

ARKANSAS DEPARTMENT OF EDUCATION

2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday July 28, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Friendship Aspire Academy

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
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Friendship Aspire Academy

Grade Level(s) for the School: K-8 Student Enrollment Cap: 450

Name of Sponsoring Entity: Friendship Education Foundation

Other Charter Schools Sponsored by this Entity (Name and Location):

Friendship at Calverton (Baltimore, Maryland)
Friendship at Cherry Hill (Baltimore, Maryland)
Friendship Capitol High (Baton Rouge, Louisiana)

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 the proper documentation will not be reviewed.

Name of Contact Person: Kimberly Williams

Address: 610 Florida Street Suite 110 City: Baton Rouge

ZIP: 70801 Daytime Phone Number: (225) 573-3492 FAX: (225) 346-5452

Email: kwilliams@friendshipusa.org

Charter Site

Address: 7723 Colonel Glenn City: Little Rock

ZIP: 72204 Date of Proposed Opening: August 2016

Chief Operating Officer

of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (____) _____

The proposed charter will be located in the Little Rock School District.

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: Donald Hense Position: President and Founder State of Residence: DC

Name: Patricia Brantley Position: COO State of Residence: DC

Name: Kimberly Williams Position: Executive Director State of Residence: LA

Name: Joe Keeney Position: CFO State of Residence: CT

Name: Melissa Fox Position: Finance Director State of Residence: LA

Name: _____ Position: _____ State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

23,363 (Total District Enrollment)

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

| | | |
|------------------------------------|---|--|
| <u>Little Rock School District</u> | <u>Pulaski County Special School District</u> | <u>North Little Rock School District</u> |
| <u>Benton County</u> | <u>Bryant County</u> | _____ |
| _____ | _____ | _____ |

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Friendship Aspire is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens. Friendship Aspire seeks to fulfill this mission by providing students a high quality, liberal arts education focused on preparing students with the academic and life skills needed to be successful in college and beyond.

Friendship Arkansas will be the charter holder for the school operating under the name Friendship Aspire. Through a management agreement with the Friendship Education Foundation, Friendship Arkansas will replicate the program of the Washington, DC-based Friendship Public Charter School – a program that has spawned three high performing elementary/middle schools, been recognized by the DC State Education Officer for preparing students to graduate high school on time (greater than 90% cohort rate) and enroll in college (100% college acceptance rate for graduates), and helped to turnaround two of the lowest performing elementary/middle schools in Baltimore. The Friendship program was designed to instill an appreciation for education, high aspirations and personal standards that prepare students to become responsible contributors to their communities and world.

We seek to serve children from kindergarten to eighth grade in elementary and middle school classes. At capacity we will enroll approximately 450 students. The student population targeted will be predominantly low income, minority children with a moderate to high incidence of special needs. Independent studies show that at-risk children are a population that most benefits from Friendship's model of instruction, intervention and co-curricular programs.

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

Applicant Response:

Friendship's model draws on three tenets of Friendship's culture of achievement: strong leadership, a consistent message of achievement from all of the school's stakeholders, and an organizational structure conducive to fostering achievement. Friendship does not bring a simple program or philosophy to its mission; rather, it delivers a comprehensive educational package that uses research based, Common Core-aligned curricular resource materials to lead students to meet and surpass rigorous standards as measured by their post-assessments.

The curriculum framework of Friendship has three primary components: 1) a solid foundation of core academic subjects, 2) exposure-to-the-world to prepare students for both extended learning and global citizenship, and 3) college level coursework connected to career study (in the high school grades). To instill students with a strong fundamental education, research-based, core curriculum materials are used in conjunction with deep training for teachers in a standards-based curriculum implementation process. Friendship's "backwards design" model trains teachers to plan with the end in mind.

Friendship's theory of change starts with the creation of a positive learning environment and does not sacrifice the need for long-term transformation in order to realize short-term gains. Friendship's commitment puts an emphasis on having the infrastructure in place so that a performance and results-oriented culture flourishes and school leadership acts in ways that are fully supportive of, and responsive to, academic and instructional needs.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

A public hearing was held on July 24, 2015 at 6:00 P.M. at the Dee Brown Library located at 6235 Baseline Road in Little Rock. The meeting was presided over by Ms. Kimberly Williams, Executive Director of Friendship Education Foundation. It included a 45 minute presentation on the Friendship national model and success serving similar student populations in DC, Baltimore and Louisiana. The presentation focused on the Friendship School Model and included a question and answer session. No further information was requested and no one present spoke in opposition to the proposed school.

The notice of public hearing was posted in the Arkansas Democrat Gazette on July 3, July 10 and July 17 in the news section. See Attachment B for ad copies reflecting publication dates. Emails were sent to superintendents of affected school districts notifying them of the hearing. Copies of these emails are included in Attachment B.

Additional supporting documentation is also included in Attachment B.

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)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Friendship Arkansas will be incorporated as an Arkansas nonprofit organization. The existing non-profit management organization, Friendship Education Foundation, has submitted its application for 501(c)3 status to the Internal Revenue Service. See Attachment A.

Board Composition

A Board of Directors will govern the school. Board members are being recruited. Friendship is seeking civic or educational local leaders who are involved in educational reform or have experience evaluating senior executives, and are, therefore, highly qualified to evaluate the school leader.

The Friendship Arkansas board members will be representative of the community in which the school is located. They will have a diverse set of professional skills and practical work experience in the areas of education, public/non-profit and/or for-profit administration or operations, community development, finance, and law. Parents who meet or supplement these criteria will be considered for board membership.

Responsibilities of the Board of Directors

Governance: The board is responsible for:

- Formulation and supervision of overall school policy
- Approval of and monitoring the school's annual budget
- Supporting the school's mission and purposes
- Monitoring, evaluating and holding management accountable for school performance
- Approval of the school leadership teams and assessment of their performance
- Ensuring effective organizational planning and sound board policy
- Ensuring adequate resources
- Management of resources effectively
- Enhancing public standing
- Ensuring legal and ethical integrity and maintaining accountability
- Recruitment and orientation of new board members and assessing board performance.

Board Committees: Friendship plans to form the following committee structure:

- Discipline Committee to oversee the handling of matters relating to student discipline. The Discipline Committee may recommend Codes of Conduct for adoption by the Board of Trustees and may, by majority vote of the members of the Discipline Committee, approve on behalf of the Board of Trustees expulsions of students from Friendship Philadelphia.

- Finance Committee to oversee the financial management of Friendship Aspire The Finance Committee shall recommend an annual budget for adoption by the Board of Trustees and may, by majority vote of the members of the Finance Committee, accept the annual audit of financial statements on behalf of the Board of Trustees.
- Personnel Committee, which may include persons who are not Trustees but shall not include any person who is also an employee of Friendship Aspire to make recommendations to the Board of Trustees with respect to the hiring, retention, eventual retirement, and compensation of school leaders.

Oversight

The board will have login access to Friendship's performance management dashboard system. The system provides real-time input on enrollment, attendance, discipline, interim assessment results, and summative assessment results. As a national leader in the development of performance management systems, Friendship has a highly developed performance management system that the board will find user-friendly. The Friendship Aspire school will use all of the performance management tools employed by Friendship elsewhere. The board will also receive a standard monthly financial reporting package that includes a statement of budget vs. actual results, a revised forecast for the balance of the year, a balance sheet and monthly cash flow projection. This financial package will be reviewed in detail by the board treasurer or finance committee prior to each monthly board meeting.

Meetings of Board of Directors

The board will meet monthly throughout the year, usually at the school. Date, time, and place of all board meetings will be included in the school calendar that parents receive. The calendar will also be on the school website. Meetings of the Board shall be open to the public to ensure members of the community are able to communicate their concerns to the Board. Any person may speak at an open meeting of the Board. To the fullest extent allowed by law, all such discussions shall take place in an open meeting.

Friendship Education Foundation (FEF)

Friendship opened two elementary schools in 1998 and now operates six public charter schools serving grades preK-12 in the lowest income wards of the District of Columbia, and two turnaround schools serving grades K-12 in partnership with the school district of Baltimore City. Its charter and turnaround schools consistently outperform traditional public schools serving similar populations. Friendship also plans to work with 4th Sector Solutions, a provider of back-office services including financial management and reporting, school operations, and human resources management services that has served charter schools since 2004. Friendship has references from its current operation sites:

- Michelle Rhee, Founder and CEO of StudentsFirst and former Chancellor of DC Public Schools.
- Kaya Henderson, current Chancellor of DC Public Schools.
- Andres Alonso, CEO of Baltimore City Public Schools.

Friendship is considered one of the most effective educational providers by the Baltimore City Public Schools district leadership. Its schools serve disproportionately low-income and special education populations.

All of its DC charter schools serving grades preK-8 significantly outperform the DC Public Schools serving the most disadvantaged students (Wards 5-8), by 12-15%. Four of Friendship's six schools are larger than any of the comparable DCPS schools in total enrollment.

Friendship Collegiate Academy in DC, which enrolls 900 students, consistently achieves proficiency levels that are two to three times the levels of DCPS high schools serving similar populations.

Friendship's performance implementing a turnaround at Anacostia High School – for which it was originally hired by then DCPS Superintendent Michelle Rhee – was remarkable. A *Washington Examiner* article on October 14, 2012 noted, "Anacostia's high school graduation rate last year was 78 percent, up from only 56 percent only three years ago. Before our partnership began, no record was even kept of how many students were accepted to college -- a sign of where that aspiration fell in the scheme of priorities. Last year, half of our graduating students were accepted to college."

Unlike many other high-performing CMO networks, Friendship operates large schools (more than 500 students) effectively. Friendship's network includes the largest high school and four of the seven largest elementary schools out of over 80 charter and traditional public schools in Wards 5-8. Because of this scale, over the past 12 years, Friendship has improved the academic achievement of the largest number of high-needs students in DC.

Role of Administration

The Friendship Aspire leadership team has not yet been selected. Job descriptions are attached. When selected, the team will include the principal and two deans/assistant principals (one of which starts in year two, and the other at full enrollment). Deans are instructional leaders of the school and act in concert with the principal to ensure that instructional goals are met. They are responsible for driving the school's mission and guiding principles to ensure a positive achievement focus and school culture among teachers, staff and students. Deans are assigned a cohort of teachers for observation, evaluation, and development. They guide staff to achieve high performance through data analysis, goal setting, providing meaningful feedback, and constructive evaluations.

Friendship also provides an instructional performance coach to support new and veteran teachers in becoming highly effective educators. Coaches support teachers to organize, set up, and manage a classroom by emphasizing the delivery of quality data-driven instruction using formative and interim assessments; leading data talks across grade levels or content; modeling excellent delivery of content; planning differentiated lessons; helping develop quality unit plans using the Understanding by Design (UBD) framework; observing and reviewing teachers' daily lesson unit plans; and providing feedback.

