

Arkansas Department of Education
Open-Enrollment Public Charter School
2017 Application

SCORING RUBRIC

PART A GENERAL INFORMATION

Name of Proposed Charter School: **Friendship Aspire Academy, Little Rock**

Eligible Entity Status:

- Public institution of higher education
- Private nonsectarian institution of higher education governmental entity
- Nonsectarian organization exempt from taxes under Section 501(c)(3) of the Internal Revenue Code
- Nonsectarian organization that has applied for exemption from taxes under Section 501(c)(3) of the Internal Revenue Code
- No evidence of eligibility

IF EVIDENCE OF ELIGIBILITY TO APPLY IS NOT INCLUDED, NO FURTHER REVIEW OF THE APPLICATION WILL OCCUR.

The general information section of the application provides the authorizer with summary information related to the applicant and the application submitted.

Evaluation Criteria:

- General information fields are completed, as applicable;
- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by the charter school

Fully Responsive

Concerns and Additional Questions

- Indicate the proposed physical site of the charter.
- Clarify the conflicting student enrollment cap information on grades to be offered chart and applicant response to describe the geographic area to be served by the charter.

Applicant Response:

- We intend to open the Friendship Aspire School in SY 2019-2020. We have not yet selected a physical site for the school. We will submit an executed Facilities Utilization Agreement when a facility is secured.
- Friendship Aspire plans to open with an enrollment of 160 students in grades K-1 in SY 2019-2020. Over 5 years, Friendship Aspire’s enrollment will expand by 80 students per year to a full enrollment of 480 students.

Grade Level(s) for the School: K-5 Student Enrollment Cap: 480

	2019 – 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
Grade to be Offered at the Charter	K-1	K-2	K-3	K-4	K-5
Enrollment Cap at the Charter	160	240	320	400	480

The geographical area to be serviced by the school will be within the boundaries of the Little Rock, North Little Rock, Pulaski County Special and Bryant School Districts, thereby encompassing all of Pulaski County and portions of Saline County. We expect that most of our students will come from within the boundaries of the Little Rock, North Little Rock and Pulaski County Special School Districts, with a smaller amount coming from within the boundaries of the Bryant School District.

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

Fully Responsive

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A succinct mission statement that indicates what the school intends to do, for whom, and to what degree;
- An explanation of how the mission statement was developed;
- The key programmatic features of the proposed charter school;
- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

Concerns and Additional Questions

- Explain how the mission statement was developed.

Applicant Response:

- The Friendship mission was originally developed by a group of community members, educators and social workers in Washington, DC based on a belief that a quality education could stop the cycle of poverty in Washington DC and in other cities across the country. This group felt that the mission was needed to address disparities in academic performance and lower high school graduation rates for largely, low-income, minority African American and Hispanic students. The mission statement was developed under the leadership of Mr. Donald Hense, who at the time was the Executive Director of Friendship House Association, a century-old nonprofit social services organization and operator of the city's oldest Pre-K child development center for families living in poverty. Mr. Hense asked the Taskforce of community members, educators and social workers, "what more can we do to ensure the lifetime success of our young people?" Tracked over decades, it was clear that once a child left the care of the Friendship House Child Development Center, there was a reversal of academic performance and grade level progression; low high school graduation rates; and, a drop-off of parental involvement in their child's education. Also concerning, there was a notable lack of hope and belief in the future. Since 1997, Friendship Public Charter School has focused on providing a world-class education, which motivates students to achieve high academic standards, and enjoy learning. We have continued to vet the mission with community groups in localities that have asked to have a Friendship school established. We host parent and educator groups to visit our campuses and also in community meetings in the desired school locations, we examine the Friendship mission to determine alignment. Friendship's mission, "to provide a world-class education that motivates students to enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities", resonates with community stakeholders as was

confirmed by our meetings in Pine Bluff. We believe this is because embedded within the mission is the idea of local community and serving the local community. As such our programs are not cookie-cutter, but reflect the needs of the local community in which we seek to work. In reflection of our mission, we use the mantra “community vision, world class education” to reflect our ideal of quality education driven by community needs and interests.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school’s establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

Fully Responsive

Concerns and Additional Questions

- Verify that a new notice of public hearing was published (not in the classified section) in a local paper having general circulation in the area of the school for three weeks preceding the meeting.

Applicant Response:

- Please refer to Attachment –Public Hearing Results for evidence that our notice of public hearing was properly published three consecutive weeks (6/5, 6/12, 6/19) in the 1230/Meetings & Hearings Section of the Arkansas Democrat-Gazette newspaper.

C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, member selection, and plan for continuous professional development;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision- making of the school

Fully Responsive

Concerns and Additional Questions

- Confirm that all decisions are made final by the Board as a whole, and not in subcommittees.

Applicant Response:

- Yes, the Board will make decisions as a whole, not in subcommittees.

C3: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school in the geographical area to be served.

