21, 2019 at 9:36 AM

To: Terrie Metz <tmetz@gentrypioneers.com>

The notice of public hearing for an open enrollment charter school submitted by the Northwest Arkansas Children's Shelter has been published as of March 20th, 2019.
A copy of the notice is attached.

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Jake Gibbs

Director of Education

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14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

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 **NWACS Public Hearing notice (2).pdf**
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Jake Gibbs <jgibbs@nwacs.org>

Open enrollment charter notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>
To: swatkins@decatursd.com

Thu, Mar 21, 2019 at 9:39 AM

The notice of public hearing for an open enrollment charter school submitted by the Northwest Arkansas Children's Shelter has been published as of March 20th, 2019.
A copy of the notice is attached.

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Jake Gibbs

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 **NWACS Public Hearing notice (2).pdf**
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Jake Gibbs <jgibbs@nwacs.org>

Open enrollment charter notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>

Thu, Mar 21, 2019 at 9:40 AM

To: Richard Page <richard.page@gravetteschools.net>

The notice of public hearing for an open enrollment charter school submitted by the Northwest Arkansas Children's Shelter has been published as of March 20th, 2019.
A copy of the notice is attached.

It will run in the following:

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The Weekly Vista (Bella Vista)

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Jake Gibbs**Director of Education****Northwest Arkansas Children's Shelter**14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



The mission of the Northwest Arkansas Children's Shelter is to provide a safe haven, high-quality care and hope for the future to children who have been abused, abandoned or neglected.



 **NWACS Public Hearing notice (2).pdf**
318K



Jake Gibbs <jgibbs@nwacs.org>

Open enrollment charter notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>

Thu, Mar 21, 2019 at 9:41 AM

To: Debbie Jones <djones@bentonvillek12.org>

The notice of public hearing for an open enrollment charter school submitted by the Northwest Arkansas Children's Shelter has been published as of March 20th, 2019. A copy of the notice is attached.

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The Weekly Vista (Bella Vista)

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Jake Gibbs

Director of Education

Northwest Arkansas Children's Shelter

14100 Vaughn Road | Bentonville, AR 72713 | www.nwacs.org

p: 479-795-2417 ex 320 | f: 479-795-4195



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 **NWACS Public Hearing notice (2).pdf**
318K



Jake Gibbs <jgibbs@nwacs.org>

Open enrollment charter notice of public hearing

1 message

Jake Gibbs <jgibbs@nwacs.org>
To: marlin.berry@rpsar.net

Thu, Mar 21, 2019 at 9:42 AM

The notice of public hearing for an open enrollment charter school submitted by the Northwest Arkansas Children's Shelter has been published as of March 20th, 2019.
A copy of the notice is attached.

It will run in the following:

Daily newspaper

Arkansas Democrat Gazette

Weekly newspapers

Westside Eagle Observer (Decatur, Gentry, Gravette)

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Jake Gibbs

Director of Education

Northwest Arkansas Children's Shelter

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 **NWACS Public Hearing notice (2).pdf**
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NWACS Public Hearing: April 10, 2019

ATTENDANCE SHEET

**This information will be made public as a part of our charter school application.*

PLEASE PRINT: FIRST AND LAST NAME
Dustin Colebank
Kyle Peterson
Sam Bryant
EMILY REYNOLDS
Kate Lunsford
Raejin Callaway
Delinda Mace
Shannon Hoff
Paula Marshall
Michelle
BRANDY SHIOYAMA
Mary Gibbs
Cliff Galt
Cliff Galt
MJ Rinaldo

NWACS Public Hearing: April 10, 2019

ATTENDANCE SHEET

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PLEASE PRINT: FIRST AND LAST NAME
Sheryl Brazile
Andrew Dias -
Melissa Annunzio
Molly Hendren
Tammy Hendsen
Ercole Weidernhoff
Adam Martin
James Denning
Cassie Howard
Blanca Esterez
Latonna Humphrey
Josh Hanna
Erica Zubn'ski
Eala Chogyji
Rishka Bakke

NWACS Public Hearing: April 10, 2019

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PLEASE PRINT: FIRST AND LAST NAME
Mary Zettle
Tamara Dias-Jayasinghe
Amy Jackson
Tamara Cobson
Felicia Pettit
Liz Anderson
Haden Shephard
Dave Perorek
Meta Bodewes
Erica Boughtman
Dart Hester
Ood Melinny
Melissa Helder
Gregg Helder
Katie Collins

NWACS Public Hearing: April 10, 2019

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PLEASE PRINT: FIRST AND LAST NAME
Chris Collins
Cassie Leafgreen
Amy Buckley
Michelle Rieff
Debbi Jones

JOETTA SCHORK
Lori Collins
Lee & Janice DuChanois
Early Mallow
Judith Yanez

NORTHWEST ARKANSAS Democrat Gazette

P.O. BOX 1007 FAYETVILLE, AR 72702 • 479-461-1700 • FAX 479-696-1116 • WWW.NWAGS.COM

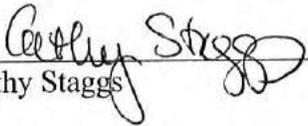
AFFIDAVIT OF PUBLICATION

I, Cathy Staggs, do solemnly swear that I am the Accounting Manager of the Northwest Arkansas Democrat-Gazette, printed and published in Washington County and Benton County, Arkansas, and of bona fide circulation, that from my own personal knowledge and reference to the files of said publication, the advertisement of:

NWA Children's Shelter-Bentonville
PH – Charter School

Was inserted in the Regular Edition on:
March 20, 27, & April 3, 2019

Publication Charges: \$655.20


Cathy Staggs

Subscribed and sworn to before me

This 4th day of Apr, 2019.


Sandra G. Robinson
Notary Public
My Commission Expires: 3-16-25

****NOTE****

Please do not pay from Affidavit.
Invoice will be sent.



The Northwest Arkansas Children's Shelter, Inc. plans to submit an application to the Arkansas Department of Education to open a public trauma-informed charter school in Bentonville, AR.

Notice of Public Hearing

Wednesday, April 10

5:30 - 7:30 pm

Bentonville Community Center
1101 SW Citizens Circle

Join us to learn more about our school model and instructional approach as we expand our mission to provide much-needed programs to the children in our community. Questions? jgibbs@nwacs.org



Our mission is to provide a safe haven, high-quality care and hope for the future to children who have been abandoned, abused or neglected.
nwacs.org • 479.795.2417

AFFIDAVIT OF PUBLICATION

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NWA Children's Shelter-Bentonville
PH - Charter School

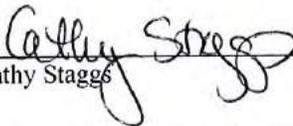
was published in the following weekly paper(s):

- Bella Vista Weekly Vista
- Pea Ridge Times
- Siloam Springs Herald Leader
- Siloam Sunday (Section of Arkansas Democrat Gazette)
- Westside Eagle Observer

Of general and bona fide circulation in Benton County, Arkansas

Date(s) of Publication:
March 20, 27 & April 3, 2019

Publication Charge: \$204.00


Cathy Staggs

Sworn to and subscribed before me

This 4th day of Apr, 2019.


Sandra G. Robinson

Notary Public
My Commission Expires: 3-16-25



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**NORTHWEST ARKANSAS
CHILDREN'S SHELTER**

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PH - Charter School

was published in the following weekly paper(s):

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- Siloam Springs Herald Leader
- Siloam Sunday (Section of Arkansas Democrat Gazette)
- Westside Eagle Observer

Of general and bona fide circulation in Benton County, Arkansas

Date(s) of Publication:

March 20, 27 & April 3, 2019

Publication Charge: \$230.88

Cathy Staggs
Cathy Staggs

Sworn to and subscribed before me

This 4th day of Apr, 2019.

Sandra G. Robinson

Notary Public

My Commission Expires: 3-16-25



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Invoice will be sent

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NWA Children's Shelter-Bentonville
PH - Charter School

was published in the following weekly paper(s):

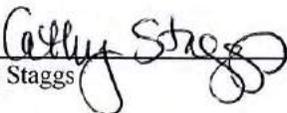
- Bella Vista Weekly Vista
- Pea Ridge Times
- Siloam Springs Herald Leader
- Siloam Sunday (Section of Arkansas Democrat Gazette)
- Westside Eagle Observer

Of general and bona fide circulation in Benton County, Arkansas

Date(s) of Publication:

March 20, 27 & April 3, 2019

Publication Charge: \$190.56


Cathy Staggs

Sworn to and subscribed before me

This 4th day of Apr, 2019.


Sandra G. Robinson

Notary Public

My Commission Expires: 3-16-25



****NOTE****

Please do not pay from Affidavit.

Invoice will be sent

The Northwest Arkansas Children's Shelter, Inc. plans to submit an application to the Arkansas Department of Education to open a public trauma-informed charter school in Bentonville, AR.