Additionally, deans are responsible for implementing the school-wide positive behavior plan to ensure an effective discipline system with high standards that is consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations. Deans advise Academic Advisors in creating a positive culture of behavior in the school and team with teachers, staff, social workers, the parent, curriculum, and professional development coordinators in the plan's development and implementation.

Parental Involvement

Parents will have a voice working with the board and principal through the school Parent Action Committee (PAC). The committee will help bring parents into the fold by fostering formal and informal opportunities to engage with school staff, other parents and other community members on school programming. The Parent Action Committee will provide opportunities for all parents to be an active part of the school's culture and model the core values. There will also be leadership opportunities within the PAC. In addition to PAC participation, parents sign a pledge committing to responsibilities as a member of our school community.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of Friendship Aspire is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens. Friendship Aspire seeks to fulfill this mission by providing students a high quality, liberal arts education focused on preparing students with the academic and life skills needed to be successful in college and beyond.

Friendship Arkansas will be the charter holder for the school operating under the name Friendship Aspire. Through a management agreement with the Friendship Education Foundation, Friendship Arkansas will replicate the program of the Washington, DC-based Friendship Public Charter School – a program that has spawned three high performing elementary/middle schools, been recognized by the DC State Education Officer for preparing students to graduate high school on time (greater than 90% cohort rate) and enroll in college (100% college acceptance rate for graduates), and helped to turnaround two of the lowest performing elementary/middle schools in Baltimore. The Friendship program was designed to instill an appreciation for education, high aspirations and personal standards that prepare students to become responsible contributors to their communities and world.

We seek to serve children from kindergarten to eighth grade in elementary and middle school classes. At capacity we will enroll approximately 450 students. The student population targeted will be predominantly low income, minority children with a moderate to high incidence of special needs. Independent studies show that at-risk children are a population that most benefits from Friendship’s model of instruction, intervention and co-curricular programs.

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

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

| DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED | | | |
|--|---|---|--|
| District Name | Little Rock School | | |
| District Status | NEEDS IMPROVEMENT | | |
| | LITERACY 2014 ESEA Report Percentage Achieving or Advanced | MATH 2014 ESEA Report Percentage Achieving or Advanced | Graduation Rate 2013-2014 2014 Report Card Percent Graduated |
| All Students (Combined) | 65.21 | 59.74 | 75.35 |
| Targeted Achievement Gap Group | 57.23 | 51.96 | 70.32 |
| African American | 58.64 | 51.60 | 73.75 |
| Hispanic | 57.53 | 58.79 | 66.91 |
| White/Caucasian | 88.91 | 86.72 | 83.28 |
| Economically Disadvantaged | 57.43 | 51.58 | 69.56 |
| English Language Learners/ Limited English Proficient | 55.99 | 58.26 | 68.33 |
| Students with Disabilities | 22.45 | 31.04 | 76.62 |

| CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION | | |
|--|--|--|
| District Name | Little Rock School District | |
| Campus Name | Wilson Elementary | |
| Grade Levels | P-5 | |
| Campus Status | Needs Improvement | |
| | LITERACY 2014 ESEA Report Percentage Achieving or Advanced | MATH 2014 ESEA Report Percentage Achieving or Advanced |
| All Students (Combined) | 56.67 | 58.33 |
| Targeted Achievement Gap Group | 53.15 | 54.95 |
| African American | 54.76 | 53.57 |
| Hispanic | 57.14 | 67.86 |
| White/Caucasian | N<10 | N<10 |
| Economically Disadvantaged | 57.00 | 58.00 |
| English Language Learners/ Limited English Proficient | 55.56 | 66.67 |
| Students with Disabilities | 12.50 | 28.13 |

| CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION | | |
|--|--|--|
| District Name | Little Rock School District | |
| Campus Name | Henderson Middle School | |
| Grade Levels | 6-8 | |
| Campus Status | Needs Improvement- Priority | |
| | LITERACY 2014 ESEA Report Percentage Achieving or Advanced | MATH 2014 ESEA Report Percentage Achieving or Advanced |
| All Students (Combined) | 45.72 | 41.25 |
| Targeted Achievement Gap Group | 44.48 | 39.97 |
| African American | 45.42 | 38.64 |
| Hispanic | 42.03 | 47.83 |
| White/Caucasian | 61.54 | 66.67 |
| Economically Disadvantaged | 44.56 | 40.03 |
| English Language Learners/ Limited English Proficient | 39.71 | 47.83 |
| Students with Disabilities | 12.22 | 14.44 |

| CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION | | | |
|--|---|---|--|
| District Name | Little Rock School District | | |
| Campus Name | Parkview Magnet School | | |
| Grade Levels | 9-12 | | |
| Campus Status | Needs Improvement | | |
| | LITERACY 2014 ESEA Report Percentage Achieving or Advanced | MATH 2014 ESEA Report Percentage Achieving or Advanced | Graduation Rate 2013-2014 2014 Report Card Percent Graduated |
| All Students (Combined) | 84.19 | 71.79 | 94.72 |
| Targeted Achievement Gap Group | 75.41 | 62.28 | 93.33 |
| African American | 81.60 | 68.18 | 95.80 |
| Hispanic | 72.41 | 67.39 | 90.00 |
| White/Caucasian | 91.80 | 80.39 | 93.33 |
| Economically Disadvantaged | 78.45 | 61.93 | 94.12 |
| English Language Learners/ Limited English Proficient | 53.33 | 61.29 | N<10 |
| Students with Disabilities | N<10 | 55.00 | N<10 |

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

Friendship Aspire, though located in Little Rock, is an Open Enrollment Charter School and scholars from other districts may enroll. In Little Rock, where the school will be located, several areas have been left behind both economically and educationally.

In 2014, the Little Rock School District made little progress in strengthening academic outcomes for its scholars, particularly low-income scholars of color. The district did not meet AMO in any areas, for any sub-groups. Little Rock School District was rated “Needs Improvement” in both Literacy and Math in 2014. The district’s overall proficiency was only 62.3%.

Parkview Magnet High School was rated “Needs Improvement” in 2014. The High School missed AMO in math for all students except for Students with Disabilities.

Henderson Middle School, the school closest to the proposed charter area, was also rated “Needs Improvement - Priority” in 2014. Henderson missed AMO in Literacy by at least 10% for all scholars. In math, Henderson missed AMO for all scholars except Caucasian by at least 15%. The AMO shortfall for subgroups in Literacy ranged from 10% for African American students to a high of more than 25% for ELL students. The AMO shortfalls were also significant in math ranging from approximately 16% for African American students to almost 22% for ELL students.

Students in Wilson Elementary (rated Needs Improvement) were similarly situated. Students -- regardless of subgroup -- were between 8 and 20% behind in Literacy and Math.

Overall, Little Rock families have a limited choice of high quality schools.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

The North Little Rock, Bryant and Pulaski County School Districts are adjacent to the home district of the proposed charter. According to the data provided by the Arkansas Department of Education all of these were in Needs Improvement Status on 2014. All 3 districts missed their AMOs in both math and literacy. None of the districts met their Growth AMOs in either Math or Literacy.

All 3 districts are also dealing with significant achievement gaps. In North Little Rock, Caucasian students graduate at rates almost 20% higher than students of color. Proficient and Advanced rates for Caucasian students for Math and Literacy are greater than 25% higher than the Proficient and Advanced rates for students of color. Additionally less than 30% of students with disabilities are proficient in Math or Literacy.

Similarly in Pulaski County the district shows the same gaps to a smaller degree. Caucasian students score Proficient or Advanced at rates between 15% and 23% higher than African American students in both Math and Literacy. Students with disabilities are performing at less than 30% proficient as well.

In Bryant County where the proficient level is a 83.7% Caucasian students still out perform students of color at a rate of 12% in Literacy. This gap is more distinguished in Math with a 20% gap between Caucasian and students of color scoring proficient and advanced,

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

Smaller Learning Communities (House/ Career Academies)

The purpose of the house/career academy structure is to give each student a smaller community within which s/he can grow and learn throughout his/her tenure in the academy. Smaller learning communities allow for differentiated instruction and the creation of individual learning plans so that each student will have a defined program of scholarship that allows him or her to excel.

The organizational structure of Friendship schools is unique and conducive to delivering a message of achievement, in that it will create smaller clusters of students within the larger school community. These smaller learning communities group students that are in similar positions with respect to academic and personal development. Using this structure, the school leadership is able to target students effectively using the best practices, teaching, and disciplinary techniques that have been proven to be most effective for students of a given age group. The school may have many grade levels, students still feel like they are in a small community of like-minded students.

Friendship's theory of change starts with the creation of a positive learning environment and does not sacrifice the need for long-term transformation in order to realize short-term gains. Friendship's school design puts an emphasis on having the infrastructure in place so that a performance and results-oriented culture flourishes and school leadership acts in ways that are fully supportive of, and responsive to, academic and instructional needs. Friendship anticipates effecting measurable change immediately, leading to a doubling of the number of students rated "proficient" in math and reading, a 50% increase in graduation rates (for high schools), and a 75% reduction in truancy within three to five years. Friendship welcomes the responsibility of playing a leadership role to raise the quality of education citywide. It maintains a ten-year vision of seeing high-performing organizations

across the board, believing that a widespread culture of achievement has positive effects on the capabilities of every individual student, teacher, and leader in every individual school.

Curriculum and Education Program

The Understanding by Design framework ensures that teacher teams make informed decisions about the specific texts, performance tasks, and other resources that will be included within a unit in order to provide cultural relevancy. The curriculum resource materials are reviewed carefully by the Friendship Curriculum Committee to ensure cultural relevancy in content, and equity of access for second-language learners. Opportunities for targeted differentiation for English Language Learners (and the supporting resources) are embedded in the resource materials and teacher lesson plans.

The curriculum framework of Friendship has three primary components: 1) a solid foundation of core academic subjects, 2) exposure-to-the-world to prepare students for both extended learning and global citizenship, and eventually 3) college level coursework connected to career study (for high school students). To instill students with a strong fundamental education, research-based, core curriculum materials are used in conjunction with deep training for teachers in a standards-based curriculum implementation process. Friendship's "backwards design" model trains teachers to plan with the end in mind. Through implementation of Understanding by Design, teachers use backwards design to plan units that address the six facets of understanding (explanation, interpretation, application, perspective, empathy, and self-knowledge). Understanding by Design facilitates the planning process by enabling teachers to clarify learning goals, assess student understanding, and craft engaging learning activities.