Evaluation Criteria:

- Valid, reliable, and verifiable quantitative data substantiate an educational need for the charter; and
- Innovations that would distinguish the charter from other schools in the geographical area to be served by the charter

Fully Responsive

C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as a whole and support the charter's mission.

Evaluation Criteria:

- Specific goals in reading, English, writing, mathematics, and science that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- Regarding the goals for reading and mathematics, explain the rationale for the selection of “50% of grade levels exceeding the state average” as the threshold for demonstrating achievement.
- Confirm that listing two goals for English was done on purpose. If not, please provide an appropriate revision.
- Regarding the goals for writing and science, provide a rationale for selecting any positive growth over five years as the threshold for demonstrating achievement.
- Address the following discrepancy: goals for student attendance and promotion are referenced in the explanation, however they are not outlined in the chart.

Applicant Response:

Our school model has been successful in ensuring growth above local and state averages. We believe that students who have been enrolled in our school for two years will demonstrate growth greater than the 50th percentile in reading and math. Our statement that “50% of grade levels exceeding the state average” is better expressed as students enrolled for two years will exceed the 50th percentile for growth as compared to their local and state peers — this represents the upper grades or 50% of our student population.

Yes, the two goals for English were provided on purpose. We will establish separate goals for Reading and Literature for students in K-5 grades.

We equate positive growth for writing and science as being above the norm (greater than the 50th percentile). In choosing these goals, we believe our students will grow faster than their peers both nationally and locally.

Student attendance and promotion were contained in the chart. Our school will maintain a 95% attendance rate and 98% promotion rate.

C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions

- Verify that the following courses will be offered: Art, music, health, PE, and Arkansas History.

Applicant Response:

- Friendship Aspire Academy, Little Rock will offer Art, Music, Health, PE and Arkansas History as required and at the appropriate grade levels.

C6: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- Revenue to pay for all curriculum expenses as outlined in the budget; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time

Fully Responsive

Concerns and Additional Questions

- Explain how the Arkansas Curriculum Frameworks will be addressed through the programs mentioned.

Applicant Response:

- Friendship's curriculum will fully address the Arkansas curricular frameworks and assessments. We will utilize our curriculum team to assure that Arkansas frameworks are followed and every teacher has a clear understanding of the frameworks for the courses they teach.
- Our curriculum of Friendship Pine Bluff has three primary components: 1) a solid foundation of core academic subjects, 2) a world exposure program to prepare students for both extended learning and participation in the global community, and 3) college level coursework connected to career study. Instilling students with a strong core education is considered crucial so use of research-based core curriculum materials is partnered with deep training for teachers in a standards-based curriculum implementation process.
- We will assure that the Arkansas curricular frameworks are reflected in assessments tools for academic performance that measure student progress against school and state learning standards. The Arkansas frameworks will be used by Friendship's training staff which will include use of techniques specifically designed to measure mastery of state learning standards and to predict performance on state assessments.

C7: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials, used in the educational program, align with the Arkansas Department of Education's curriculum frameworks and the state standards

Fully Responsive

Concerns and Additional Questions

- Describe the process that will be used to ensure the curriculum aligns with the Arkansas curriculum frameworks overtime.

Applicant Response:

Grade Curriculum Serves	Content Area	Curriculum/Publisher	Rationale
Kindergarten	Reading/ELA	Journeys /Houghton Mifflin	Arkansas curriculum framework aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Kindergarten	Math	Go Math/Houghton Mifflin	Arkansas curriculum framework aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Kindergarten	Science	FOSS/ Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Kindergarten	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 1	Reading/ELA	Journeys/ Houghton Mifflin	Arkansas curriculum framework aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 1	Math	Go Math/Houghton Mifflin	Arkansas curriculum framework aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 1	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.

Grade 1	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 2	Reading/ELA	Journeys /Houghton Mifflin	Arkansas curriculum framework aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 2	Math	Go Math/Houghton Mifflin	Arkansas curriculum framework aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 2	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 2	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 3	Reading/ELA	Journeys /Houghton Mifflin	Arkansas curriculum framework aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 3	Math	Go Math/Houghton Mifflin	Arkansas curriculum framework aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 3	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 3	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that

			make them excited to learn every day, including hands-on activities and projects.
Grade 4	Reading/ELA	Journeys /Houghton Mifflin	Arkansas curriculum framework aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 4	Math	Go Math/Houghton Mifflin	Arkansas curriculum framework aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 4	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 4	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn every day, including hands-on activities and projects.
Grade 5	Reading/ELA	Journeys /Houghton Mifflin	Arkansas curriculum framework aligned, including balance of literary and informational texts. Includes strategies and resources for RTI and immediate re-teaching; continues leveled reading at students' individual reading levels.
Grade 5	Math	Go Math/Houghton Mifflin	Arkansas curriculum framework aligned, balancing depth of conceptual understanding with computational fluency, and real-world applications. Includes strategies and resources for RTI and immediate re-teaching.
Grade 5	Science	FOSS /Lawrence Hall of Science	Hands-on learning across multiple scientific disciplines.
Grade 5	Social Studies	Social Studies Alive!/TCI	Teaches students about the world around them in ways that make them excited to learn

			every day, including hands-on activities and projects.
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Remaining Concern:

- The process for curriculum alignment to the Arkansas Curriculum Framework remains unclear.
- It remains unclear who will be responsible for the alignment process.