Notice of Public Hearing
Wednesday, April 10
5:30 - 7:30 pm
Bentonville Community Center
1101 SW Citizens Circle

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nwacs.org • 479.795.2417

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NWA Children's Shelter-Bentonville
PH - Charter School

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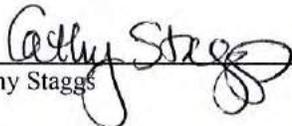
- Bella Vista Weekly Vista
- Pea Ridge Times
- Siloam Springs Herald Leader
- Siloam Sunday (Section of Arkansas Democrat Gazette)
- Westside Eagle Observer

Of general and bona fide circulation in Benton County, Arkansas

Date(s) of Publication:

March 20, 27 & April 3, 2019

Publication Charge: \$118.08


Cathy Staggs

Sworn to and subscribed before me

This 4th day of Apr, 2019.


Sandra G. Robinson

Notary Public

My Commission Expires: 3-16-25



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Invoice will be sent

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Wednesday, April 10
5:30 - 7:30 pm
Bentonville Community Center
1101 SW Citizens Circle

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NWA Children's Shelter-Bentonville
PH – Charter School

was published in the following weekly paper(s):

X La Prensa Libre

Date(s) of Publication: March 21, 28 & April 4, 2019

Publication Charge: \$214.08

Cathy Staggs
Cathy Staggs

Sworn to and subscribed before me

This 5th day of Apr , 2019.

Sandra G. Robinson

Notary Public

My Commission Expires: 3-16-25

Northwest Arkansas Children's Shelter, Inc. planea presentar una solicitud al Departamento de Educación de Arkansas para abrir una escuela charter informada sobre el trauma en Bentonville, AR.

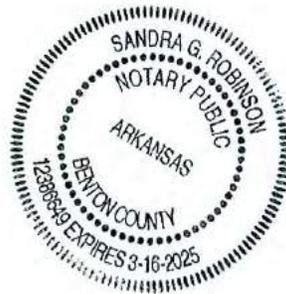
Aviso de audiencia pública
Miercoles 10 de abril
5:30 - 7:30 pm
Centro Comunitario de Bentonville
1101 SW Citizens Circle

Únase a nosotros para obtener más información sobre nuestro modelo de escuela y el enfoque educativo a medida que ampliamos nuestra misión de proporcionar programas muy necesarios para los niños de nuestra comunidad. Preguntas? jgibbs@nwacs.org

NORTHWEST ARKANSAS CHILDREN'S SHELTER
Nuestra misión es proporcionar un refugio seguro, atención de alta calidad y esperanza para el futuro de los niños que han sido abandonados, abusados o descuidados.
nwacs.org ■ 479.795.2417

****NOTE****

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Contact	Form of Contact	Reach	Frequency
Arkansas Democrat Gazette	newspaper	109,738	Ad featured 3/20, 3/27, 4/3
Siloam Springs Herald Leader	newspaper	3,893	Ad featured 3/20, 3/27, 4/3
Westside Eagle Observer	newspaper	3,070	Ad featured 3/20, 3/27, 4/3
Pea Ridge Times	newspaper	1,787	Ad featured 3/20, 3/27, 4/3
La Prensa	newspaper	42,000	Ad featured 3/20, 3/27, 4/3
Weekly Vista	newspaper	6,369	Ad featured 3/20, 3/27, 4/3
Facebook Event on NWACS Facebook page	social media	2,000	Posted 3/20, boosted 3/27
Post on NWACS LinkedIn page	social media	623	Posted 3/27
The CALL in NWA	social media	4,800	Awaiting Confirmation of Receipt
Area 1 DHS	social media	14,616	Awaiting Confirmation of Receipt
Public Hearing fliers distributed at The Shelter Shop	direct contact with customers	100	distribution began 3/30
Public Hearing flier sent to Counselors and Social Workers in Rogers and Bentonville Public Schools	email	55	sent 4/1
NWACS email subscribers	email	8793	sent 4/2
Posted on Maury Peterson LinkedIn	social media	30,000	Posted 4/2
Boys & Girls Club of Benton County email to stakeholders	email	41	sent 4/2
Email to Bentonville Public School leadership team	email	5	sent 4/2
Email to Ozark Guidance team	email	5	sent 4/2
Email to Harvey Pediatrics team	email	3	sent 4/2
Email sent to NWACS volunteers	email	143	sent 4/2
Rogers Lowell Chamber of Commerce Member News	email	2,800	sent 4/3
Rogers Lowell Chamber of Commerce	Facebook	6,173	sent 4/3
Springdale Chamber of Commerce Member Enewsletter	email	3,000	distribution 4/8
Springdale Chamber of Commerce	Facebook	3,918	sent 4/3
3W Magazine	Facebook	3,687	posted 4/3
Press release of public hearing to local media	email		
42 Foster and Adoptive Parents (Selected from Washington and Benton Counties)	Email	42	sent 4/8
		247,661	



PUBLIC HEARING:

Proposed Trauma-Informed
K-6 Public Charter School

April 10, 2019 | 5:30-7:30 p.m.
Bentonville Community Center

AGENDA

- » **Welcome & Introductions:**
Emily Reynolds, Board President,
NWA Children's Shelter

- » **About NWACS, Sponsoring Entity:**
Maury Peterson, Executive Director,
NWA Children's Shelter

- » **Trauma-Informed Open-Enrollment
Public Charter School:**
Jake Gibbs, Director of Education,
NWA Children's Shelter

- » **Q&A**





INTRODUCING OUR TEAM



NWACS BOARD OF DIRECTORS

Emily Reynolds, Board President
Associate Counsel, Walmart

Chris Lamson, Board Vice President
SVP of Corporate Strategy & General
Manager Breeder's Choice, Central Garden
and Pet

Van Bakke, Board Secretary
VP Sales/Operations, PepsiCo

Dustin Colebank, Board Treasurer
First VP, Morgan-Stanley Wealth
Management

Steve Bratspies, Chief Merchandising Officer, Walmart

Brent Campbell, CFO, Jumpstart Foundry

Lori Collins, Community Volunteer

Dr. Curt Hedberg, Physician, Hedberg Allergy & Asthma Center

State Senator Bart Hester, Arkansas District 1

Amy Merryman, Manager, Whitaker Properties

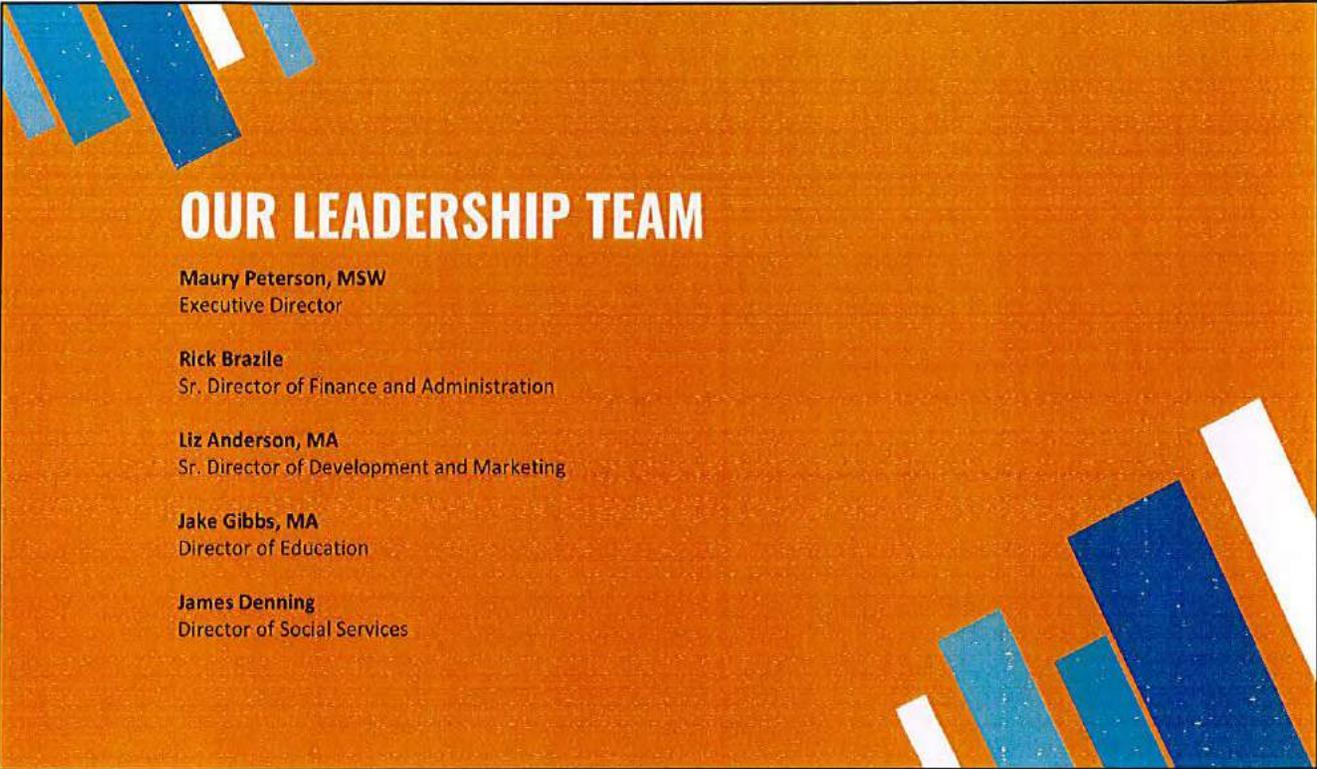
Tony Rogers, Chief Member Officer, Sam's Club