Friendship Honors and Supports the Whole Child

Integral to the Friendship model is support of the whole child. Teachers receive intensive training in using "differentiated learning" that is designing variations in lesson plans for children with different learning styles and diverse capabilities. Each campus has access to a school nurse and a mental health counselor in addition to the school guidance counselor. Each campus has regularly scheduled School and Student Staff Support Team (SSST) meetings to support individual students. Meeting typically in common teacher planning periods, SSST teams include: classroom teacher, school counselor, parent/guardian, school leader, mental health counselor and nurse.

Support for individual students is reinforced by the Friendship Design mandate to share individual academic data with students. Teacher's work with students to choose how they would show they have mastered an academic standard based on their interests, creativity and their learning styles. Friendship Aspire will offer Saturday School for any child who needs extra help. The school will also offer Friendship Cares and other opportunities after school for students to challenge themselves in activities such as athletics, chess, band, and journalism.

5. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
 - The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

| GOAL | Assessment Instrument for Measuring Performance | Performance Level that Demonstrates Achievement | When Attainment of the Goal Will Be Assessed |
|--|--|---|--|
| To increase individual student performance in Reading as compared to the state and the LRSD average | State-approved Next Generation Assessments – ACT Aspire | Meet or Exceed the state average and the Little Rock School District's average in Reading performance | Annually Baseline 2016-2017 |
| Lit. Growth: Each Year students grade level K-8 on average will meet or exceed their growth goal in Lit | NWEA's MAP reading assessments in fall, winter and spring. Fall data will be baseline. | Baseline data will be collected within the first month of school. | Annually |
| To increase individual student performance in Math as compared to the state and the LRSD average | State-approved Next Generation Assessments – ACT Aspire | Meet or Exceed the state average and the Little Rock School District's average in Math performance | Annually Baseline 2016-2017 |
| Math Growth: Each Year students grade level K-8 on average will meet or exceed their growth goal in Math | NWEA's MAP math assessments in fall, winter and spring. Fall data will be baseline. | Baseline data will be collected within the first month of school. | Annually |
| Maintain a 95% attendance rate and 98% promotion rate | Data will be collected from APSCN | Friendship will meet or exceed the LRSD average in attendance and promotion. | Annually |
| Families will express overall satisfaction with Friendship Aspire based upon regular surveys | Survey will be administered at least once annually at Parent Nights, PAC meetings and QLC meetings | The school will receive an overall rating of good or excellent. | Annually Baseline Spring 2016 |
| | | | |
| | | | |
| | | | |

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:

Friendship Aspire's goals for reading and mathematics proficiency, student attendance and promotion, and stakeholder satisfaction are basic indicators of success to validate that Friendship's students are on the path to high school graduation and college and career readiness. Friendship's ultimate ambition for its students is lifelong success -- including college attendance, a rewarding career, familiar stability, and active contribution back to the community. None of these outcomes is likely if students fall off the path to academic proficiency in

elementary school.

The educational need identified in the data presented above for local non-magnet schools shows a consistent achievement gap and steady decline in proficiency from elementary through middle and high school. By addressing academic deficits early in elementary school and exceeding district average academic performance with a more at-risk student population, Friendship Aspire will set its students on the path to high school success when they complete their K-8 experience.

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

Applicant Response:

Please see schedule included in Attachment D.

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

Educational Philosophy: The **Culture Intensive** is a concentrated and focused course of study in which the whole school and all students participate, including special needs students, those receiving special education services, English Language Learners (ELL), and any students at risk of academic failure. The focus of the Culture Intensive is to instill the culture of achievement across the school. During the first weeks of school, in addition to the curriculum, every class devotes a significant amount of time to lessons devoted to teaching the school Code of Conduct and practicing the expected behaviors for each area of the school. The lesson plans in the Intensive do not assume students know appropriate behavior and, therefore, explicitly teach what is

expected.

The goals of the Intensive are to be sure students can articulate and demonstrate the code and that they are motivated to follow it. The lessons created for teaching the code are not unlike those in any other curriculum area. Just telling students is not enough. Students will need quality and engaging instruction including discussion, guided practice, and feedback in order to learn the expected behaviors. They need to be actively involved in understanding, practicing, and internalizing the code. These lesson plans also use fun activities to increase student enthusiasm and use positive reinforcement and incentives to engage their cooperation.

Instructional Techniques: Teachers are given state-of-the-art classroom technology tools and a multitude of resources to engage, motivate, and push students to high levels of academic achievement. Friendship provides extensive professional development and coaching to help teachers make the shift from a teacher-centered to a student-centered classroom. Teachers are trained to use the three-step “Gradual Release Model” as the foundation for differentiating instruction:

- **I Do:** The Gradual Release Model begins with a focus on teacher modeling. Students need plenty of opportunities to see an expert – the teacher – at work, interacting with texts and showcasing the thinking that undergirds doing a task well.
- **We Do:** Much of classroom instruction takes place in the central area of the Gradual Release Model – The Zone of Proximal Development. “Teaching in the zone” relies on scaffolding, support that is integrated into a lesson that guides student learning and prompts effective thinking.
- **You Do:** The rationale of the Gradual Release model is the constant attention to ceding increasing responsibility to the students for directing their own learning. Students need regular reminders that the focal point of instruction is to empower them to be able to accomplish important and sophisticated tasks without the support of the teacher and their classmates (Pearson and Gallagher).

Pedagogy Used to Support the Friendship Mission: A key feature of the differentiated classroom is that it is student-centered. Shifting the emphasis from the “teacher and instruction” focus to the “student and learning” focus means redefining the role of the teacher (Tomlinson, Wiggins, and McTighe, 2004). Friendship’s professional development program supports teachers in making the shift to managing classrooms that exemplify this set of behaviors. Differentiated classrooms observe the following characteristics:

- Teachers and students accept and respect one another's similarities and differences.
- Assessment is an ongoing diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on assessment data.
- All students participate in respectful work -- work that is challenging, meaningful, interesting, and engaging.
- The teacher is primarily a coordinator of time, space, and activities, rather than a provider of information. The aim is to help students become self-reliant learners.
- Students and teachers collaborate in setting class and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied based on student needs.
- Students often have choices about topics they wish to study, ways they want to work, and how they want to demonstrate their learning.
- The teacher uses a variety of strategies to target instruction to student needs.

Curriculum Map and Summary

The curriculum of Friendship Arkansas 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 (for high school students). 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.

Objectives, Content for Each Grade, and Rational for Curriculum Selection: Attached Rationale

Teachers in schools supported by Friendship are trained to apply the current research on instruction to best meet the needs of the students in their classrooms. Teachers use the “gradual release of responsibility” model

of instruction: I do, We do, You do. The cognitive load is passed from the teacher-as-model to the student for maximum learning (Fisher, Frey, 2008). The learning process starts in a structured manner, generally with a mini-lesson (I do), and becomes less structured as the responsibility transfers from the teacher to the student. The teacher facilitates the guided practice (We do) then releases the responsibility to the students through collaborative and independent work (You do). Teachers are expected to differentiate instruction at every phase based on the needs of their students.

Friendship's training program reinforces the idea that proficient teachers use a variety of appropriate instructional strategies based on the standards, lessons, and needs of their students. Friendship supports teachers in making the cognitive shift to become diagnosticians who skillfully determine the appropriate instructional "prescription" to ensure that students meet the standards and gradually release responsibility to students for ownership of their learning. Intense professional development is provided to ensure that teachers are equipped with the knowledge and skills to ensure that this happens effectively in each and every classroom. Friendship trains teachers to review the available curriculum resources and develop high-quality learning experiences that ensure that each student will learn as efficiently and effectively as possible. Friendship provides teachers with research-based, common core-aligned program materials from Houghton Mifflin Harcourt so that teachers will have at hand a plethora of resources to support the learning of their individual students. Through differentiated instruction, teachers enable students to achieve outcomes in ways that work best for each learner (Tomlinson, Wiggins, and McTighe, 2004). Friendship-trained teachers are always focused on learning for students at every level. Teachers continually ask the following key questions:

How do we know our students are learning?

What do we do when students are *not* learning?

What do we do when students *have* learned?

Research

The Understanding by Design framework is known to be rigorous, engaging, and effective for the anticipated student population. Some specific research-based components required for the selection of curricular resource materials include:

- Explicit Strategy Instruction – Students must know, access, and apply specific strategies when reading texts and solving mathematics problems. Research shows that reading comprehension instruction must support students, directly and explicitly, to use the strategies needed to comprehend a text (Cantrell, Almasi, Carter, Rintamaa & Madden, 2010; National Reading Panel, 2000; Hollingsworth and Woodward, 1993). In mathematics, in order to become proficient and fluent with problem-solving, students must efficiently track what they know and how well or poorly an attempt at problem-solving is proceeding (Reyes, Suydam, Lindquist, & Smith, 1998).
- Writing Across the Content Areas – Students must have the ability to think and write across subject areas to meet the 21st century demands and the college-readiness standards of Common Core. In order to teach these skills, teachers must focus on both process and product (Chapman, 2006), providing students opportunities across the curriculum to process new information and make sense of complex ideas through writing (Knipper & Duggan, 2006).
- Explicit Strategies for Differentiation and Intervention – It is critical that all students receive access to grade-level content and strategies, while receiving the necessary support and scaffolding through intensive skills-instruction to "close the gap" for struggling learners (Au, 2002; Allington & Walmsley, 1995).

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

The Friendship Aspire curriculum is aligned with national standards. The curriculum will be aligned to the Arkansas Common Core Standards and Arkansas Curriculum Frameworks. Our national team will work to align

with the standards as required by the state similar to what has been done in DC, Baltimore and Louisiana. The Common Core alignment process links grade level mastery objectives to state standards so that as students master specific course objectives, they are mastering state standards. The steps in the alignment process are as follows:

- Common Core and Arkansas Frameworks crosswalks are reviewed and studied to understand the shifts.
- These crosswalks are used as part of the pre-opening professional development where teachers `unpack' the standards to gain a complete picture of the learning expectations for their students.
- Teachers then work in teams using Curriculum guides to complete their grade level crosswalks as a means of learning what they will teach.
- Specific training on the instructional program is then provided.
- Demonstration lessons taught by members of the staff and the Leadership Team help put it all together.
- Ongoing professional development and coaching by leadership is used to support teachers in the implementation of the education program.

9. 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:

Friendship Aspire will have a guidance counselor (mid-year hire in year one) and access to two community resource specialists/psychologists. They will be devoted to students with mental health and social/emotional challenges and oversee Student Support Services and parent relations. They are supported by classroom teachers and school administrators who will provide input regarding the needs and progress of students needing mental, emotional, and social support. Initial information from enrollment and attendance prompts guidance counselors and mental health providers to talk to the students individually about personal and family needs. Confidential student records are maintained by school counselors and psychologists. Case management includes outreach to parents and extended family members and linkages to community resources and service providers.