C8: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating students with disabilities that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Concerns and Additional Questions

- Clarify when a guidance counselor will be hired. Be sure to explain how guidance services will be provided prior to that hire, if applicable.
- Confirm that a licensed special education teacher will oversee the individualized education plan (IEP) process and provide instruction to students with IEP's.
- Explain who will provide guidance and support to the special education teacher on required documentation and implementation of student IEP's.
- Confirm that a full continuum of special education services will be provided.
- Confirm that special education students will be provided with all allowable accommodations on state assessments.

- Confirm understanding that SPED, IEP's are not made by an academic affairs office not in a panel review and that ALL IEP decisions are to be made by the required IEP team participants.
- Confirm the understanding that the only use of a manifestation determination team is to determine if a discipline is a manifestation of a disability or not.
- Describe how students with dyslexia will be accommodated and explain who will oversee those accommodations.
- Confirm that a licensed Gifted and Talented teacher will be employed to identify and provide services for students identified as Gifted and Talented and explain how that teacher and those services will be afforded.
- Discuss if any faculty will be ELL licensed and if so, how that faculty will provide support to ELL students.
- Explain how ELL needs will be afforded, should they arise.
- Explain how ALE needs will be afforded, should they arise.

Applicant Response:

- Given the initial grade configuration Friendship a guidance counselor will most likely not be needed until January of the year preceding year 2 when the upper grades are added. That said, we will monitor student needs starting in the initial grades and will ensure any services that are necessary.
- Yes, a licensed Special Education teacher will oversee the IEP process & provide instruction to students with IEP's.
- Friendship's Aspire Little Rock's Student Support Team will provide guidance and/or support to the special education teacher on required documentation and implementation of student IEP's.
- Friendship Aspire Little Rock shall provide a full continuum of services for special education students. When a student has been referred for special education services, the special education department must first review all current data on the student including, but not limited to, medical history (including hearing and vision reports), parent and teacher input, outcomes of prior response to intervention initiatives, attendance, formal and informal school-based assessments, and student observations/input when deemed appropriate. Upon review of all documentation, the team, consisting of the parent, general and special education teacher, related service provider(s), SSST and Special Education Coordinator, nurse, guidance counselor, and building administrator, must determine if evaluations are warranted, and denote which areas of concern are to be assessed (reading, writing, behavior, speech and language etc.
- Friendship Aspire will comply with all applicable federal and state laws related to Special Education Services.
- Friendship Aspire understands that SPED, IEP's are not made by academic affairs office not in a panel review and that ALL IEP decisions are to be made by required IEP participants.
- Friendship Aspire Academy will only use the manifestation determination team to determine if a discipline is a manifestation of a disability. All student accommodations are reviewed on an individual basis. For example, some students transition before or after their peers in alignment with a Behavior Intervention Plan to ensure that they are not distracted by the

environment. In other situations, such as enrollment in an intervention program, a special educator will work with the schedule to ensure the appropriate hours and services are provided.

- All student accommodations are reviewed on an individual basis. For example, some students transition before or after their peers in alignment with a Behavior Intervention Plan to ensure that they are not distracted by the environment. In other situations, such as enrollment in an intervention program, a special educator will work with the schedule to ensure the appropriate hours and services are provided. To accommodate students with dyslexia Friendship Aspire's Student Support Team will provide the following accommodations:

Reading

- Allow audio books and/or text-to-speech software
- Utilize outlines, summaries
- Preview questions and vocabulary
- Allow shared reading or buddy reading

Writing

- Grade for content rather than spelling
- Allow students to dictate work to an adult
- Substitute alternative projects for written reports
- Utilize speech-to-text software
- Reduce written work
- Minimize copying
- Accept oral responses, reports, and presentations

Testing

- Provide extra time
- Review directions orally
- Read tests orally
- Allow dictated responses

Homework

- Reduce reading and writing requirements
- Limit time spent on homework
- Provide extra time

Instruction

- Break tasks into small steps
- Give directions in small steps
- Give examples and model behavior
- Emphasize daily review
- Provide copies of lecture notes

Classroom

- Post schedules and maintain routines
- Chart assignments on a calendar

- Use color-coding to organize materials and information
 - Incorporate multisensory activities
 - Coordinate preferential seating
 - Avoid requiring student to read aloud in front of class
- Yes, a licensed Gifted and Talented teacher will be employed to identify and provide services for students identified as Gifted & Talented. The school will address the varied needs of all students through differentiation built into the master schedule. Students will receive intervention or enrichment based on a variety of measures including their ACT, NWEA, norm referenced assessments and formative assessments. Enrichment differentiation will exceed or meet the state's instructional minute requirement. Teachers will receive appropriate training in gifted education and rigor and relevance.
 - Yes, there will a staff member licensed in ELL.
 - To assist ELL students Friendship Aspire will work with other schools to develop the appropriate plan, which may include hiring bilingual teachers and using dual-language approach where appropriate.