Jeff Spillyards, Senior Associate Counsel, Walmart

Rick Webb, Co-Founder and Director, Grit Studios

Mary Zettle, Director of Sales, General Mills

Erica Zubriski, VP Sales, Mattel



OUR LEADERSHIP TEAM

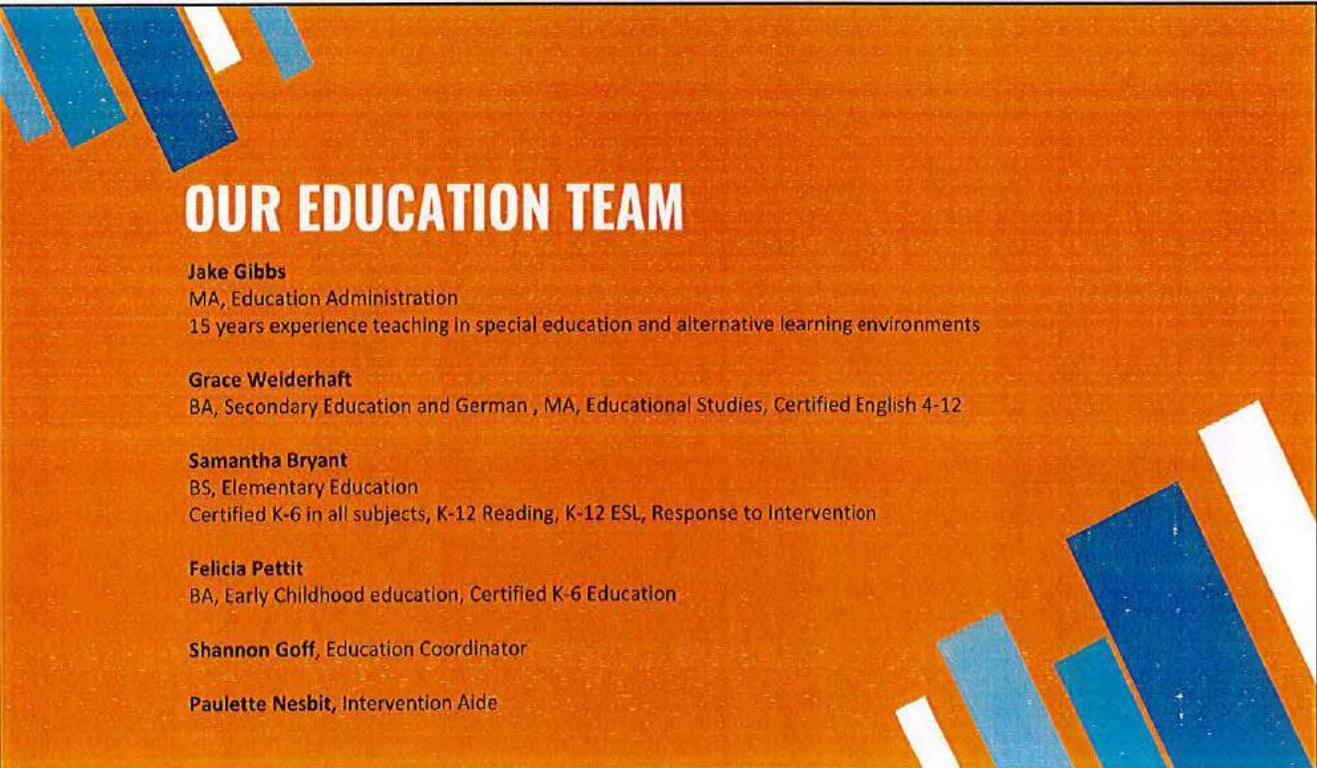
Maury Peterson, MSW
Executive Director

Rick Brazile
Sr. Director of Finance and Administration

Liz Anderson, MA
Sr. Director of Development and Marketing

Jake Gibbs, MA
Director of Education

James Denning
Director of Social Services



OUR EDUCATION TEAM

Jake Gibbs
MA, Education Administration
15 years experience teaching in special education and alternative learning environments

Grace Welderhaft
BA, Secondary Education and German, MA, Educational Studies, Certified English 4-12

Samantha Bryant
BS, Elementary Education
Certified K-6 in all subjects, K-12 Reading, K-12 ESL, Response to Intervention

Felicia Pettit
BA, Early Childhood education, Certified K-6 Education

Shannon Goff, Education Coordinator

Paulette Nesbit, Intervention Aide

OUR MISSION

The mission of the Northwest Arkansas Children's Shelter is to provide a safe haven, high-quality care and hope for the future to children who have been abandoned, abused or neglected.

THROUGH THE YEARS

1993 - the Shelter's first home is a 15,000 sq ft facility with residential space for up to 12 girls.

2011 - the Shelter expands to a 65,000 sq ft facility. The current 80-acre campus includes residential wings, a recreation building with full-size gym, classrooms, two outdoor playscapes, a mountain bike trail and pump track.





ABOUT THE NWA CHILDREN'S SHELTER

» 25-Year History: »

Since 1993, NWACS has cared for more than 11,000 children from throughout the state of Arkansas. Our programs include:

- 24/7 Emergency Residential Shelter
- On-Site School
- Activities Program
- Nutrition Program
- Respite Services
- Foster Parent Training

» Need for Targeted Educational Services: »

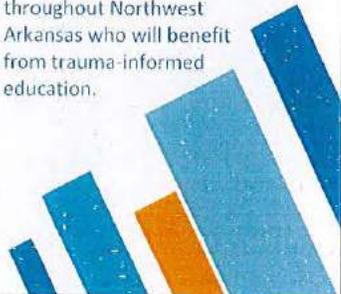
In 1998, NWACS established an on-site school, in partnership with Bentonville Public Schools, to meet the specific educational needs of the children residing at the Shelter.

» Successful Model: »

21 years of experience: Students at the Shelter's on-site school benefit from small classroom sizes with a curriculum designed to meet the specialized needs of children who have experienced trauma. For many, this is their first positive educational experience.

» Expansion of Services: »

Building on our history: We want to bring our successful education model to children throughout Northwest Arkansas who will benefit from trauma-informed education.