B) Health services;

Applicant Response:

The school will comply with all state laws regarding staffing in this area. A nurse will manage all distribution of medication, train staff as needed to keep students safe (food allergies, etc.), manage student medical information in full compliance with all relevant privacy statutes, and advise the principal in the creation of necessary medical policies. The school nurse will work daily and will coordinates delivery of health services and will contribute to the professional development of school personnel as colleagues. The school's health service program shall insure administrative and office staff members will be trained in emergency procedures, first aid, CPR and administration of medicine.

The nurse may also teach some health education. He or she will coordinate with local agencies, hospitals, physicians, and organizations that have as their missions to improve children's or community health in order to make sure that all students have access to the care that they need.

C) Media center;

Applicant Response:

The school will not have a media center when it opens, and we have applied for a waiver from the staffing requirement. Instead, the school will open a computer lab so that students have access to the Internet for basic research. Additionally the school will use Scholastic Read 180 as a reading intervention software and provide classroom libraries in all classes.

D) Special education;

Applicant Response:

The special education programs at Friendship are well-aligned with the Least Restrictive Environment (LRE) requirements under the Individuals with Disabilities Education Improvement Act (IDEA: Section 300.114-300.117 and 300.320). Specifically, during the 2016-2017 school year, each campus will provide a continuum of services (inclusion and resource), which is the cornerstone of IDEA. Friendship offers a program that includes both instructional support and related services that are determined by the team to ensure that students meet academic and social goals. For instance, visually impaired students receive Orientation & Mobility (O&M) services and students with autism receive Applied Behavioral Analysis (ABA) support. Finally, specialized self-contained programs are available within the LEA to students who have disabilities that require a more restrictive setting. Except in rare instances when it is not in the best interest of the student, s/he is given opportunities to be successful with appropriate supports starting with an inclusion setting and moving only to a more restrictive educational setting when data and input from the Special Education team members require it.

The final decision about a student's ability to make progress within the school-based setting is the responsibility of the team. There are multiple methods for making a determination about the student's location and placement of services. The IEP can be enhanced to include additional supports or supplemental services, or the IEP team can request support from the Academic Affairs Office to conduct a panel review of the student's file and provide additional programming ideas. In the event that the team does not feel that the student's current setting is adequately meeting his or her needs, the student, either by parent or school request, can appeal to the board to have the student placed into a more restrictive, out-of-general education setting. The final decision about the student's next continuum of placement is made by the IEP team in conjunction with members of the Office of Academic Affairs SPED Leadership Team.

E) Transportation;

Applicant Response:

Friendship will provide transportation for students as required. Inspired by models of successful community-based schools nationwide, Friendship will encourage students and families to carpool as much as possible through such means as an online carpool "board" for students and families to connect. Friendship will initiate discussions with the appropriate officials to negotiate transportation options, including transportation for students with special needs. Friendship may also contract with a third-party vendor, such as First Student, to manage daily transportation for all students.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

It is the intention and commitment of the founders of Friendship Aspire to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect

and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help. If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's rights are always protected. A waiver is being requested.

G) English Language Learner (ELL) instruction

Applicant Response:

Friendship is accustomed to accommodating students with multiple levels of ability and multiple learning styles in one classroom. The curriculum supports teachers in internalizing and gaining ownership over its content by guiding their thinking as they make instructional decisions about how best to lead the full range of students in their classrooms to achieve the rigor of the standards as measured by their post-assessments. To support the development of their units and daily lesson plans, Friendship adopts curricular resource materials that are aligned to Common Core State Standards.

H) Gifted and Talented Program.

Applicant Response:

The environment that meets the needs of high needs students also provides appropriate learning opportunities for gifted students.

The curriculum and culture of Friendship promote student success and reward teachers for results. Friendship believes that academic success starts with adults who commit to changing the school and its uses a performance-based compensation system. Tracking the behavior and outcome metrics of teachers and administrators is an integral part of Friendship's performance management system which uses a data tracking system as a platform for administrator and teacher accountability.

Per extensive research conducted by Perna in 2002, programs targeting low income students for academic success must contain the following critical components to be successful: creation of a culture with college completion expected of all, rigorous academic experiences, parental involvement in the education and college preparation process, early facilitation of course selection and career planning, and, eventually, college visits. the Gifted and Talented Program at Friendship contains all five elements.

10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

Friendship Aspire Academy will be an open-enrollment public charter school; therefore, we could draw students from anywhere in the state. The school will be located within the city limits of Little Rock, and will be located within the boundaries of the Little Rock School District. It is anticipated that Friendship Aspire Academy will receive most of its students from the Little Rock, North Little Rock and Pulaski County Special School Districts; some students may also be received from the Benton and Bryant School Districts. The maximum enrollment in the first five (5) years of the charter will be 450 students.

According to the 2014-2015 enrollment information housed on the Department of Education Data Center's website, there were 23,363 students enrolled in the Little Rock School District; 8,576 students enrolled in the North Little Rock School District; 16,592 students enrolled in the Pulaski County Special School District; 5,000 students enrolled in the Benton School District, and 9,017 students enrolled in the Bryant School District. At its five (5) year maximum enrollment, it is estimated that up to 300 students would come to Friendship Aspire Academy from the Little Rock School District; up to 75 students from the Pulaski County Special School District; up to 55 students from the North Little Rock School District, and up to 20 students from the Benton and Bryant School Districts combined.

It is possible that Friendship Aspire will enroll students who currently attend private schools or who are home schooled students, thus further reducing the impact to the named school districts.

11. 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:

Friendship will report annual school-wide progress on high stakes, state-mandated assessments to the school community each year. This report will be made available to parents during open houses and back-to-school nights, on the school website, and also to any parent or community member requesting the information.

Promotion and graduation criteria will be communicated regularly to parents and students. At the beginning of the school year, they will receive information regarding promotion and graduation requirements during orientation and open house sessions. In addition, parents will learn about student progress toward promotion throughout the school year by way of report cards and parent-teacher conferences.

Shorter reports on the school's progress will reach parents and the community through school newsletters, which will include general progress reports as well as the NCLB-mandated school report card. Moreover, the school will post its performance in common areas of the school, including the main office and front hallways for parents and community members to see.

The school will publish an Annual Report in compliance with ADE Rules reflecting academic progress for the previous year and progress towards meeting network goals.

12. 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.

Applicant Response:

Friendship Aspire will enroll students based on preference and lottery status. The lottery will be held on or about April 1, each year. In accordance with federal laws, no student will be denied admission based on race, ethnicity, national origin, gender, disability, aptitude, or athletic ability. The school shall be open to any child who is eligible under the laws of the state of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion or ancestry.

Enrollment Process

- The School will accept applications for enrollment up until the deadline, approximately April 1.
- All applicants will be included in the lottery.
- The following preferences will be honored in the enrollment process:
 - a. Siblings of current students - Students who share a common parent, either biologically or legally through

adoption. Whether the child resides in the same household has no bearing on determining if the children are siblings for purposes of a sibling preference. Children who live in separate households may be siblings, and those that live in the same household may not be. If siblings are placed in foster homes and one of them enrolls in the charter school, then the siblings of that student are entitled to admission preference. Foster children are not considered siblings of other children in the foster home unless they share a common parent. * Applicants who are not selected for admission due to oversubscription will be added to the waitlist, which will be valid until the next lottery.

Friendship Aspire will follow an enrollment plan. It will hold a transparent lottery to fill any vacancies and to create a wait-list. In early December, Intent to Return forms will be collected from currently enrolled students. The information collected in the above mentioned form will allow us to project the vacancies for the next academic year.

In early January, a marketing plan will be started to communicate to the public that FRIENDSHIP ASPIRE is accepting student applications for the following year. The deadline for all student applications to be considered for the lottery will be approximately April 1. A lottery will be scheduled early April.

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:

Beginning in Year 2 students who share a common parent, either biologically or legally through adoption. Whether the child resides in the same household has no bearing on determining if the children are siblings for purposes of a sibling preference. Children who live in separate households may be siblings, and those that live in the same household may not be. If siblings are placed in foster homes and one of them enrolls in the charter school, then the siblings of that student are entitled to admission preference. Foster children are not considered siblings of other children in the foster home unless they share a common parent.

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 an 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:

If a school receives more enrollment forms than available seats, the school will conduct a randomized lottery, as required by law, in early April. This lottery must be observed or conducted by an outside third party. Students who meet the previously stated preference criteria are exempted from this lottery. These exempted students are then taken out of the lottery and are then enrolled in their grade, thus lowering the target lottery enrollment number for that grade. All other students who have applied to enroll in the grade for which there is to be a lottery are assigned a lottery number. Lottery numbers will be randomly pulled and assigned seats. Student names are then matched back to their lottery numbers. This process is repeated for all applicable grades. All students whose lottery number fall within the target number are enrolled. All other students are placed, in order, onto a waitlist.

In the event that applications exceed open seats and a lottery process is necessary to determine enrollment, all names will be drawn in order to create a priority-ranked waiting list to be used for future enrollment in the same school year. If and when there are openings at Friendship Aspire, students will be pulled first from the waiting list based on priority order until all seats are filled.

Following the lottery, letters will be mailed to all the families in the lottery confirming they received a seat and to enroll or to notify of their waitlist status. Students on the waitlist are contacted as a seat in their grade becomes available. Enrollment is by blind lottery with no pre-screening and no post-lottery interviews. All students are welcome to apply to the school.

Friendship Aspire maintains a sibling policy for siblings of currently enrolled students. Siblings are eligible for preferential status, which permits the student to pre-empt other students from the general lottery based on available seats. All families will attend a school orientation prior to the beginning of the school year.

Because we have a non-exclusive, open enrollment lottery, and blind admissions policy, with no pre-screening interview process, the majority of our students will be a direct reflection of the socio and economic demographics of the neighborhood.

Friendship Aspire shall admit students of any race, color, national origin, and ethnic origin and every student shall enjoy all rights, privileges, programs, and activities generally accorded or made available to students at the school. It shall not discriminate on the basis of race, color, national origin, gender, disability and ethnic origin in administration of its educational policies, admission policies, and all other school-administered programs.

We will employ various methods to publicly announce the application/enrollment period and will communicate our desire to serve both English Language Learners and students with disabilities. The application form along with all dates and deadlines for the submission of new applicants for available grades will be posted on our school website. Hard copies of the application will be available at the school or by mail upon request. Community-outreach is an important element of our marketing and mission. We will distribute informational materials to the Head Start locations and day cares throughout Little Rock and surrounding areas, local businesses including libraries, community centers, and faith-based organizations. During the entire year, including the application and enrollment period, our offices will be open from 7 a.m. to 5 p.m. where we accept both phone calls and in-person inquiries from interested parents.