Remaining Concern: It is unclear how the student support team will have the capacity provide guidance to Special Education Teachers on required documentation.

C9: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

C10: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also describe the random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students

- to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law;
 - A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter;
 - The method by which parents will be notified of each child's selection for the school or placement on the waiting list; and
 - The effect students leaving the charter throughout the school year will have on the students on the waiting list

Fully Responsive

Concerns and Additional Questions

- Confirm that the letter sent to parents notifying them of their student's placement in the school will give a deadline for their response to accept placement.
- Confirm that it is the intention of the charter school, if approved, to fill seats that become vacant throughout the year with students from the waitlist.
- Explain how parents with students on the waitlist will be notified that their child has received a placement in the school. Include how long parents will have to respond to that notification.

Applicant Response:

- Yes, a letter will be sent to parents notifying them of their student's placement in the school. The families will have 5 business days to accept or deny placement in the school.
- Yes, Friendship Aspire will continuously fill empty seats throughout the year from the waitlist. The wait list will be held separate from those admitted through the lottery, and each family should be aware of the position of its student(s) on the wait list at the conclusion of the process
- The school will also inform each of the families on the wait list of its respective position on the list. If an opening occurs, the school will provide offers of enrollment to parents in writing, and will require parents to accept or decline that offer in writing. Written enrollment offers not only assists the school by promoting consistency with regard to its records, but it also assists parents by providing them a clear and unambiguous determination with regard to enrollment. Further, the school will maintain a separate list of parents who accept and reject the offers of enrollment as these records will assist the school as it updates its wait list. In addition, a state charter school's enrollment and lottery policies should provide a reasonable time for parents to accept or decline offers of enrollment. The timeframe utilized by the school is at the discretion of the school and its board, but it should be long enough for parents to reasonably consider their available education options.

C11: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter; and
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

C12: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions; and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions

- Provide a job description for the following: instructional specialist, dean of students, and library technology.
- Clarify where the Operations Manager, Secretary, and Technology Specialist positions are provided for in the budget.
- Confirm whether or not licensure is required for the Principal / School Director.

Applicant Response:

- Please see Attachment 2—Job Descriptions
- The Operations Manager is on line 3 of the budget, the Secretary is on line 4 of the budget, and the Technology Specialist is on line 6 of the budget.

- Licensure will be required for the Principal/School Director.
- A licensure will be required for the Principal/School Director.

C13: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend;
- Plans to pay for unexpected but necessary expenses; and
- An explanation of the calculations used to project the amounts of federal funding included in the budget

Fully Responsive

Concerns and Additional Questions

- Confirm that someone will be on campus to provide daily business office services.
- Clarify the members of the finance team and where they will be located.
- Explain the rationale for paying Special Education Teachers less in year two as compared to year one.

Applicant Response:

- Yes, there will be a Secretary as well as a School Operations Manager whom will handle the business offices services and forward any finance, accounting and/or purchasing information to the accounting department.

- The Finance Team headquarters will be located in Louisiana. The team includes a CFO, Finance Manager, Accounts Payable Specialist, Senior Accounting Specialist, Grant Accountant, HR Director and interns.
- This was an error. The Special Education Teacher should have had the same budgeted salary as the Regular Teacher of \$41,147 and then in year 2 we gave a 1.75% increase to bring to the \$41,866 in the budget.

C14: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school's financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

C15: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

Fully Responsive

C16: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school

Fully Responsive

Concerns and Additional Questions

- Proved a Facilities Utilization Agreement or comparable document of agreement.

Applicant Response:

- We have not yet selected a physical site for the school. We will submit an executed Facilities Utilization Agreement when a facility is secured.

C17: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students; and
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Fully Responsive

C18: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

- Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

C19: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant's plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future

Fully Responsive

C20: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

See legal comments.

C21: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission

See legal comments.

Attachment 1—
Public Hearing Documents

Notice of Public Hearing
Friendship Aspire Academy announces a public hearing on the opening of a new open enrollment charter school to be located in Little Rock Arkansas.

Friendship Aspire Academy will service students grades K through 5 and will offer a college preparatory program designed to provide a strong foundation in the arts and sciences, develop critical and creative thinking, establish competencies in oral and written communication and quantitative operations, and stimulate intellectual curiosity.

Please attend to learn more!