OUR SERVICES FOR CHILDREN & FAMILIES

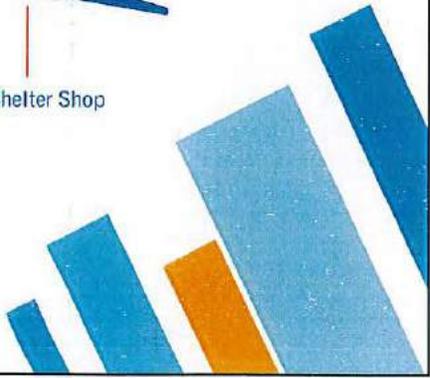


Emergency Shelter
& Respite Services

Trauma-Informed
Open-Enrollment
Charter School

Parent Training
Program

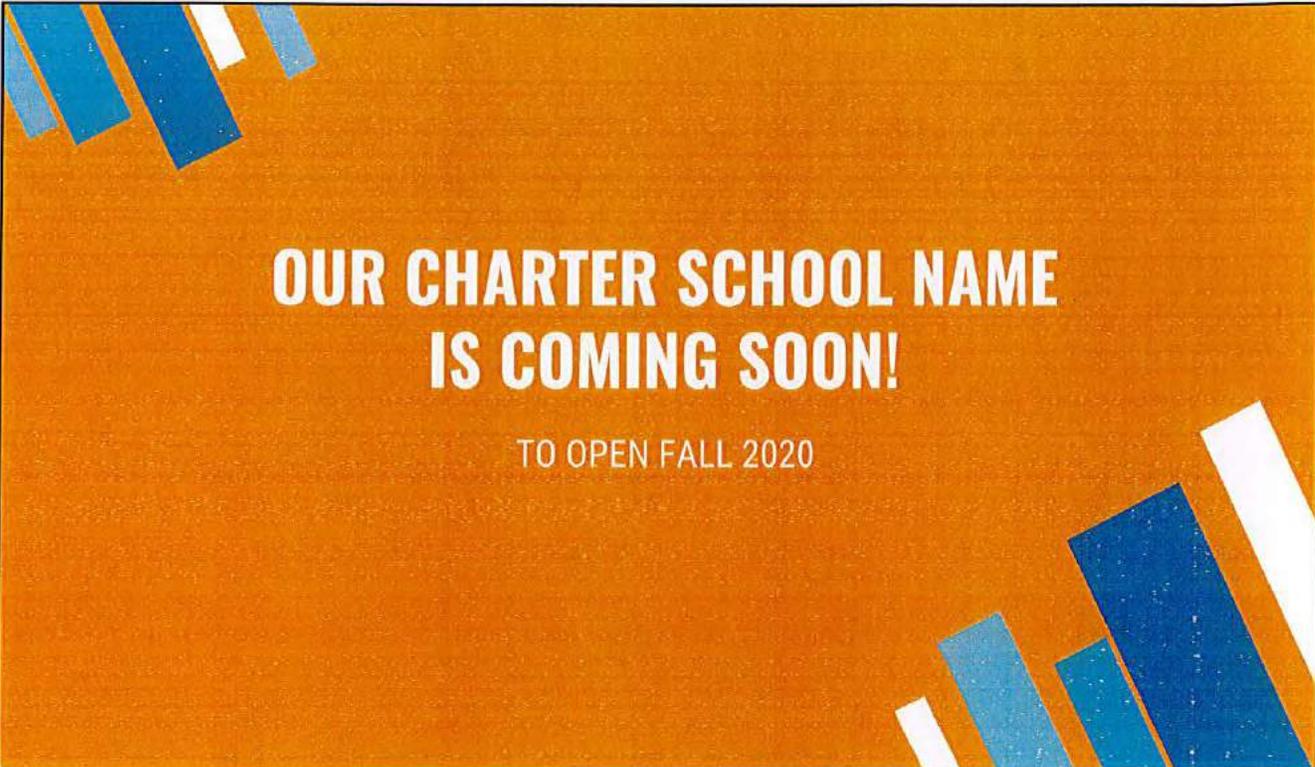
The Shelter Shop





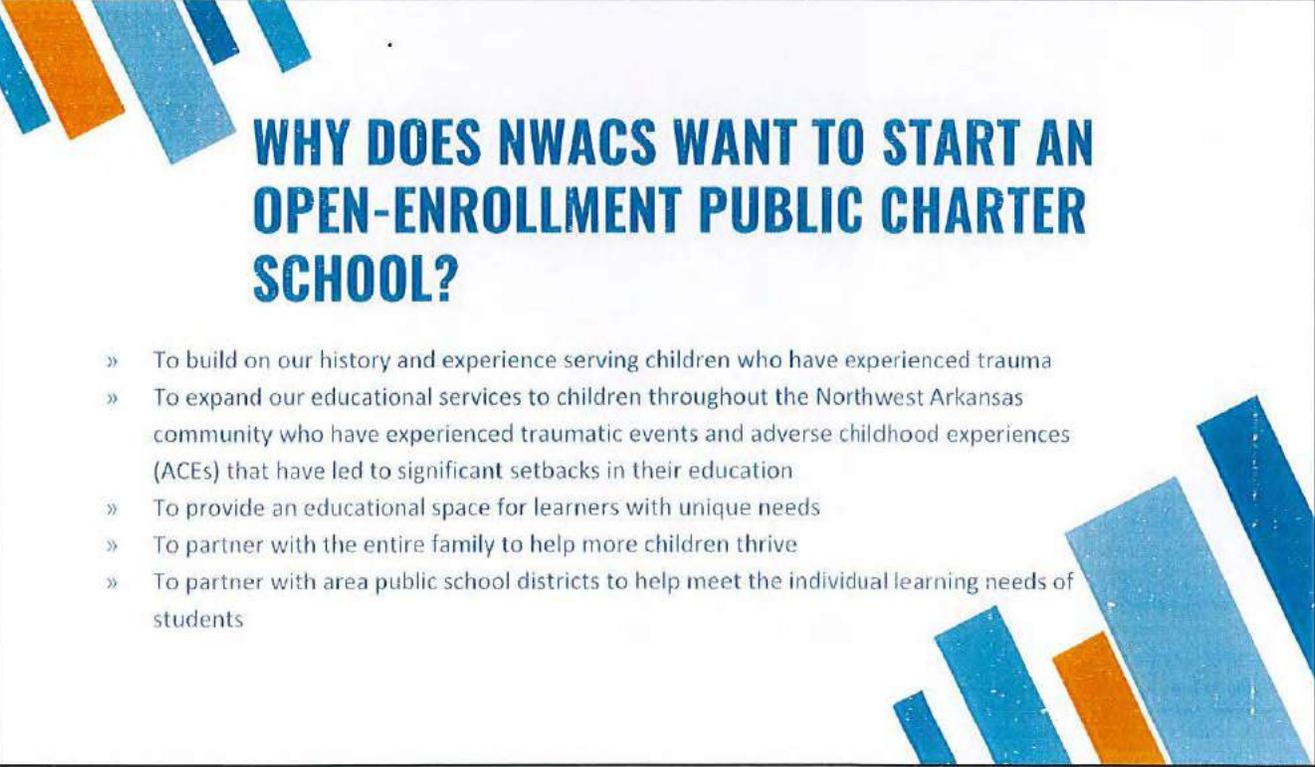
WHAT IS AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL?

- » An open-enrollment charter school is a public school
- » A charter school is free (no tuition)
- » Curriculum is flexible but must meet standards outlined in the charter that is approved by the Arkansas Department of Education
- » The school is accountable to parents and the public
- » The school can draw students from across district boundaries
- » The school fulfills a unique educational need



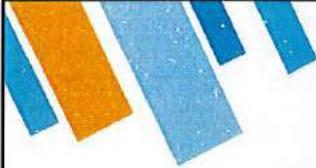
OUR CHARTER SCHOOL NAME IS COMING SOON!

TO OPEN FALL 2020



WHY DOES NWACS WANT TO START AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL?

- » To build on our history and experience serving children who have experienced trauma
- » To expand our educational services to children throughout the Northwest Arkansas community who have experienced traumatic events and adverse childhood experiences (ACEs) that have led to significant setbacks in their education
- » To provide an educational space for learners with unique needs
- » To partner with the entire family to help more children thrive
- » To partner with area public school districts to help meet the individual learning needs of students



WHAT DOES TRAUMA-INFORMED MEAN?

Our school community and instruction will cater to students who have experienced trauma in their past. Examples of trauma include:

- » Child abuse - physical, sexual or emotional
 - » Physical, emotional or educational neglect
 - » Abandonment
 - » Time in foster care
 - » Witness to domestic violence
 - » Experience living in a chronically chaotic environment in which housing and/or financial resources are not consistently available
 - » Experience living with household dysfunction (mental illness, substance abuse, incarcerated relatives, absent parent)
- 



WHAT IS OUR TRAUMA-INFORMED EDUCATION MODEL?

- » To build on our 20+ years of education excellence best practices serving children who have experienced trauma
 - » To provide a team-based approach to foster student success by understanding and meeting physiological, social, and emotional needs of students
 - » To utilize small class sizes, small groups and 1:1 time
 - » To create an environment where students feel safe as they learn to cope and manage behavior
 - » To emphasize self-reflection and self-care for staff
- 

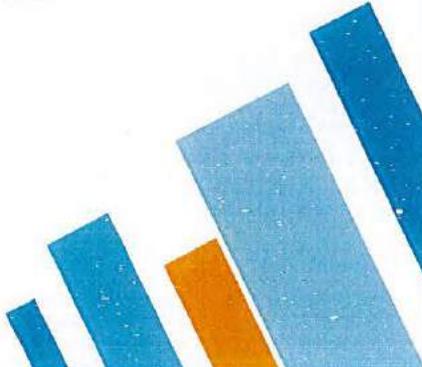


WHAT MAKES OUR SCHOOL UNIQUE?

- » Our trauma-informed school would be the first of its kind in the state of Arkansas
 - » All staff and teachers receive 40+ hours annually of trauma-informed training
 - » We focus on placing the families at the center to help students thrive
 - » We provide wraparound services to support the entire family
 - » We offer smaller classrooms with more individualized attention for students
 - » We utilize evidence-based behavior intervention tools that help students thrive
 - » Our school setting has 80 acres for more outdoor, hands-on learning opportunities
 - » We can offer counseling, therapy, and additional services as needed
 - » We will partner with area school districts to help students who may be in need of a smaller, more trauma-informed learning environment
- 



HOW WILL OUR SCHOOL BE FUNDED?

- » Primary funding from the State of Arkansas Education- foundation funds
 - » Secondary funding from grants and contributions from foundations, corporations and individuals in the community
 - » We will benefit from shared costs spread across other NWACS programs
- 

OUR LOCATION AND FACILITIES

14100 Vaughn Road, Bentonville, AR 72713

- » Located in Highfill approximately 15 minutes west of downtown Bentonville
- » School sits on a beautiful 80 acre campus
- » The facility features a full-size gym, fully-staffed kitchen that provides breakfast and lunch each day, multiple outdoor recreation areas (baseball field, soccer field and bike trail), spacious classrooms, and a library





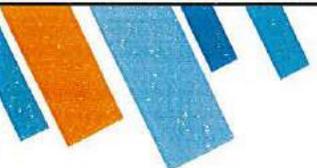
ACADEMICS OVERVIEW

Mastery of Arkansas State Standards

- » Arkansas law recognizes that "students in Arkansas deserve the best education that the citizens can provide." This education must produce academically competent students who can demonstrate their competency in the core curriculum and who can apply their knowledge and skills.