Once a student has been accepted to the school, a registration packet is given to the parents for completion. The packet consist of a student directory form (which collects emergency contact information in addition to demographic information), health assessment form, release of records from previous school, transportation request/information, media release, birth certificate, social security card, immunization records, parent/guardian identification, Free and Reduced lunch application, and any other required documentation by the State of Arkansas. Families have several weeks to accept their admission to the school. Any unfilled spots will be given to students on the waitlist.

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:

A weighted lottery is not necessary.

13. 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:

The Prior Charter Involvement template includes Donald Hense, Patricia Brantley, and Kimberly Williams of Friendship Education Foundation.

14. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

FRIENDSHIP ARKANSAS
JOB DESCRIPTION

MISSION STATEMENT: The mission of Friendship Arkansas is to prepare students to become ethical, literate, well-rounded, and self sufficient citizens by providing a world-class education that motivates students to reach high academic standards, to enjoy learning, to achieve success, and to contribute actively to their communities.

POSITION TITLE: School Director

REPORTS TO: Chief Academic Officer and Board

SUMMARY DESCRIPTION OF POSITION: Responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school. He or she organizes, administers, supervises, and evaluates all aspects of the Friendship school design within the school and the greater school community. The school principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement. The school principal is responsible for planning improvements that directly address the following: student performance, the Friendship school design, financial management, and customer satisfaction. Achieving outcomes in these areas of accountability requires strong leadership. Leadership is viewed in terms of three distinct roles: instructional leader, site-based manager, and builder of school culture.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, ABILITIES, AND SKILLS: Thorough knowledge of Friendship policies and procedures and district and state regulations and laws. Thorough knowledge of curriculum, instruction, organizational patterns, school operations, and pupil services. Demonstrated competence in staff selection, training, supervision and evaluation. Demonstrated problem-solving skills and demonstrated ability to act effectively under stress. Ability to motivate, encourage, and work with staff to ensure outstanding performance as well as good morale. Excellent oral and written communication skills. Excellent interpersonal skills.

EDUCATION, TRAINING, AND EXPERIENCE: Master's degree from an accredited college or university with an emphasis in supervision, educational administration, school curriculum or a closely related field. Minimum of 5 years in teaching, administration or supervision of which at least 3 years must have been teaching in a school system. Completion of administrative internship program and/or experience as an assistant principal desirable. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: Meets certification requirements for supervision and administration.

PHYSICAL DEMANDS: None

SPECIAL REQUIREMENTS: (Frequent overtime or night work required, etc.) Work beyond a 40-hour week and attendance at evening and weekend meetings, as required. Ability to respond to school requirements at any time.

FLSA STATUS: Exempt

EXAMPLES OF DUTIES AND RESPONSIBILITIES: Analyze, share, and use school and student achievement data.

data to develop and implement the school improvement plan. Implement systematic procedures to assess program effectiveness. Monitor curriculum implementation to ensure that the appropriate content and sequence are followed. Ensure that Friendship policies and procedures, as well as state and federal laws are followed. Develop a master schedule and related duty assignments. Enforce school district's code of conduct and appropriate disciplinary procedures in a timely and consistent manner. Work with teachers, parents, the School Admission, Review and Dismissal Team to ensure appropriate programming for all students. Identify staff training needs; develop and implement school improvement training plan to meet those needs. Supervise and evaluate staff. Develop requests for staffing and resources. Supervise the use and maintenance of the building and grounds. Prepare a variety of written reports and correspondence. Establish and maintain relationships with the PAC and other community organizations to ensure ongoing, two-way communication and initiate activities which foster productive parent and community involvement.

Perform related work as required.

POSITION TITLE: Dean

REPORTS TO: Principal

SUMMARY DESCRIPTION OF POSITION: Under the general supervision of the Principal, manages disciplinary actions, dress code, and oversees suspensions and expulsions for K-8 grade students. Plans and implements school programs designed to develop student character and discipline in accordance with Friendship Code of conduct. Oversee school programs to ensure that rules, policies, and laws outlined in the Friendship Code of Conduct are enforced. Monitor student engagement in the Alternative Center (In-School Suspension) to ensure the continuation of instruction for all students during their assignment to the Alternative Center. Plan and Coordinate with the Coordinator of School Culture and Student Support to identify resources for students and families of students with repeat offenses resulting in time spent in the Alternative Center. Work closely with Before and After School Programs to ensure the implementation of rules, policies and laws in accordance with the FPCS Code of Conduct. Assist administration with the development of the school-wide schedule to ensure compliance with achievement guidelines in developing and maintaining student achievement.

MINIMUM QUALIFICATION STANDARDS

KNOWLEDGE, ABILITIES, AND SKILLS: Experience with monitoring and observing classrooms, and demonstrating leadership by offering recommendations for growth and improvement that will impact student performance in the classroom. Experiencing with developing peer mediation programs. Knowledge of analyzing infraction data and creating weekly reports. Good oral and written communication skills, human relation and leadership skills.

EDUCATION, TRAINING, AND EXPERIENCE: MA/ MS degree in Education. Experience with diverse academic ability levels, gifted and at-risk students. Experience includes data analysis and report preparation. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered.

CERTIFICATE AND LICENSE REQUIREMENTS: none

PHYSICAL DEMANDS: none

SPECIAL REQUIREMENTS: Work with the administrative to team to coordinate school functions, events, excursions, ceremonies, and athletic events. Attend evening school, community, and partnership meetings. Assist administration with the development of Student and Teacher Handbooks, Manuals, and Orientation Materials in compliance with Friendship school design.

FLSA STATUS: Exempt

EXAMPLES OF DUTIES AND RESPONSIBILITIES: Ensures the ongoing collaboration of planning and setting measurable goals for students to enhance and improve student performance in achievement and behavior. Attend IEP Meetings to ensure that strategies are received and shared that will improve the quality of student

performance based on individual students needs. Serves as a member of the Behavior Support Team to promote an effective school culture and monitor student/ teacher interaction. Develops and implements an effective School-Wide Behavior Management Plan that promotes a positive school culture.

Additional staff positions are included in Attachment E.



15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

Friendship Arkansas and Friendship Education Foundation plan to work with 4th Sector Solutions (www.4thsectorsolutions.com) to provide financial management and reporting services. 4th Sector has eight years of experience serving charter schools across the state of Louisiana, and its principals have provided charter school financial and operational consulting services to Friendship Public Charter School in Washington, DC since its founding in 1997. 4th Sector's services include financial management and reporting, human resources administration, school operations support, foodservice administration, and facility financing. 4th Sector's founder and CEO has over 18 years of experience serving the charter school sector nationally.

Friendship Arkansas will comply with Ark. Code Ann. § 6-21-301 et seq regarding purchasing, and will competitively bid all contracts in excess of \$10,000. The board will also adopt approval thresholds requiring board treasurer approval of all contracts in excess of \$5,000, and full board approval of contracts in excess of \$10,000. All payments and checks in excess of \$5,000 shall be signed by the board treasurer or president. All purchases in any amount shall be approved by the finance team to ensure they are within budget. The foodservice contract will be publicly bid in accordance with state and USDA regulations.

There will be a segregation of duties to ensure effective internal controls. In general, the approval function, the accounting/reconciling function, and the asset custody function will be separated among the 4th Sector finance team members. A specific example of segregation of duties implemented by the school is that the person who approves purchases will not be the person who issues the vendor payments, and the person who issues the payments will not be the person who performs the monthly bank reconciliation. In the unusual situation when there are functions that cannot be separated, a detailed supervisory review of related activities will be required as a compensating control activity.

All finances shall be managed through APSCN. The Friendship Arkansas board will review and approve the school's annual budget each year. In the third fiscal quarter the finance team will meet with the school leader to review potential enrollment, staffing, and funding scenarios, and discuss any new educational program initiatives. The budget model is comprehensive, allowing for person by person budgeting and detailed other than personnel projections. Based on the school leadership input, along with historical accounting data, the finance team will prepare draft budgets for review by the school leader, with different scenarios in order to optimize spending on school priorities. The agreed upon budget will be presented to the board finance committee for review. The finance team will then make appropriate adjustments based on input from the board finance committee, and present a final version to the board, for the board's approval and adoption in May or June. All actions to adopt, finalize, amend and implement the budget will be discussed and approved in open meetings.

Proposed budgets will include a contingency, which is designed for two purposes: (1) to minimize the effect to the program for negative events such as emergency facility repairs, enrollment shortfalls or unforeseen education needs; and (2) to build a reserve for future emergencies or facility financing needs. The goal of the school is to build reserves over time equal to at least 10% of annual expenses. To the extent allowable under its charter, the school will also seek to over-enroll students at the beginning of the year if possible, to account for any normal attrition or mobility. Once the school has an operating history, budgets are built with attrition

assumptions consistent with past practice.

After the budget is adopted, the finance team will meet monthly with the school leader to review actual accounting data, any revenue and expense changes that have occurred, and update its forecast model for the balance of the year. In the event the forecast is worse than the budget, the finance team will work with the principal to identify expense reductions (e.g., non-personnel expense reductions that are least critical to academic performance, non-replacement of any open positions, staff reductions, and use of contingency) that would re-balance the forecast. As part of this process, school educational priorities are always taken into account to minimize any negative educational effects from a budget shortfall. In the event that the forecast is better than budget, the finance team will work with the school leader to determine if the additional resources should be re-deployed on current year priorities or saved for future year. 4th Sector's finance team has extensive experience supporting school leaders in this process, having conducted hundreds of such monthly budget reviews over 15+ years.

The board will then receive a standard monthly financial reporting package that will include a financial dashboard (that included income statement, balance sheet, enrollment and staffing indicators), a contextual narrative summary of the school's finances, a year to date budget vs. actual comparison, a revised forecast for the balance of the year, a balance sheet and monthly cash flow projection. This financial package will be reviewed in detail by the board treasurer or finance committee prior to each monthly board meeting. Any proposed actions to re-balance the operating budget will be reviewed and discussed with the board finance committee.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

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.

Applicant Response:

The budget template is included as Attachment E.

In the experience of Friendship Education Foundation – whose team has managed charter schools in several states over 15+ years -- a minimum of 100 students is necessary to operate a financially viable school. This level of enrollment enables the school to have a full-time administrator who is not also a teacher, pay for the facility expenses, and have a base of enrollment from which to expand additional grades in the future.