Where: Dee Brown Library

6325 Baseline Rd.

Little Rock, Arkansas 72209

When: Wednesday, June 28,
2017

4:45 pm until 5:45 pm

74157258f

Attachment 2—
Job Descriptions

INSTRUCTIONAL SPECIALIST

GENERAL RESPONSIBILITIES

Responsible for providing an instructional program designed to assist teachers with developing skills in the preparation of effective learning (lesson) plans, presentation of content, classroom management, and school and community communications. Serve as a liaison between the school, and the assigned office or department.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Serve as a liaison between the school and the assigned program by attending office/department meetings twice per month to include professional development.
- Work collaboratively with team members and principals of assigned schools to develop, update, and implement annual school service plans.
- Participate in curriculum development, textbook adoption process and the development of local assessments as assigned.
- Review assessment results by school and division, and participate in the development of an improvement plan.
- Assist teachers with using assessment data to plan instruction.
- Provide ongoing training and follow-up in the use of assessment tools.
- Provide input regarding appropriate intervention/remediation strategies for students.
- Assist teachers in the development and implementation of effective classroom management strategies, individual behavioral intervention plans, instructional planning, and classroom organization, as needed.
- Model instructional practices in a variety of settings and provide follow-up support to ensure effective teacher implementation.
- Provide professional development for teachers as needed in the use of the curriculum and ancillary materials for the assigned program.
- Assist teachers and principals in designing programs to meet the needs of all students.
- Confer with teachers regarding classroom observations and developing collaborative teams.
- Observe all teachers and provide feedback.
- Provide ongoing professional development that supports the school plan for continuous improvement and school division initiatives.
- Provide ongoing professional development and support to teachers.
- Assist with the planning and delivery of parent workshops and informational sessions.

- Conduct or participate in workshops, committees, and conferences designed to promote the intellectual, social, and physical welfare of students.
- Participate in parent conferences, when appropriate, and provide instructional suggestions to parents, as needed.
- Stay abreast of national and state standards, and current trends and issues of assigned content area and best practice; serve on a variety of state and local committees.
- Maintain a log of services provided that will be submitted monthly.
- Perform related work, as required

KNOWLEDGE, SKILLS AND ABILITIES

Demonstrate considerable knowledge of the principles and methodologies of effective teaching and curriculum design; demonstrate the ability to deliver and articulate oral presentations and written communication and interact effectively with staff, parents, students and the community; demonstrate a working knowledge of the English language in written and verbal content; demonstrate the responsibility for own professional growth by seeking continuing education and in-service training programs; demonstrate professionalism by working cooperatively with other staff members, using support services when needed, ensuring that oral communications are clear, accurate, and grammatically correct, respecting the confidential nature of professional information, submitting reports accurately and punctually and complying with administrative directives, individual school guidelines and school board policy; demonstrate self-control in the interaction with the school community; demonstrate good work habits to include punctual and regular attendance and efficient use of time.

EDUCATION AND EXPERIENCE

- Bachelor's Degree and a minimum of five years teaching experience; Special Education assignments require an endorsement in the field.

Note: A comparable amount of training and experience may be substituted for the minimum qualifications.)

PHYSICAL REQUIREMENTS

- None

Note: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.)

SPECIAL REQUIREMENTS

- Possession of a valid driver's license

DEAN of Students

Responsibilities

The Dean of Students will:

- Implement school-wide systems and procedures that are structured, predictable and support the school's highly ambitious academic expectations by:
 - o Designing and implementing community meetings and celebrations to help build a culture of joyfulness
 - o Designing and executing procedures for arrival, dismissal and other school routines
 - o Working with the teachers to ensure a successful advisory program
- Provide support to teachers, helping them build and create a warm, structured and responsive classroom culture
- Reinforce and maintain the school's culture of high academic and behavioral achievement by utilizing the Friendship Public Charter School's philosophy that discipline is an opportunity for learning, growth, and community-building
- Work directly with high scholars to provide supports and structures to ensure academic progress
- Ensure that Friendship scholars meet high expectations for attendance
- Work with parents, families and caregivers to build and maintain strong relationships throughout the course of the school year.

Staff and Reporting Relationships

The Dean of students will report, and collaborate with the school leader, work closely with Friendship Public Charter School, and participate as a member of the school leadership team.

Skills and Traits

The Dean of students must demonstrate:

- A philosophy that discipline is an opportunity for learning, growth, and community-building
- Passion and commitment to urban education and our ultimate goal of closing the achievement gap
- Insistence on academic excellence and rigor at all times
- Strong leadership and team building skills
- Excellent communication skills (written and oral)
- Superb organizational, self-management, and problem-solving skills
- An openness to accept and implement feedback and engage in a process of self-improvement
- Alignment with the educational philosophy and core beliefs of Friendship Public Charter School

Qualifications

- Two years of teaching experience in an urban school or experience working with urban youth
- Experience coaching teachers preferred
- Bachelor's degree, with an advanced degree strongly preferred

Compensation

Friendship Public Charter School offers a competitive salary and comprehensive benefits package. The salary will be commensurate to years of experience, and education.

Friendship Public Charter School is an equal opportunity employer and an organization that values diversity. People from all diverse backgrounds are strongly encourage

Library Technology

General Statement

Supervises, plans, recommends, analyzes and coordinates the automation, communication and on-line systems within the Library.