Understanding by Design Framework

- » Understanding by Design is an educational planning approach that focuses on student outcomes to design classroom instruction.
- 



ACADEMICS OVERVIEW

Project-Based Learning

- » Students will apply knowledge and skills through engaging and challenging projects directly tied to the community.

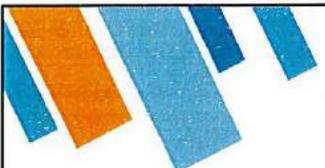
Evidence-based models of behavior modification

- » Conscious Discipline, Trust-Based Relational Intervention (TBRI) and Managing Aggressive Behaviors (MAB)
- 



PROPOSED SCHOOL SCHEDULE

TIME	1	2	3	4	5	6
7:20-7:50	Arrive/Breakfast	Arrive/Breakfast	Arrive/Breakfast	Arrive/Breakfast	Arrive/Breakfast	Arrive/Breakfast
7:50-9:50	ELA	ELA	ELA	ELA	ELA	ELA
9:50-11:00	Math Block Part A	Math Block Part A	Math Block Part A	Math Block Part A	PE / Health	PE / Health
11:00-11:30	Lunch	Lunch	Recess	Recess	CTE/ Fine Arts	CTE/ Fine Arts
11:30-12:10	Recess	Recess	Lunch	Lunch	Math	Math
12:10-12:30	Math Block Part B	Math Block Part B	Specials	Specials	Lunch	Lunch
12:30-1:00	Science/ Social Studies	SELF Part A	Math Block Part B	Math Block Part B	Social Studies	Social Studies
1:30-2:10	Specials	Specials	Science/ Social Studies	Science/ Social Studies	Science	Science
1:40-2:50	SELF	SELF Part B	SELF	SELF	SELF	SELF



PROPOSED SPECIALS

K-4	K	1	2	3	4
MONDAY	Art	PE	SELF	Computer Lab	Music
TUESDAY	Music	Art	Computer Lab	PE	SELF
WEDNESDAY	PE	Music	Art	SELF	Computer Lab
THURSDAY	Computer Lab	SELF	Music	Art	PE
FRIDAY	SELF	Computer Lab	PE	Music	Art



NUTRITION PROGRAM

- » Hot breakfast and lunch prepared and served daily by a trained chef and dietary staff
- » Balanced protein and plant-based diet
- » Snacks provided throughout the day in accordance with a positive behavioral support philosophy
- » Teaching garden on campus to involve the students in growing vegetables for their meals
- » Potential to include nutritional support for families outside of school hours



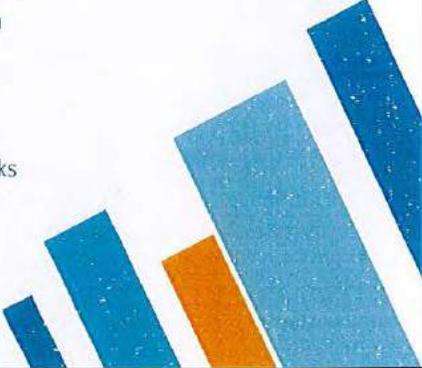
TRANSPORTATION

- » The school is committed to providing transportation for our students
 - » We are considering options that will serve our families and students in the safest, most efficient way possible
- 



PARTNERING WITH FAMILIES

Wraparound Services

- » Partner with parents to support the whole family
 - » Meet with families before school begins to listen to their needs
 - » Counseling and behavior management consultation for children and families
 - » Parent support classes and training
 - » Vouchers for clothing and other basic supplies
 - » Potential to send some meals home and provide weekend snacks
 - » Referrals to additional services needed
 - » Potential for afterschool and summer camp programming
- 



FAMILY PARTNERSHIPS

As we partner with families to ensure the academic success of each child, we will strongly encourage the families to:

- » Provide input on school programs
- » Attend and participate in family/school events
- » Communicate your needs to us
- » Serve on parent committees as a school partner



CHECKLIST

Is our charter school
a good option for
your family?

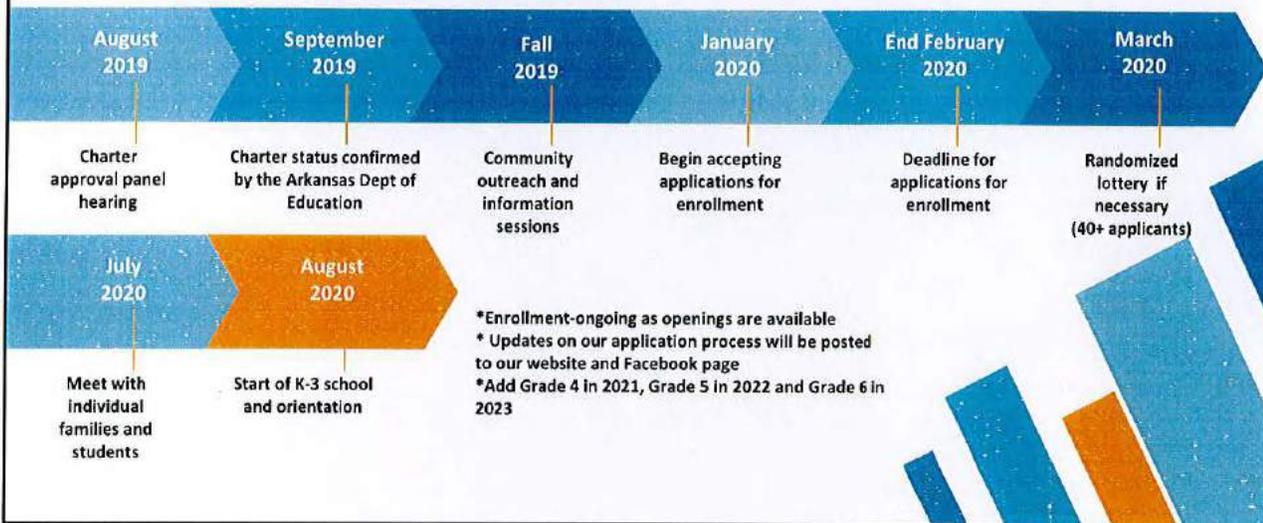
- ✓ Your child has been in the foster care system
- ✓ Your child has experienced trauma or adverse childhood experiences (abuse, abandonment, neglect)
- ✓ Your child thrives when routine and structure are emphasized
- ✓ Your child thrives with small group and 1:1 instruction
- ✓ Your child thrives with highly individualized instruction
- ✓ Your child benefits from a classroom setting that will not overwhelm him/her
- ✓ Your child benefits from a supportive environment that can help manage difficult emotions and behaviors and ensure academic progress
- ✓ Your child benefits from additional services such as counseling, therapy and wrap-around services for the entire family

OPEN ENROLLMENT AND LOTTERY PROCESS

The proposed school will open serving students K-3rd Grade from throughout Northwest Arkansas

- » Each grade will have one class with a cap of 10 students in each class
- » Applications may be submitted starting in January of 2020 with a deadline set for an as yet to be determined date in February 2020
- » If there are more applications than available openings, a randomized lottery will be held on a grade-by-grade basis by an independent agency

PROPOSED TIMELINE



QUESTIONS AND ANSWERS



THANK YOU!

Stay Connected and Receive the Latest Updates:

You can reach us at www.nwacs.org

- » Jake Gibbs: jgibbs@nwacs.org or (479) 795-2417
 - » Follow us on Facebook! @childrens.shelter
or Instagram @nwachildrensshelter
 - » **Please indicate your support by signing an endorsement card
before leaving tonight!**
- 

ATTACHMENT 3:

Evidence of Community Support

- Dr. Joseph Steinmetz, Chancellor, University of Arkansas
- Kathy Smith, Senior Education Advisor, Walton Family Foundation
- Dr. Debbie Jones, Superintendent, Bentonville Public Schools
- Bart Hester, Arkansas State Senator
- List of additional individuals who have endorsed the charter school



UNIVERSITY OF ARKANSAS

April 16, 2019

Office of the Chancellor

Commissioner Johnny Key
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR

Dear Commissioner Key,

This letter is submitted in support of the application proposal to establish an open-enrollment public charter school on the campus of the Northwest Arkansas Children's Shelter in Bentonville, Arkansas. The proposed open-enrollment charter school will focus on serving children who have experienced trauma, making it the first such school of its kind in the state.

For years, researchers and practitioners have known that traumatic experiences in childhood can lead to poor academic and life outcomes. Students suffering from trauma (and a related concept, toxic stress) benefit from connecting with multiple supportive resources to address their needs. The proposed new school will employ evidence-based models, dedicated professionals, and targeted services that will help children across Northwest Arkansas overcome the obstacles associated with trauma and toxic stress.