Friendship has a detailed, 300+ line start-up plan that will be implemented commencing in January 2016. Its

components include teacher recruiting and professional development, curriculum and FF&E purchasing, human resources policies and employee benefits, financial systems and insurance, and most importantly, student recruiting. Friendship Arkansas's student recruiting efforts will be tracked daily, and during weekly calls the start-up team will update its projection for opening day enrollment so that the appropriate number of teaching positions will be filled. Friendship Arkansas would seek to confirm its decision to open, based on projected enrollment, prior to the end of the previous school year.

In the event of a budget shortfall attributable to lower than expected student enrollment, Friendship Arkansas would seek to reduce non-mission critical non-personnel expenses, and adjust its staffing level to match the actual enrollment experienced. The Friendship Education Foundation would also consider deferring its management fee until a time when enrollment had stabilized, or even advancing a working capital loan to Friendship Arkansas to maintain academic program integrity. This flexibility also would enable Friendship Arkansas to handle any unexpected or urgent expenses.

16. 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:

Friendship Arkansas will use the Arkansas Public School Computer Network. In addition, the 4th Sector finance team has extensive experience complying with generally accepted accounting principles and providing financial information to authorizers and other government authorities in the proper format. Friendship Arkansas plans to have the Legislative Auditor perform its first-year audit, and thereafter retain a third party audit firm experienced in independent charter school audits to review the school's financial information and adherence to the school's financial policies, and express an opinion on the financial statements. The independent audit report shall also include a report to management detailing any issues and corrective action needed.

The board of directors will exercise its oversight responsibilities by reviewing the periodic financial reports, requesting additional information as needed to understand the school's financial position fully and question any procedures or items on the financial statements. The board will select a treasurer with knowledge of finance or accounting, and that person will lead the Board's finance committee. The treasurer and finance committee will ensure that the board monitors the school's finances.

The school will perform a series of reconciliations, including monthly bank account reconciliations, throughout the year to ensure that employees are being paid their agreed upon amounts, that amounts paid are consistent with forecasted expenditures, that all payments to vendors are fully recorded in the school's accounting system and that all cash receipts are both recorded and consistent with amounts owed to it by state, federal, and local sources. The school will keep track of expenditures that meet its capitalization thresholds, and will perform periodic inventories to ensure that the school has proper control over these physical assets. The finance team will also conduct a mid-year internal audit to ensure accurate accounting and adherence to the school's adopted fiscal policies.

The board will utilize the following fiscal controls and financial management policies to remain informed and oversee the school's financial position:

- Review and approve the school's Accounting Policies and Procedures Manual: The Accounting Policies and Procedures Manual will be drafted by 4th Sector based on existing charter school best practices and using input from the school leader and finance committee. The base document is over 60 pages, including over 50 detailed policies and over 25 detailed procedures. The policies cover such areas as Internal Controls, Financial Management, Assets and Liabilities, Revenue, Cost Accounting, Property Management, Procurement, Travel, and Consultants and Contractors. The procedures include General Accounting, Cash Management, Grants Management, Payroll, Internal Controls, Property and Equipment, Accounts Payable, and Management Reporting. The board will set appropriate thresholds for contract or purchase approval, check signing authority, bank account opening requirements, and asset capitalization.

- Monthly meetings between the finance committee, school leader and the 4th Sector finance team: The board treasurer and/or finance committee will meet monthly with the finance team and the school leader to review the school's financial records in detail, including the most recent variance report of actual versus budgeted revenues & expenditures and balance sheet data. The finance committee can express any concerns they have at this time and make additional report requests as needed to ensure that they are comfortable with the financial information and financial condition of the school.

- Review of monthly financial statements: The board will review the school's financial statements, including a balance sheet, income summary, detailed statements that compare actual versus budgeted expenses, statement of cash flows, and financial forecast at the monthly board meeting.

- Annual budget approval. The board will review and approve the school's annual budget each year.

Overall, the culture of financial control and discipline will be established by having qualified finance staff implement appropriate control procedures and produce complete and accurate financial statements. This culture will also be enhanced by having a finance team with extensive experience supporting and responding to educational program initiatives desired by the school's leadership team while always maintaining a balanced budget. Working with an established financial management and reporting contractor also creates redundancy, so the school is not dependent on any single individual like a school business manager. The 4th Sector finance team also ensures transparency and segregation of duties, providing an additional level of control to protect the board and the school.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school 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 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 but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Friendship Education Foundation, a nonprofit organization awaiting 501(c)3 designation from the IRS, will sign a Facilities Utilization Agreement (Attachment F) with Flake & Kelly Commercial, Inc.

The proposed facility to be leased is the former site of the University of Arkansas Criminal Justice Institute, which is located at 7723 Colonel Glenn Rd., Little Rock, AR 72204. The property consists of four large buildings closely connected by walkways. One building currently hosts day care, and another houses a pre-school operated by the UAMS Head Start program. Friendship Education Foundation will lease the third and fourth buildings, which have a combined 21,059 square feet.

The buildings include multiple general purpose classrooms as well as ample space for a large multipurpose room. The multipurpose room can be used for physical activities, assemblies, and lunch. Each building also has multiple restrooms as well as administrative offices and conference rooms. The second building includes a library space and is furnished as such. The building will be wired for administrative and instructional use.

As the site is located on over 4 acres, there is abundant parking space with plenty of room for outdoor activities. There is a built-in playground in a large greenspace adjacent to the building, and there is sufficient room for Friendship Education Foundation to add more equipment or to prepare the space for alternative use.

Identify 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 building is owned and leased by Flake & Kelly Commercial, Inc. No members of the Board have an interest or relationship with the lessor. No employees of the public school district, the open-enrollment charter school, or the sponsoring entity have a relationship with the lessor.

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

Yes

No

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

Applicant Response:

The building will comply with all requirements for accessibility in accordance with ADA and IDEA regulations. There are no known compliance issues regarding ADA or IDEA requirements at this time; however, if any such issues do arise, they will be promptly and properly addressed to meet all state, federal, and local requirements.

As confirmed in a Zoning Certification Letter (Attachment F) received from the City of Little Rock Planning Division and Subdivision, the site is zoned "0-2" Office and Institutional District, and is approved for institutions of public K-12 education.

There are no establishments that sell alcohol within 1,000 feet of the facility.

19. 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:

None

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:

Friendship Arkansas plans to adopt the following Conflict of Interest Policy.

1. Purpose. The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations or to charter schools.

2. Definitions.

(a) Interested Person: Any director, executive officer, or member of a committee with Board of Directors delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- i. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- ii. A compensation arrangement with any entity or individual with which the Corporation has a transaction or arrangement, or
- iii. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

3. Procedures.

(a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with Board delegated powers considering the proposed transaction or arrangement

(b) Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing a Conflict of Interest.

- i. An interested person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest,
- ii. The chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement,
- iii. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

iv. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

v. All such transactions or arrangements shall be reviewed by the Board every six months for the duration of the transaction/arrangement.

4. Violations of the Conflicts of Interest Policy.

(a) If the Board or committee has reasonable cause to believe a director has failed to disclose actual or possible conflicts of interest, it shall inform the director of the basis for such belief and afford the director an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the director's response and after making further investigation as warranted by the circumstances, the Board or committee determines the director has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

5. Records of Proceedings. The minutes of the Board and all committees with board delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

6. Compensation.

(a) A voting director of the Board who receives compensation, directly or indirectly, from the Corporation for goods or services is precluded from voting on matters pertaining to that member's compensation.

(b) A voting director of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for goods or services is precluded from voting on matters pertaining to that member's compensation.

7. Annual Statements. Each director, executive officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

(a) Has received a copy of the conflicts of interest policy,

(b) Has read and understands the policy,

(c) Has agreed to comply with the policy, and

(d) Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

8. Periodic Reviews. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

9. Use of Outside Experts. When conducting the periodic reviews as provided for in Article 8, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Friendship Arkansas will contract with a qualified foodservice vendor to provide high-quality meals for breakfast, lunch, and after school snacks that meet or exceed all requirements of the National School Lunch Program (NSLP). The contracting process will comply with all applicable federal (U.S.D.A.) and state regulations. Healthy nutritional standards are important to Friendship and the school will use grants and partnerships to provide additional health education and high quality food standards.

21. 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:

Parental Involvement

Parents will have a voice working with the board and principal through the school Parent Action Committee (PAC). The committee will help bring parents into the fold by fostering formal and informal opportunities to engage with school staff, other parents and other community members on school programming. The Parent Action Committee will provide opportunities for all parents to be an active part of the school's culture and model the core values. There will also be leadership opportunities within the PAC. In addition to PAC participation, parents sign a pledge committing to responsibilities as a member of our school community.

Similarly, all parents will be encouraged to participate as volunteers within the school. The input we receive from the various stakeholders of our school will drive the success of the academic program, as students, parents, and community members alike will need to support our mission if we are to be successful as a school. Students will spend over seven hours a day in school; but once they leave our campus, it will be up to the community and their parents/guardians to reinforce the academic program and the core values that we have worked hard to instill during the school day. If we want to count on the school's stakeholders to work with us to instill these values in our children, we must measure the extent to which those people believe we are succeeding. As this school will be a school of choice, parents and students who choose the school will be aware of our mission and what we hope to accomplish; therefore, it will be up to us to follow through on that promise.

Friendship will keep potential parents and other community members abreast of the school's development through local community meetings, parent meetings and regular communication with community stakeholders. In order to engage and mobilize the school's community, Friendship will openly discuss and disseminate the mission and design of the school. Feedback from these community members will support the development of the programming as well as support student and staff recruitment efforts.

Friendship Aspire will forge strong relationships between the home, school, and the community as a means of reducing barriers to student achievement. Research has shown that when parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced. Having a campus that is inviting and practicing consistent inclusion of parents in practical and tangible ways will be key to maintaining strong partnerships that ultimately benefit students. Friendship Aspire will implement two major parent engagement strategies.

Parent Advisory Board: The Parent Advisory Board will be an organization that will bring parents and teachers together to promote the education and welfare of our children. The organization will raise funds for school supplies, educate parents, and help teachers to ensure that every child gets a high-quality education. Through the council, parents will have an avenue to organize and support the school in meaningful ways while also having a voice in the development of certain school-wide policies. The board will have officers, elections, and is open to all parents, guardians, and care-takers of students enrolled in our school.

Parent Workshops: The goal of parent workshops is to educate and empower parents as partners, advocates and lifelong teachers in their child's education through educational courses and leadership opportunities. Through these offerings, parents will have the opportunity to learn about various strategies to support the academic success of their children. Friendship will also intertwine elements of personal and professional growth for parents including topics such as financial literacy and health & wellness.