Duties and Responsibilities

- Supervises the daily operation of the Library's automated systems and workstations, remaining on call at all times.
- Responsible for design, implementation, integration and daily operations of the Library's automation and communication systems, including the Innovative Interfaces system, LANs, Web server, Internet access, telecommunications and related evolving systems.
- Develops and recommends policy and procedures for use of computers and computer systems.
- Oversees training and instruction of staff on computer services and evaluates performance.
- Keeps current of all new technological procedures, processes and equipment.
- Compiles and interprets statistics and prepares reports.
- Designs, plans, implements and evaluates the present and future automation needs of the Library, making recommendations for implementation to the Administration.
- Coordinates library-wide training on use of automated systems, creating in-house documentation as needed.
- Monitors all system functions and is responsible for proper operation.
- Communicates regularly with vendors.
- Attends professional meetings.
- Performs other reasonable duties as required.

Minimum Qualifications & Requirements

Knowledge/Skills/Ability

- Strong verbal and written communication skills
- Ability to work with the technical jargon and translate that to the library workplace
- Good teaching skills
- Strong visionary skills to seek innovative uses of technology to further library service goals
- Ability to handle multiple priorities
- Demonstrated strong abilities with Microsoft software, Windows and NT server software

Experience

Three (3) years proven experience working with automated systems preferably in a public library setting.

Training and Education and Supervision Received

An MLS from an ALA accredited school and three (3) years of experience with technology OR a Bachelor's Degree in a field consistent with the responsibility of the position and three (3) years of experience preferably in a public library setting. This position works under the general supervision of the school leader.

Friendship Aspire Academy – Little Rock

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

**Friendship Aspire Academy – Little Rock
2017 Open Enrollment Amendment**

1. School Year

Ark. Code Ann. § 6-10-106

Friendship model uses more time on instruction to accelerate student achievement. A longer school day and year requires that the start date and end of the date of school is extended.

Legal Comments: Will Applicant be operating on a twelve-month year round basis? If so, this waiver is not necessary.

Applicant Response: *Friendship model uses more time on instruction to accelerate student achievement. A longer school day and year requires that the start date and end of the date of school is extended. Friendship will not be operating a twelve month year round school.*

Remaining Legal Issues: None

2. Board of Directors

Ark. Code Ann. § 6-13-1-9 School Superintendent

Ark. Code Ann. § 6-13-634

Ark. Code Ann. § 6-13-635

Ark. Code Ann. § 6-13-616

Ark. Code Ann. § 6-13-619(a)(1) and (d)

Ark. Code Ann. § 6-13-619(1)(A)

Friendship Aspire seeks exemptions from these portions of the Education Code to the extent that it governs school board operations. Friendship is requesting these waivers from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of Friendship's charter. 1) we request the flexibility to have a larger board size to meet the different needs of operating in two different Friendship Aspire communities; our board of directors already approve the regional budget where increases of staff salaries in the amount of 5% or greater is reflected; we make every effort to ensure local representation on our board. Friendship Aspire expects to grow a diverse and effective Board by recruiting members in other parts of the state and region; we request to hold quarterly board meetings given the geographic spread of our board members and to ensure they are focused on high-level activities; our board members have a side geographic spread and therefore may sometimes have to call in to a meeting; we plan on using a similar grading scale as described by 6/15-902, but request to remain as flexible as possible in this area.

Legal Comments: ADE Legal is uncertain what law Applicant is requesting to waive with § 6-

Friendship Aspire Academy – Little Rock

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13-1-9. Applicant should clarify if its request for § 6-13-619(1)(A) as there is not a section in the law with this citation. I believe it intended for this request to be § 6-13-619(a)(1)(A), and if so, it is already encompassed in its request for § 6-13-619(a)(1). Additionally, Applicant included information regarding grading scale in its rationale for why it needs these waivers applicable to the Board of Directors. Applicant should clarify if it intended to ask for additional waivers or if this was inadvertently included.

Applicant Response: *The Friendship Aspire would like to amend this request to read as follows: “Ark. Code Ann. §§ 6-13-615; 6-13-616; 6-13-619 (a) (1)(A), (c)(1)(A) and (D); 6-13-621; 6-13-629 through 631; 6-13-634 and 635; 6-14-101 et seq., and the ADE Rules Governing School Board Zones and Rezoning and ADE Rules Governing School Election Expense Reimbursement.” In the text of its rationale, the Applicant wishes to remove the language “; we plan on using a similar grading scale as described by 6/15-902, but request to remain as flexible as possible in this area.”; this request will be made in a separate area of this response. Finally, we would correct the spelling of the word “Cote” in lines 1 and 2 of our rationale to “Code”, and the spelling of the word “side” in line 13 of our rationale to “wide.*

Remaining Legal Issues: None

3. Teacher Certification and Licensure

Ark. Code Ann. § 6-15-902(a)

Ark. Code Ann. § 6-15-902(c)(2)