For more than a quarter of a century, the Northwest Arkansas Children's Shelter has been a leader in serving the needs of Arkansas children who have experienced trauma. Through their mission to provide a safe haven, high-quality care and hope for the future for children who have been abused, abandoned and neglected, the organization has successfully served more than 11,000 children in crisis. In addition, in 1998, the shelter established a school on campus to address the education needs of the children residing there. The school actively partners with the Bentonville Public Schools to serve all of the education needs of the children. To date, the existing school has successfully served thousands of children using a trauma-informed approach. The addition of an open-enrollment public charter school on the campus would allow the shelter to expand their education services to serve even more vulnerable children in our community.

I value the Northwest Arkansas Children's Shelter mission and believe that the addition of this trauma-informed school will be an asset to Northwest Arkansas and the state as a whole. Most of all, I believe it will make a tremendous difference in the lives of countless children in need and their families.

Sincerely,

Joseph Steinmetz, PhD
Chancellor, University of Arkansas

WALTON FAMILY
FOUNDATION

April 10, 2019

Commissioner Johnny Key
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR

Dear Commissioner Key,

I am writing on behalf of the open-enrollment charter application for the Northwest Arkansas Children's Shelter.

The Children's Shelter has been a very strong organization in our community, serving children that need them the most, for more than two decades. As such, the Shelter enjoys robust community and philanthropic support to serve children aligned with their mission, as well as critical connections within the region that allow them to respond quickly and appropriately to children's needs.

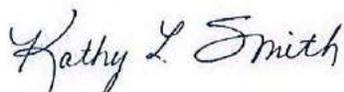
As our broader community grows, the Shelter has seen a need for expanded services to include an open-enrollment public charter school to serve more children who have experienced traumatic situations, and could greatly benefit from a small, nurturing environment within a proven organization that specializes in support systems which address these challenges.

Many of the most critical factors for success of an open-enrollment charter are established at the Shelter, including a wonderful facility, wrap around services, and strong leadership and governance. The Shelter has also established a partnership with the Bentonville Public School District, providing another proof point that traditional district/open-enrollment charter partnerships can work well.

For these and other reasons, if the charter is approved by the Authorizing Panel and confirmed by the State Board of Education, the school would qualify for a charter start up grant from the foundation, in the amount of \$325,000.

Please don't hesitate to reach out if you have questions.

Sincerely,



Kathy Smith
Senior Education Advisor



where excellence lives

April 8, 2019

Dear State Board Members,

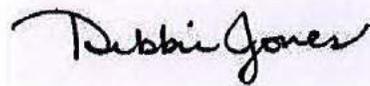
It is an honor for me to write a letter of support for the Northwest Arkansas Children's Shelter application for an Open Enrollment Charter School. Bentonville administration has been through this collaborative process with the NWACS' leadership since the inception of the idea.

As shared in the CDC-Kaiser ACE Study, about 12% of adults suffer from four or more Adverse Childhood Experiences which impact adult health and success. We see students living these ACEs as children and displaying extreme behaviors. We believe the earlier we can intervene with positive counseling, parent support, medical and educational tools, the greater chance these children have for a happy and healthy life.

The NWACS has the facility, outdoor space, leadership and educational as well as behavior modification training to create an environment best suited for the students unique needs. The leadership found in Maury Peterson and Jake Gibbs as well as the committed support of the NWACS Board will provide the standard of care necessary to make this a success.

The common concerns I had as a Charter Authorization Board Member have been addressed in the NWACS application. Because they have served students educationally, they have a good grasp of what is required to serve students. Most importantly they are asking for this Charter not in order to make money but to serve the students who need it most.

Sincerely,

A handwritten signature in black ink that reads "Debbie Jones".

Debbie Jones, Ph.D.

djones@bentonvillek12.org / (479) 254-5013
500 Tiger Boulevard Bentonville, AR 72712

bentonvillek12.org

BART HESTER
MAJORITY LEADER
SENATOR
1ST DISTRICT
OFFICE: 479-531-4176
bart.hester@senate.ar.gov
POST OFFICE BOX 85
CAVE SPRINGS, ARKANSAS 72718



THE SENATE
STATE OF ARKANSAS

CHAIR
CHILDREN AND YOUTH
MEMBER
LEGISLATIVE COUNCIL
JOINT BUDGET
PUBLIC HEALTH, WELFARE AND LABOR
STATE AGENCIES AND GOVERNMENTAL AFFAIRS
EFFICIENCY
JOINT AUDIT
LEGISLATIVE FACILITIES

April 17, 2019

Mr. Reginald Ballard, Director
Charter School Office
Arkansas Department of Education
4 State Capitol Mall, Room 304-B
Little Rock, Arkansas 72201

Dear Mr. Ballard:

Please accept this letter on behalf of the Northwest Arkansas Children's Shelter as it applies to the Arkansas Department of Education to add an open-enrollment charter school to serve children who have experienced trauma. The proposed charter school would open in 2020 to become the first of its kind in the state. It would initially open for students in kindergarten through third grades, then add one grade level each subsequent year to educate students who need specialized teaching and support. The facility will greatly benefit children who have suffered traumatic experiences by providing them with a learning environment in which they can be healthy and successful.

This endeavor would be an asset to Northwest Arkansas and the entire state, and I respectfully ask you to give their application every possible consideration. Thank you for your time and attention in this matter. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Bart Hester".

Bart Hester
Senate Majority Leader
District 1

BH:em

Public Hearing held April 10, 2019

60 Attendees

46 Signed Endorsement Cards

Adam Martin
Early Mallow
Cassie Howard
Judith Yanez
Eala Chogyoji
Dustin Colebank
Mary Gibbs
Claudia Gibbs
Cliff Gibbs
Haden Shepherd
Debbie Jones
Erica Boughfman
DeLinda Mace
Michelle Rieff
Joetta Schork
James Denning
Grace Wiederhaft
Jake Stallard
Tamara Gibson
Kate Watson
Brandy Shioyama
LaDonna Humphrey
Andrew Dias-Jayasinghe
Finn Peterson
Tamara Dias-Jayasinghe
Rick Webb
Joshua McKinney
Amy Jackson
Mary Jo Rivaldo
Sam Bryant
Josh Hanna
Erica Zubriski
Alisha Bakke
Van Bakke
Meta Bodewes
Lindsay Rushing
Bart Hester
Molly Hendren
Melissa Church

Mary Zettle
Kyle Peterson
Sheryl Brazile
Maury Peterson
Kate Lunsford
Raegin Callaway
Liz Anderson

Additional letters of support received from:

Dick Trammel, Former Director of the
Arkansas State Highway Commission and
Retired Arvest Bank Executive

Whitaker Family Foundation

Arkansas State Senator Jim Hendren

ATTACHMENT 4:
2020/2021 Proposed School Calendar

NWACS Charter School 2020-2021 Calendar

JULY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2020						
S	M	T	W	Th	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2020						
S	M	T	W	Th	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Aug 4-6: Professional Development
- Aug 7: Teacher Work Day
- Aug 10-11: Professional Development
- Aug 12: 1st Quarter Begins- School Starts
- Sept 7: Labor Day- No School
- Oct 9: 1st Qtr. Ends
- Oct 12-13: Holiday- No School
- Oct 14: Teacher Work Day
- Oct 15: 2nd Qtr. Begins
- Nov 23-27: Thanksgiving Break
- Dec 18: 2nd Qtr. Ends
- Dec 21-Jan 5: Winter Break
- Jan 4-5: Teacher Work Days
- Jan 6: 3rd Qtr. Begins
- Jan 18: MLK Day- No School
- Feb 15: Professional Development
- Mar 12: 3rd Qtr. Ends
- Mar 15: 4th Qtr. Begins
- Mar 22-26: Spring Break
- April 5: Professional Development
- May 27: 4th Qtr. Ends- Last Day of School
- May 28: Teacher Work Day
- June 1-2: Teacher Work Day

Days in 1st Qtr. 42 Days in 3rd Qtr. 46
 Days in 2nd Qtr. 42 Days in 4th Qtr. 48
 1st Sem: 84 2nd Sem: 94

Student Days: 178
 Teacher Work Days: 7
 Professional Development Days: 7
 Total Contract Days: 192

Inclement Weather Makeup Days: February 15,
 March 22, May 28, June 1, 2, 3, 4

**NWACS reserves the right to amend the calendar
 in the event of excessive days missed.*

Professional Development Day
Teacher Work Day
Vacation/Holiday- No School
Quarter Begins
Quarter Ends

JANUARY 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2021						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

ATTACHMENT 5:

**The 2020/2021 and 2021/2022 Salary Schedule and Budget
Template**

**2019 Application
Open-Enrollment Public Charter School
Personnel Salary Schedule**

Administrative Positions:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
Line #	Principal (Position exists within shelter - not incremental)				
1					
2	Educational Specialist	1	\$42,000.00	1	\$43,260.00
3	Subtotal:		\$42,000.00		\$43,260.00
4	Fringe Benefits (rate used 25 %)		\$10,500.00		\$10,815.00
5	Total Administrative Positions:		\$52,500.00		\$54,075.00