Ark. Code Ann. § 6-15-1004

Ark. Code Ann. § 6-17-114

Ark. Code Ann. § 6-17-201(c)(2)

Ark. Code Ann. § 6-17-301

Ark. Code Ann. § 6-17-302

Ark. Code Ann. § 6-17-309

Ark. Code Ann. § 6-17-401

Ark. Code Ann. § 6-17-418

Ark. Code Ann. § 6-17-727

Ark. Code Ann. § 6-17-902

Ark. Code Ann. § 6-17-919

Sections 15.0, 15.2, and 15.03 the Standards for accreditation of Public Schools and School Districts;

Teacher Education and Licensure

Waivers of Minimum Salaries of Certified Personnel

Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to teach a class for more than 30 consecutive days

Friendship Aspire request this set of waivers because we seek to provide a unique program. Friendship selects educators based upon grit, classroom and culture management, high expectations commitment to data-driven instruction, and past achievement. Continuous targeted

Friendship Aspire Academy – Little Rock

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support and development is critical in closing the achievement gap. All of our teachers will be Highly Qualified and will need to meet specific and rigorous Friendship network hiring standards, However, within those requirements we want our principal to have the autonomy to hire the best possible teachers, even if some of those candidates' qualifications do not include an Arkansas licensure. The school will be committed to recruiting and hiring quality staff members. Furthermore, Friendship builds human capital through annual training for all new principals and other leaders team members. The training addresses the fundamentals of school organization, student management, and student achievement. A year-round leadership development program supports the growth of principals in effective leadership.

Legal Comments: Many of the waivers requested do not pertain to teacher licensure and are not supported by the rationale provided. Only the waivers of Ark. Code Ann. § 6-15-1004, 6-17-309, 6-17-401, 6-17-902, 6-17-919, Section 15.03 of the Standards for Accreditation, and the ADE Rules Governing Teacher Education (which I believe is what Applicant meant when it requested “Teacher Education and Licensure”) are necessary to achieve its stated goals for hiring of non-licensed educators. Additionally, Applicant should confirm that all of its teachers would conform to the Arkansas Qualified Teachers standards, not Highly Qualified. Applicant should separate the waivers it needs into separate topics and provide specific rationale on why those waivers are needed (e.g. grading scale, teacher licensure, administrative license, etc.) so that way ADE Legal can provide proper guidance. Additionally, Applicant lists several things without indicating if they are rules they are requesting or something else. Lastly, the rules governing parental notification have been repealed and as such, a waiver is not necessary.

Applicant Response: *The Applicant amends its request to read as follows: “Ark. Code Ann. §§6-15-1004; 6-17- 309; 6-17-401; 6-17-902, and 6-17-919, Section 15.03 of the ADE Rules Governing the Standards for Accreditation; and the ADE Rules Governing Educator Licensure”. The Applicant confirms that all of its teachers will meet the Arkansas Qualified Teacher standards, as necessary. The school will seek to find teachers first and foremost that we believe can deliver our unique educational model and provide them a system of training and support. We will seek to hire licensed teachers whenever possible.*

Remaining Legal Issues: None

4. Minimum Salaries for Classified Employees

Ark. Code Ann. § 6-17-1301 et seq

Ark. Code Ann. § 6-17-1501 et seq

Ark. Code Ann. § 6-17-1701 et seq

Ark. Code Ann. § 6-17-2205

Ark. Code Ann. § 6-17-2205

Ark. Code Ann. § 6-17-2203

Ark. Code Ann. § 6-17-2403

Ark. Code Ann. § 6-17-2802

Section 10.01.2 of the Standards for Accreditation

Certified Staff Salary Schedule

Friendship Aspire Academy – Little Rock

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Information provided by Applicant is in italics.

**ADE Rules Governing the Superintendent Mentoring Program
Sections 5-9 of the ADE Rules Governing School District Requirements for Personnel
Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Website**

We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use the Friendship compensation policy, which includes a salary schedule and is intended to be competitive in the market place and fair to all employees. Using this schedule will ensue that the school is able to pay teachers fairly and also balance its budget. Since, as a charter school, we bear the additional cost of rent and up keep for a facility, we must be quite conservative in budgeting.

Legal Comments: Again, many of the waivers requested do not pertain to minimum salaries and are not supported by the rationale provided. Only the waivers of Ark. Code Ann. § 6-17-2203, 6-17-2403, and Sections 5-9 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Website are necessary. If the other waivers are needed, Applicant should separate the waivers into the different topics and provide specific rationale on why those waivers are needed that way ADE Legal can provide proper guidance. Additionally, please clarify what “certified staff salary schedule” is referring.