Regular Classroom Instruction:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
6	Teachers	4	\$43,000.00	5	\$44,032.00
7	Aides	8	\$25,000.00	10	\$25,600.00
8	Subtotal:		\$372,000.00		\$476,160.00
9	Teacher Fringe Benefits (rate used 25 %)		\$43,000.00		\$55,040.00
10	Aide Fringe Benefits (rate used 25 %)		\$50,000.00		\$64,000.00
11	Total Regular Classroom Instruction:		\$465,000.00		\$595,200.00

Special Education:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
12	Teachers	1	\$50,000.00	1	\$51,500.00
13	Aides				
14	Subtotal:		\$50,000.00		\$51,500.00
15	Teacher Fringe Benefits (rate used 25 %)		\$12,500.00		\$12,875.00
16	Aide Fringe Benefits (rate used 25 %)		\$0.00		\$0.00
17	Total Special Education:		\$62,500.00		\$64,375.00

Gifted and Talented Program:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
18	Teachers				
19	Aides				
20	Subtotal:				
21	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
22	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
23	Total Gifted and Talented Program:		\$0.00		\$0.00

Alternative Education Program/ Alternative Learning Environments:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
24	Teachers				
25	Aides				
26	Subtotal:				
27	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
28	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
29	Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
30					
31	Subtotal:				
32	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
33	Total English Language Learner Program:		\$0.00		\$0.00
Guidance Services:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
34	Counselor (Will use our existing case managers and Ozark Guidance)				
35	Subtotal:				
36	Fringe Benefits (rate used 25 %)		\$0.00		\$0.00
37	Total Guidance Services:		\$0.00		\$0.00
Health Services:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
38	Contracted OPTTST				
39	Subtotal:				
40	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
41	Total Health Services:		\$0.00		\$0.00
Media Services:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
42					
43	Subtotal:				
44	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
45	Total Media Services:		\$0.00		\$0.00
Fiscal Services:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
46	Will use existing backoffice of the organization				
47	Subtotal:				
48	Fringe Benefits (rate used 25 %)		\$0.00		\$0.00
49	Total Fiscal Services:		\$0.00		\$0.00
Maintenance and Operation:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
50	Will use existing maintenance staff of the organization				
51	Subtotal:				
52	Fringe Benefits (rate used 25 %)		\$0.00		\$0.00
53	Total Maintenance and Operation:		\$0.00		\$0.00

Pupil Transportation:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
54	Bus drivers	1.5	\$20,800.00	1.5	\$21,424.00
55	Subtotal:		\$31,200.00		\$32,136.00
56	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
57	Total Pupil Transportation:		\$31,200.00		\$32,136.00
Food Services:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
58	Will use existing kitchen and dining staff of the organization				
59	Subtotal:				
60	Fringe Benefits (rate used 25 %)		\$0.00		\$0.00
61	Total Food Services:		\$0.00		\$0.00
Data Processing:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
62	Will use the existing contracted services of the organization				
63	Subtotal:				
64	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
65	Total Data Processing:		\$0.00		\$0.00
Substitute Personnel:		2020-2021 No. FTEs	2020-2021 Salary	2021-2022 No. FTEs	2021-2022 Salary
66	Number of Certified Substitutes _____				
67	Number of Classified Substitutes _____				
68	Subtotal:				
69	Certified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
70	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
71	Total Substitute Personnel:		\$0.00		\$0.00
72	TOTAL EXPENDITURES FOR SALARIES:		\$611,200.00		\$745,786.00

**2019 Application
Open-Enrollment Public Charter School
Estimated Budget Template**

REVENUES

State Public Charter School Aid:				2020-2021 Amount:	2021-2022 Amount:
<i>Line #</i>	2020-2021				
1	Number of Students	40 X \$6,781.00	State Foundation Funding	\$271,240.00	
2	Number of Students	40 X \$27.40	Professional Development	\$1,096.00	
3	Number of Students	X	NSL Funding (Select One)		
4	Number of Students	40 X \$500.00	Other: <i>Explain Below</i>	\$20,000.00	
		Charter Facility Fund - open enrollment funding for capital			
5	Number of Students	X	Other: <i>Explain Below</i>		
6	Number of Students	X	Other: <i>Explain Below</i>		
7	Number of Students	X	Other: <i>Explain Below</i>		
8	Number of Students	X	Other: <i>Explain Below</i>		
	2021-2022				
9	Number of Students	50 X \$6,781.00	State Foundation Funding		\$339,050.00
10	Number of Students	50 X \$27.40	Professional Development		\$1,370.00
11	Number of Students	X	NSL Funding (Select One)		
12	Number of Students	50 X \$500.00	Other: <i>Explain Below</i>		\$25,000.00
		Charter Facility Fund - open enrollment funding for capital			
13	Total State Public Charter School Aid:			\$292,336.00	\$365,420.00
	Federal Charter School Aid:				
				2020-2021 Amount:	2021-2022 Amount:
14	Title I			\$16,000.00	\$16,000.00
15	Special Education			\$10,000.00	\$10,000.00
16	Child Nutrition				
	Other:				
17	Title 2			\$3,000.00	\$3,000.00
18	Title 4			\$10,000.00	\$10,000.00
19	Total Federal Charter School Aid:			\$39,000.00	\$39,000.00
	Other Sources of Revenues:				
				2020-2021 Amount:	2021-2022 Amount:
	<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>				
20	Private Donations or Gifts			\$0.00	\$0.00
21	Special Grants (<i>List the amount</i>)			\$325,000.00	
	Other (<i>Specifically Describe</i>)				
22	Group Home Program Fund			\$174,000.00	\$484,000.00
23	Total Other Sources of Revenues:			\$499,000.00	\$484,000.00
24	TOTAL REVENUES:			\$830,336.00	\$888,420.00

EXPENDITURES

Administration:		<u>2020-2021 Amount:</u>	<u>2021-2022 Amount:</u>
25	Salaries and Benefits	\$52,500.00	\$54,075.00
	Purchased Services (List Vendors Below)		
26	V - AD 1 Copier lease and maintenance (allocated)		
27	Supplies and Materials	\$2,000.00	\$2,000.00
28	Equipment		
	Other (List Below)		
29	Board expenses	\$200.00	\$200.00
30	Education, recruiting, memberships and publications	\$2,800.00	\$2,800.00
31	Total Administration:	\$57,500.00	\$59,075.00
Regular Classroom Instruction:		<u>2020-2021 Amount:</u>	<u>2021-2022 Amount:</u>
32	Salaries and Benefits	\$465,000.00	\$595,200.00
	Purchased Services (List Vendors Below)		
33	V - CI 1		
34	Supplies and Materials	\$4,500.00	\$4,600.00
35	Equipment	\$23,200.00	\$5,800.00
	Other (List Below)		
36	Activities and experiential learning	\$16,000.00	\$20,000.00
37	Continuing education	\$2,000.00	\$2,500.00
38	Total Regular Classroom Instruction:	\$510,700.00	\$628,100.00
Special Education:		<u>2020-2021 Amount:</u>	<u>2021-2022 Amount:</u>
39	Salaries and Benefits	\$62,500.00	\$64,375.00
	Purchased Services (List Vendors Below)		
40	V - SE 1		
41	Supplies and Materials		
42	Equipment		
	Other (List Below)		
43	Continuing education	\$500.00	\$500.00
44	Total Special Education:	\$63,000.00	\$64,875.00
Gifted and Talented Program:		<u>2020-2021 Amount:</u>	<u>2021-2022 Amount:</u>
45	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
46	V - GT 1		
47	Supplies and Materials		
48	Equipment		
	Other (List Below)		
49			
50	Total Gifted and Talented Program:	\$0.00	\$0.00

Alternative Education Program/ Alternative Learning Environments:		2020-2021 Amount:	2021-2022 Amount:
51	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
52	V - ALE 1 _____		
53	Supplies and Materials		
54	Equipment		
	Other (List Below)		
55	_____		
56	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00	\$0.00
English Language Learner Program:		2020-2021 Amount:	2021-2022 Amount:
57	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
58	V - ELL 1 _____		
59	Supplies and Materials		
60	Equipment		
	Other (List Below)		
61	_____		
62	Total English Language Learner Program:	\$0.00	\$0.00
Guidance Services:		2020-2021 Amount:	2021-2022 Amount:
63	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
64	V - GS 1 Provided by Northwest Arkansas Children's Shelter		
65	Supplies and Materials		
66	Equipment		
	Other (List Below)		
67	_____		
68	Total Guidance Services:	\$0.00	\$0.00
Health Services:		2020-2021 Amount:	2021-2022 Amount:
69	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
70	V - HS 1 Contracted PTOTST	\$14,000.00	\$14,000.00
71	Supplies and Materials		
72	Equipment		
	Other (List Below)		
73	_____		
74	Total Health Services:	\$14,000.00	\$14,000.00
Media Services:		2020-2021 Amount:	2021-2022 Amount:
75	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
76	V - MS 1 _____		
77	Supplies and Materials		
78	Equipment		
	Other (List Below)		
79	_____		
80	Total Media Services:	\$0.00	\$0.00