***Applicant Response:** The Applicant amends its request to read as follows: “Ark. Code Ann. §§ 6-17-807; 6-17-2203 and 6-17-2403; and Sections 5-9 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Website.”*

Remaining Legal Issues: None

5. Class Size and Teaching Load

Section 10.02 Class Size and Teaching Load

We believe that the research on the benefits of reducing class size is mixed. While there are studies that suggest class sizes of less than 20 do improve student achievement, other studies question the validity of this data. total enrollment will not exceed 480 for grades K-5. Class size at Friendship Aspire will not exceed 20 in K and 25 in all other grades except that the school may adjust the class size by 10% within exceeding the charter if circumstances require.

Legal Comments: None

-----The following waiver requests came in after the initial review-----

6. Superintendent

Ark. Code Ann. § 6-13-109

Ark. Code Ann. § 6-13-427

Friendship Aspire Academy – Little Rock

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Section 15.01 of the ADE Rules Governing the Standards for Accreditation ADE Rules Governing the Superintendent Mentoring Program

Friendship Aspire Academy seeks exemption from these Education Code provisions and ADE Rules. We would like the flexibility to a Superintendent based on experience regardless of licensure at the time of hire and then give a reasonable timeframe for him or her to obtain the required licensure. Friendship Aspire superintendents (synonymous with Executive Director) go through a rigorous and internal training program that provides them with the skill set they need to run an effective school.

Legal Comments: None

7. Principal

Ark. Code Ann. § 6-17-302

Section 15.02 of the ADE Rules Governing the Standards for Accreditation

Friendship Aspire Academy seeks exemption from these Education Code provisions and ADE Rules. We would like the flexibility to attract and retain an individual who is highly skilled and eager to develop and grow project-based learning, technology integrated school of the future with a unique schedule. The selected individual will receive additional training and coaching to fulfill this role.

Legal Comments: None

8. Alternative Learning Environment and Gifted and Talented

Ark. Code Ann. § 6-15-1005(b)(5)

Ark. Code Ann. § 6-20-2208I (6)

Ark. Code Ann. § 6-18-503(a)(1)(C)(i)

Ark. Code Ann. § 6-42-101 et seq.

Ark. Code Ann. § 6-48-101 et seq.

Section 4.00 of the ADE Rules Governing the Distribution of Special Needs Funding Sections 18.01-18.03 and 19.03 of the ADE Rules Governing the Standards for Accreditation

ADE RULES Governing Gifted and Talented Program Standards

Friendship Aspire seeks exemption from these portions of the Education Code and the Department of Education Rules. In our unique model, the idea that certain students receive instruction in an Alternative Learning Environment (ALE) or based on classification as “gifted and talented” is at odds with our approach of engaging each student. We believe an environment that is student centered, engaging and rigorous is best for all students.

Legal Comments: Only a waiver of § 6-42-109 is necessary, not § 6-42-101 et seq.

Additionally, Applicant should confirm if it intended to request a waiver of § 6-20-2208(c)(6), as

it appears there is a typo in the original request.

9. Fair Dismissal

Ark. Code Ann. § 6-15-1501 et seq.

Ark. Code Ann. § 6-17-1701 et seq.

Friendship Aspire seeks exemption from this portion of the Education Code because our programmatic model requires the flexibility to recruit, hire, and retain the most qualified and effective teachers available. Our teachers and administrators are expected to be highly flexible and responsive to the needs of students, families, and industry partners.

Legal Comments: None

10. Personnel Policies

Ark. Code Ann. § 6-17-201(c)

Ark. Code Ann. § 6-17-203 through 205

Sections 5-8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to Direct Websites

Friendship Aspire seeks exemption from this portion of the Education Code. The will develop human resources policies and procedures that are best suited to serve our model, including, but not limited to the following: terms and conditions of employment; salary schedule, fringe benefits, and other compensation issues: annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension' reduction in force and assignments.

Legal Comments: ADE Legal believes Applicant will need additional waivers to effectuate its stated purpose (such as § 6-17-208). However, because Applicant has been broad in its description with “including, but not limited to,” ADE Legal does not have enough information to provide proper guidance. Applicant should review its request to determine which additional waivers may be necessary to achieve specific goals.

11. Grading Scales

Ark. Code Ann. § 6-15-902 (a) and (c)(2)

Friendship Aspire seeks exemption from Ark. Code Ann. §6-15-902 (a) to allow for a more holistic grading system which includes state mandates assessments, college readiness exams and a comprehensive student portfolio. Students will be graded utilizing a holistic grading system which includes standards based assessments (cumulative and summative), college readiness exams, and a comprehensive student portfolio. A waiver is sought from Ark. Code Ann. §6-15-

Friendship Aspire Academy – Little Rock

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902 (c) (2) to give us the ability to send its teachers to alternative AP trainings that are not necessarily certified AP Summer Institutes.

Legal Comments: None

12. Daily Planning Period

Ark. Code Ann. §6-17-114

Friendship Aspire seeks exemption from Ark. Code Ann. §6-17-114. Though we will recommend that the master schedule provide a minimum of two hundred minutes of planning time for each week, we wish to have the ability for the minutes to be provided (if necessary) in a manner different than that required by the statute”.

Legal Comments: None

Desegregation Analysis: Fully responsive