Fiscal Services:		2020-2021 Amount:	2021-2022 Amount:
81	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
82	V - FS 1 _____		
83	V - FS 2 _____		
84	Supplies and Materials		
85	Equipment		
86	Other (List Below)		
87	Total Fiscal Services:	\$0.00	\$0.00
Maintenance and Operation:		2020-2021 Amount:	2021-2022 Amount:
88	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
89	V - MO 1 <u>Provided by Northwest Arkansas Children's Shelter</u>		
90	Supplies and Materials		
91	Equipment		
92	Other (List Below)		
93	Total Maintenance and Operation:	\$0.00	\$0.00
Pupil Transportation:		2020-2021 Amount:	2021-2022 Amount:
94	Salaries and Benefits	\$31,200.00	\$32,136.00
	Purchased Services (List Vendors Below)		
95	V - PT 1 _____		
96	Supplies and Materials		
97	Equipment	\$50,000.00	\$0.00
	Other (List Below)		
98	Fuel and maintenance	\$19,400.00	\$20,000.00
99	Total Pupil Transportation:	\$100,600.00	\$52,136.00
Food Services:		2020-2021 Amount:	2021-2022 Amount:
100	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
101	V - FD 1 _____		
102	Supplies and Materials		
103	Equipment		
	Other (List Below)		
104	Food and food supplies	\$14,200.00	\$17,750.00
105	Total Food Services:	\$14,200.00	\$17,750.00

Data Processing:		2020-2021 Amount:	2021-2022 Amount:
106	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
107	V - DP 1 Provided by Northwest Arkansas Children's Shelter		
108	Supplies and Materials		
109	Equipment	\$6,700.00	\$6,800.00
	Other (List Below)		
110			
111	Total Data Processing:	\$6,700.00	\$6,800.00
Substitute Personnel:		2020-2021 Amount:	2021-2022 Amount:
112	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
113	V - SB 1		
114	Total Substitute Personnel:	\$0.00	\$0.00
CMO Fee (if applicable)		2020-2021 Amount:	2021-2022 Amount:
115	Back Office Support	\$5,000.00	\$5,100.00
116	Advertising/Marketing	\$2,000.00	\$2,000.00
117	Professional Development		
118	Legal Services		
	Other (Describe Below)		
119			
120	Total CMO Fee:	\$7,000.00	\$7,100.00
Facilities:		2020-2021 Amount:	2021-2022 Amount:
121	Lease/Purchase Contract for One Full Year		
	Facility Upgrades (List Upgrades Below)		
122	Provided by Northwest Arkansas Children's Shelter		
123	Property Insurance for One Full Year		
124	Content Insurance for One Full Year		
125	Total Facilities:		
Debt Expenditures:		2020-2021 Amount:	2021-2022 Amount:
	List Debts Below		
126			
127	Total Debt Expenditures:		
Other Expenditures:		2020-2021 Amount:	2021-2022 Amount:
	List Other Expenditures Below		
128			
129	Total Other Expenditures:		
130	TOTAL EXPENDITURES:	\$773,700.00	\$849,836.00
131	NET REVENUE OVER EXPENDITURES:	\$56,636.00	\$38,584.00

ATTACHMENT 6:
Signed Statement of Assurances

**2019 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the President of the Board of Directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them.

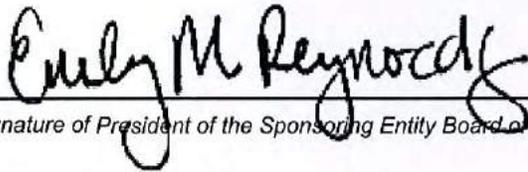
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we expect to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with 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.
3. The open-enrollment charter school shall hold an annual random and anonymous public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public 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.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Ark. Code Ann. § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the State of Arkansas.

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.

8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public 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 shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact 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 unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public 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;
 - (f) Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and state and local governmental entities.
14. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

15. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public 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 open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public 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.



Signature of President of the Sponsoring Entity Board of Directors

4/23/2019

Date

Emily M. Reynolds

Printed Name

ATTACHMENT 7:
Facility Utilization Agreement

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Owner - Northwest Arkansas Children's Shelter

Lessee(Tenant): Hope Academy of Northwest Arkansas

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The facility is currently used as an emergency shelter for children in the custody of DHS. We have an existing onsite school (K-12) for residents.

Address of Premises: 14100 Vaughn Rd
Bentonville, AR 72713

Square Footage: All buildings 65,000

Terms of Lease: 5 Years

Rental Amount: \$0.00 (No rents)

Contingency: The terms of this agreement are contingent upon

N/A - NO CONTINGENCY AND NO RENT
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2020

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Hope Academy of Northwest Arkansas

By: Mary Retter Date 4/24/19

Lessor: Owner - Northwest Arkansas Children's Shelter

By: Mary Retter Date 4/24/19

ATTACHMENT 8:

Documentation demonstrating that funds listed on the budget template as "Other Sources of Revenue" have already been awarded for the operation of the proposed school

WALTON FAMILY
FOUNDATION

April 10, 2019

Commissioner Johnny Key
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR

Dear Commissioner Key,

I am writing on behalf of the open-enrollment charter application for the Northwest Arkansas Children's Shelter.

The Children's Shelter has been a very strong organization in our community, serving children that need them the most, for more than two decades. As such, the Shelter enjoys robust community and philanthropic support to serve children aligned with their mission, as well as critical connections within the region that allow them to respond quickly and appropriately to children's needs.

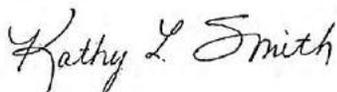
As our broader community grows, the Shelter has seen a need for expanded services to include an open-enrollment public charter school to serve more children who have experienced traumatic situations, and could greatly benefit from a small, nurturing environment within a proven organization that specializes in support systems which address these challenges.

Many of the most critical factors for success of an open-enrollment charter are established at the Shelter, including a wonderful facility, wrap around services, and strong leadership and governance. The Shelter has also established a partnership with the Bentonville Public School District, providing another proof point that traditional district/open-enrollment charter partnerships can work well.

For these and other reasons, if the charter is approved by the Authorizing Panel and confirmed by the State Board of Education, the school would qualify for a charter start up grant from the foundation, in the amount of \$325,000.

Please don't hesitate to reach out if you have questions.

Sincerely,



Kathy Smith
Senior Education Advisor



**Resolution of the Board of Directors:
Open-Enrollment Charter Use of Group Home Funds
and Program Funds**

WHEREAS, the Northwest Arkansas Children's Shelter (the Shelter) is applying to start a K-6 open-enrollment public charter school on the Shelter campus to begin in the 2020/2021 school year to serve up to 40 children in Year 1;

WHEREAS, the Board of Directors hereby approves that, having secured the permission from the Soderquist Family, the transfer the full balance from the Northwest Arkansas Children's Shelter Group Home Fund to be used for the purpose of operating, if needed, the open-enrollment charter school five-year charter. The current balance of the Group Home Fund as of March 31, 2019 is \$682,152.

WHEREAS, the Board of Directors hereby approves that the Northwest Arkansas Children's Program Fund may use funds for the purpose of applying to operate the open-enrollment charter school five-year charter. The organization will seek to secure multi-year grants and donation pledges to cover the costs of the five-year charter. The current balance of the Program Fund as of March 31, 2019 is \$4,344,093.

BE IT RESOLVED, that the Board of Directors hereby approves the use of the above stated funds as deemed necessary in the application for the new open-enrollment public charter school.

Resolution passed by the Northwest Arkansas Board of Directors vote on Thursday, April 18, 2019.

ATTACHMENT 9:

Documentation demonstrating formal agreements between the entity and other organizations as described in the application, especially as it relates to providing student services, in Prompt 8.



CITY OF HIGHFILL

15036 W. Hwy 12, Gentry, AR 72734
Telephone 479-736-5711; Fax 479-736-5921
Email: admin@highfillar.com

Mayor

Michelle Rieff

Recorder/Treasurer

Stacie Williamson

Council

Toby Lester

Wesley Evans

Ryan Evans

Jayne Thompson

Chris Holland

David Williamson

April 23, 2019

Mr. Jake Gibbs

Director of Education

Northwest Arkansas Children's Shelter

14100 Vaughn Rd.

Bentonville, AR

72713

Re: Charter School

Dear Mr. Gibbs,

City of Highfill staff has reviewed your proposal for a charter school to be located on the site of the Children's Shelter within our city limits. We are very aware of the need for a school like this and are excited about this possibility.

This site meets all city zoning and planning regulations for this type of facility and there would be no further requirements. There will be building permit protocols to be addressed prior to the commencement of any construction however.

Please contact me if I can be of further service to you.

Respectfully,

Michelle Rieff

Mayor