In addition to those strategies, we will implement the following positive engagement practices:

- Mobile Parent App
- Annual Open House and Back to School Night
- Quarterly Learning Contract Days
- Honors/Core Values Awards Assemblies
- Quarterly Parent Newsletter

- Data Nights
- Parent Volunteer Program
- Annual Parent Surveys

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

Applicant Response:

Friendship Aspire will locate its open-enrollment charter school in Little Rock, Arkansas within the boundaries of the Little Rock School District. Friendship Aspire expects to obtain most of its students from within the boundaries of the Little Rock School District with the remaining students coming from North Little Rock and Pulaski County.

Friendship Aspire is required by Ark, Code Ann. Section 6-23-106 to carefully review the potential impacts its opening would have upon the efforts of the school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Friendship Aspire has substantiated that the Little Rock School District (LRSD) and North Little Rock School District (NLRSD) have been found by the Federal District to be unitary in all respects to their school operations. The Pulaski County Special School District (PCSSD) has been determined by the Federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the LRSD and NLRSD and the status of PCCSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public charter for Friendship Aspire cannot be said to have a negative impact on the LRSD, NLRSD, and PCCSD's ability to comply with the districts court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

Friendship Aspire is requesting an enrollment cap f 450 students. According to the 2014-2015 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the PCSSD had a student population of 16,592 students, the NLRSD had a student population of 8,576 students; and the LRSD had a student population of 23,363 students. Ark Code Ann. Section 6-23-106 requires that Friendship Aspire must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project racial composition. Ark. Code Ann. Section 6-23-106 also requires that Friendship Aspire's operation not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Friendship Aspires careful review of the relevant statutes and court orders affecting the 3 Pulaski County School districts and the student populations of such shows that such negative effect is not present here.

In January 2014 Federal District Judge D. P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al. Case NO. 4:82-CV-866-DPM, U.S. District Court Eastern Division of Arkansas Western Division) involving the three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of its appeal to the Eighth District Court of Appeals concerning charter school issues.

In conclusion, Friendship Aspire submits that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD, or PCSSD, nor the Settlement Agreement prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in LRSD/ Pulaski County.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The Friendship Arkansas board will enter into a management agreement with Friendship Education Foundation. The agreement is performance-based, and the management organization will be required to ensure the Friendship Aspire students make substantial academic progress and the school otherwise operates in compliance with applicable rules and regulations.

The management organization will be represented at monthly meetings of the Friendship Arkansas board. At those meetings it will report on the school's academic, financial and operational performance, and solicit feedback for performance improvements.

The board will evaluate the school leader as well as the management organization (and any back-office subcontractors) on an annual basis, using an established set of rubrics and evaluation instruments. An important factor in Friendship's long term success is human capital development, including the development of a school leadership pipeline that will ensure long-term school leadership stability within Friendship Arkansas. Friendship will tap into its multi-state network of schools to attract the highest potential leaders to Friendship Aspire, and will invest significantly in the professional development of the teachers and leaders at Friendship Aspire. This training will include attendance at Friendship's leadership development programs in Washington DC as well as attendance in the Relay Graduate School of Education's school leader training programs. Friendship Education Foundation's roots in the Friendship Public Charter School organization are deep. Its 15 year track record of delivering outstanding student achievement performance serving the lowest-income, most at-risk populations is one of stability, commitment to excellence, and long-term organizational success.

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

| Topic | Statute/ADE Rule/Standard to be Waived | Rationale | Tool to be Used to Measure Impact on Achievement | Level of Achievement that will Show Positive Impact |
|--|--|--|--|---|
| Board of Directors/ School Board Elections | Ark. Code Ann. §§ 6-13-608; 6-13-611; 6-13-615; 6-13-616; 6-13-618; 6-13-619(c); 6-13-620; 6-13-621; 6-13-628; 6-13-630; 6-13-631; 6-13-633; 6-13-634 and 6-13-635 | Friendship Aspire seeks exemption from these portions of the Education Code to the extent that it governs school board operations. Friendship is requesting this waiver 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. The waivers requested under the Ark. Code Ann. §§6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. §6-13- 619 and the board training requirements under Ark. Code Ann. §6-13-629. | | |

| Topic | Statute/ADE Rule/Standard to be Waived | Rationale | Tool to be Used to Measure Impact on Achievement | Level of Achievement that will Show Positive Impact |
|-----------|--|--|--|---|
| Licensure | <p>Ark. Code Ann. §§ 6-15-1004; 6-17-301; 6-17-302 ; 6-17-309; 6-17-401 ; 6-17-902; 6-17-919</p> <p>Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts</p> <p>ADE Rules Governing Educator Licensure</p> | <p>Friendship requests 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 support and development is critical in closing the achievement gap.</p> <p>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 license. The school will be committed to recruiting and hiring quality staff members.</p> <p>Friendship builds human capital through annual training for all new principals and other leadership 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.</p> <p>Additional waivers relating to payment of certified teachers are requests so that we are able to appropriately compensate non-certified but Highly Qualified teachers.</p> | | |

| Topic | Statute/ADE Rule/Standard to be Waived | Rationale | Tool to be Used to Measure Impact on Achievement | Level of Achievement that will Show Positive Impact |
|--|--|--|--|---|
| Uniform Date of Beginning and End of School Year | Ark. Code Ann § 6-10-106 (uniform date for beginning and end of school year) | Friendship's model uses more time on instruction to accelerate student achievement. A longer school day and year requires that the start date and end of date of school is extended. | | |
| Minimum Salaries for Classified Employees | Ark. Code Ann. § 6-17-2401 et seq. Minimum teacher compensation schedule Ark. Code Ann. §6-17-807. Ark. Code Ann. §6-17-2301(c). AArk. Code Ann. § 6-17-201(c)(2) Teacher personnel salary schedule Ark. Code Ann. §§ 6-17-2201 et seq. Minimum Salary Classified Employees Sections 4.02.3 5, 6, 7 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites. | We request a waiver from the specific salary minimum and salary schedule set by the State of Arkansas. We propose to use the Freindship compensation policy, which includes a salary schedule and is intended to be competitive in the marketplace and fair to all employees. Using this schedule will ensure 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 fit for a facility, we must be quite conservative in budgeting. | | |

| Topic | Statute/ADE Rule/Standard to be Waived | Rationale | Tool to be Used to Measure Impact on Achievement | Level of Achievement that will Show Positive Impact |
|------------------------------|--|--|--|---|
| Class Size and Teaching Load | Standards for Accreditation 10.02 | <p>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 450 for grades K-8. 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% without exceeding the charter if circumstances require.</p> | | |
| Superintendent | <p>Standards for Accreditation 15.01. Each school district shall employ a full-time superintendent when enrollment exceeds three hundred.</p> <p>Ark. Code Ann. §§ 6-13-609 and 6-17-427</p> <p>ADE Rules Governing the Superintendent Mentoring Program</p> | <p>Friendship seeks exemption from these portions of the Education Code and the ADE Rules to allow Friendship the flexibility to utilize an Executive Director and a School Principal in fulfilling both superintendent and principal roles in concert with its companion waiver requests concerning teacher and administrator licensure. This would allow Friendship to promote the most efficient use of human and financial resources in the school.</p> <p>Friendship seeks exemption from these Education Code provisions and ADE Rules in order to have the flexibility to attract and retain an individual who is highly skilled and suitable to oversee a Friendship school. The individual selected will receive extensive training and professional development in order to successfully carry out the requirements of the position.</p> | | |

| Topic | Statute/ADE Rule/Standard to be Waived | Rationale | Tool to be Used to Measure Impact on Achievement | Level of Achievement that will Show Positive Impact |
|------------------------|--|--|--|---|
| Library Media Services | Ark. Code Ann. § 6-25-101 et seq. Standards for Accreditation Section 16.02 | We request a waiver from this rule because while we will purchase classroom libraries but will be unable to support a media center in the school's opening years. Start-up expenses, combined with the conservative budgeting that makes that start-up period much more likely to go smoothly, prevent us from investing in the media center and library professionals in the school's first few years. We would like the principal and Board, along with Friendship to have the autonomy to make all staffing decisions in a way that best supports our arts-infused program. | | |

| Topic | Statute/ADE Rule/Standard to be Waived | Rationale | Tool to be Used to Measure Impact on Achievement | Level of Achievement that will Show Positive Impact |
|----------------------------------|---|---|--|---|
| Alternative Learning Environment | <p>Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.</p> <p>Section 19.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts</p> <p>Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of an Alternative Learning Environment).</p> | <p>It is the intention and commitment of the founders of Friendship to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures and respect and achievement, and our arts infusion all help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. At times, this may include steps such as providing students with an aide, making space available for small groups, or offering extra help. If a student's needs are such that his or her special education team recommends an out-of-district placement, we will follow all laws to ensure that the student's right are always protected.</p> | | |

ATTACHMENT A

Friendship Education Foundation is a non-profit corporation that has submitted its 1023 application for 501(c)3 status to the Internal Revenue Service. Attached are the 1023 checklist, first and signature pages of the application, and proof of delivery to the Internal Revenue Service.

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
 - Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

- Employer Identification Number (EIN)

- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.

- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

| | | | |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes ___ No <input checked="" type="checkbox"/> | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Page 2, Article 5
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law Page 2, Article 6
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
- Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011



Application for Recognition of Exemption (99)
Under Section 501(c)(3) of the Internal Revenue Code

OMB No. 1545-0058

Note: If exempt status is approved, this application will be open for public inspection.

(Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all bold items. For additional help, call IRS Exempt Organizations Customer Account Service a toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

| | | | |
|--|--|---|---|
| 1 Full name of organization (exactly as it appears in your organizing document) Friendship Education Foundation | | 2 c/o Name (if applicable) | |
| 3 Mailing address (Number and street) (see instructions) 120 Q Street NE | | Room/Suite 300F | 4 Employer Identification Number (EIN) 48-4655147 |
| City or town, state or country, and ZIP + 4 Washington DC 20002 | | 5 Month the annual accounting period ends (01-12) 06 | |
| 6 Primary contact (officer, director, trustee, or authorized representative) a Name: Kimberly Williams | | b Phone: 202-281-1700 c Fax: (optional) | |
| 7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 9a Organization's website: www.friendshipusa.org | | | |
| b Organization's email: (optional) | | | |
| 10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| 11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) | | 1 / 28 / 2014 | |
| 12 Were you formed under the laws of a foreign country? If "Yes," state the country. | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |

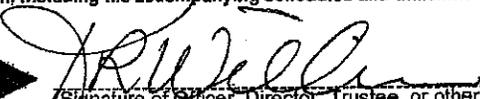
Part XI User Fee Information

You must include the user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for the definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose the user fee payment of \$400 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here


(Signature of Officer, Director, Trustee, or other authorized official)

Kimberly Williams
(Type or print name of signer)

7-16-15
(Date)

Executive Director
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

IMPORTANT!
FedEx is closely monitoring the wildfires in Alaska, California, Montana, Oregon, and Washington. Learn More

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Ship date : **Thur 7/16/2015** Actual delivery : **Fri 7/17/2015 9:07 am**

Friendship Education Foundation
Kimberly Williams
ste 110
820 Florida St.
Baton rouge, LA US 70801
225 573-3492

Delivered

Signed for by: G.ROUATZN



Attn: Extracting Stop 312
Internal Revenue Service Center
201 WRIVERCENTER BLVD
COVINGTON, KY US 41011
000 000-0000

Travel History

| Date/Time | Activity | Location |
|-----------------------------|---------------------------------------|-----------------|
| 7/17/2015 - Friday | | |
| 9:07 am | Delivered | COVINGTON, KY |
| 8:12 am | On FedEx vehicle for delivery | ERLANGER, KY |
| 7:59 am | At local FedEx facility | ERLANGER, KY |
| 6:58 am | At destination sort facility | ERLANGER, KY |
| 4:14 am | Departed FedEx location | MEMPHIS, TN |
| 7/16/2015 - Thursday | | |
| 11:24 pm | Arrived at FedEx location | MEMPHIS, TN |
| 8:08 pm | Left FedEx origin facility | BATON ROUGE, LA |
| 7:09 pm | Picked up | BATON ROUGE, LA |
| 5:59 pm | Shipment information sent to FedEx | |
| 5:49 pm | Picked up Tendered at FedEx Office | BATON ROUGE, LA |

Shipment Facts

| | | | |
|------------------------------|--------------------|---------------------------------|--------------------------|
| Tracking number | 780994601990 | Service | FedEx Priority Overnight |
| Weight | 0.5 lbs / 0.23 kgs | Delivery attempts | 1 |
| Delivered To | Shipping/Receiving | Total pieces | 1 |
| Total shipment weight | 0.5 lbs / 0.23 kgs | Terms | Not Available |
| Packaging | FedEx Envelope | Special handling section | Deliver Weekday |



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Small Business Center
Service Guide
Customer Support

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About FedEx
Careers
Investor Relations

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FedEx Home Delivery
Healthcare Solutions
Online Retail Solutions
Packaging Services
Ancillary Clearance Services

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ATTACHMENT B

Boxer charged with battery in beating at rehab program

JOHN LYNCH
ARKANSAS DEMOCRAT-GAZETTE

Jailed boxer Jermal Taylor was charged formally Thursday with second-degree battery over allegations he knocked out a man with a face-breaking punch while they were in substance-abuse rehabilitation program together.

The charge is a Class D felony that carries a maximum of six years in prison, but that penalty could be doubled if he's convicted of some of the other felony charges also pending against him.

The former middleweight champion and Olympian was arrested in the new case at his last court appearance in May, about two weeks after 39-year-old Jason Isaac Condon was injured. Taylor has been jailed on a court order ever since.

Taylor had been enrolled in the rehabilitation program in lieu of jail, but Pulaski County Circuit Judge Leon Johnson locked him up again because of the new accusation.

The next step for him is arraignment, the court hearing in which the judge will schedule proceedings to resolve the charge. That hearing has not been set.

Taylor, 36, is now in the Pulaski County jail, waiting for the results of a mental evaluation by state doctors that was conducted at the

request of his lawyers. Court proceedings cannot move forward until the state of his mental health has been resolved.

He's due back in court Aug. 24 for a report on the progress of the evaluation. That hearing would be expedited if the report on the evaluation is completed early.

Taylor suffered a concussion in an October 2009 bout and spent about two years recovering. Taylor regained his middleweight title in the fall after his second fight since returning to boxing, but he lost that championship again in January when an injury prevented him from defending it.

He's also facing eight felony charges from two other arrests over accusations that he shot and wounded his cousin in August at Taylor's North Little Rock home, then threatened a Little Rock family of five with a gun in January after the city's Martin Luther King Jr. Day parade.

According to police reports, Condon of Little Rock suffered five bone fractures and was unconscious when rehabilitation staff took him to the hospital. He had to undergo reconstructive surgery for his injuries, according to an arrest affidavit.

No one saw the encounter between the men, and Condon initially said he didn't remember what had happened. Another patient re-

ported seeing Taylor standing near Condon, who was lying on the floor, and complaining Condon was messing with him. A staff member also heard Taylor complaining just before the found Condon unconscious on the floor.

The day after the encounter, Condon said he remembered that he had greeted Taylor and held up his hand to "high-five" the boxer, but Taylor swatted his hand out of the way then punched him in the face, the affidavit states. Condon and Taylor had been cabin mates at the program, Oasis Renewal Center addiction treatment facility on Cooper Orbit Road in Little Rock.

Condon is awaiting trial on a methamphetamine possession charge.

Taylor also is due in family court July 21 to resolve his wife's divorce complaint and end their 12-year marriage. The couple have four children together, and Erica Taylor, 36, has petitioned Judge Morgan "Chip" Welch for permission to sell the couple's 39-acre estate, saying they need the money and the home is falling into disrepair.

In June, the Arkansas Federal Credit Union sued the couple, saying they owed \$11,322 on a \$46,712 2012 Keystone Raptor RV trailer they had purchased in April 2013. The bank had repossessed it for nonpayment in January and sold it for \$18,500.

AG initiative targets metal theft

Office's agents will train lawmen, scrap dealers in state

SPENCER WILLIAMS
ARKANSAS DEMOCRAT-GAZETTE

The state's top law enforcement officer announced Thursday the state's first statewide initiative aimed at combating metal theft.

Joined by businessmen and law enforcement officials, Republican Attorney General Leslie Rutledge said that special investigators in her office will hold extensive training sessions for law enforcement and scrap metal dealers across the state in an effort to curb a type of theft that she said hurts businesses and consumers alike.

The training will be offered in at least nine cities later this month.

"Arkansas has a serious problem. Metal theft is rampant statewide," Rutledge said. "They go after infrastructure construction sites, it matters not to these criminals. We want to disincentivize the thieves from stealing. We know if no one is buying the scrap they're not going to steal it."

Scrap metal thieves target metals, typically copper, all across the state, according to law enforcement officials, tearing apart cable lines, farm equipment and even residential air conditioners and selling the metal to scrap dealers.

Rutledge said that as of 2013, Arkansas ranked fifth in the country in the number of insurance claims filed as a result of scrap theft.

According to the National Insurance Crime Bureau, which tracks insurance claims across the country, metal thefts have been on the decline nationwide since 2012 and Arkansas fell from its top-five status in 2013.

The damage is costly. A theft that nets \$60 for criminals can result in more than \$1,000 in damages.

The problem, said Arkansas Farm Bureau President Randy Weach, is especially pronounced in rural areas. Sparse-

ly populated, poorly lit areas full of farm implements and other types of equipment are ripe for opportunistic lawbreakers.

Weach estimated that farmers across the state lose millions of dollars due to property damage every year.

Ronald Dedman, an official with ARTK in Arkansas, said that so far this year, thieves have targeted his company's cables and other equipment 65 times, resulting in about \$65,000 in damage.

Last year, Dedman said, there were about 130 metal theft cases that resulted in about \$1.5 million in damages. "These are definitely attacks on our network," Dedman said. "If you're left isolated because of what these thieves have done, then it is surely an attack on your business or on you."

Lawmakers have been trying to curb the thefts for years. In 2009, Arkansas became the second state in the country to pass a law requiring scrap dealers to report transactions electronically in an automated system to be reviewed by investigators.

In 2013, lawmakers passed

Act 1534, which requires local scrap dealers be licensed by their county sheriff, creating "compliance reports" so law enforcement can see if dealers are complying with regulations. Noncompliance can result in civil penalties of \$1,000 per violation.

In late July, special agents in Rutledge's office will conduct week-long training sessions for both investigators and dealers all over the state.

Training sessions will be held in Jonesboro, Texarkana, Mountain Home, Fort Smith, Monticello, Little Rock, Fayetteville, West Memphis and El Dorado.

In August, agents will begin controlled buys and spot inspections at different scrap vendors to make sure they are complying with state law.

Daily record

36, both of Alexander.

Nathaniel Wilson, 19, and Rebekah Langley, 19, both of Sherwood.

Divorces

FILED

15-9842: Ruby Alexander v. Danny Alexander, 15-2843: Michael Station v. Carley Station.

15-2844: Laurin Brown v. Taylor Brown, 15-2845: Rachel McDonald v. Robert McDonald.

15-2846: Wayne Good v. Terri Good, 15-2847: David Smith v. Britney Smith, 15-2848: Timothy May v. Don Davis, 15-2849: Chris Thomas v. Jennifer Thomas, 15-2850: Loi Deong v. Hal Tran, 15-2851: Vada Williams v. Oskar Williams.

Births

The following is a list of those births reported to the Arkansas Democrat-Gazette by doctors. It may not be a complete list since parents may ask the hospital not to publicly release the news of a birth.

BAPTIST HEALTH MEDICAL CENTER - NORTH LITTLE ROCK

June 23
Jason Snyder and Rebekah Hildahl, Conway, daughter.

June 29
Jacob and Jennifer Stewart, Sheridan, daughter.

July 1
William and Debra Wilson, North Little Rock, daughter.

July 2
Dominique and Kristin Barrett, North Little Rock, son.

July 3
Vince Glover and Britany Tate, Pine Bluff, daughter.

July 4
Chance and Katherine Cweat, North Little Rock, son.

July 4
Cory Condon and Helena Nash, North Little Rock, son.

July 5
Garrett Munoz and Jessica Panalez, Ward, son.

July 8
Justin and Megan Tittle, Hensley, son.

Marriage Licenses

Henry Kinnel, 38, of College Station and Dana Cox, 33, of Little Rock, 15-2849: Justin and Britany Tate, Pine Bluff, 15-2848: Timothy May v. Don Davis, 15-2849: Chris Thomas v. Jennifer Thomas, 15-2850: Loi Deong v. Hal Tran, 15-2851: Vada Williams v. Oskar Williams.

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14-1461: Greg McClain v. Sandra McClain, 15-4522: Melissa Gregson v. William Gregson, 15-464: Rosella Coaguera v. Joel Rodriguez, 15-1039: Stephano Byson v. Cameron Byson, 15-1374: Tanha Crawford v. Moses Crawford, 15-1916: Kiffany Davis v. Kenneth Davis, 15-2264: Eronica Hudson v. George Hudson.

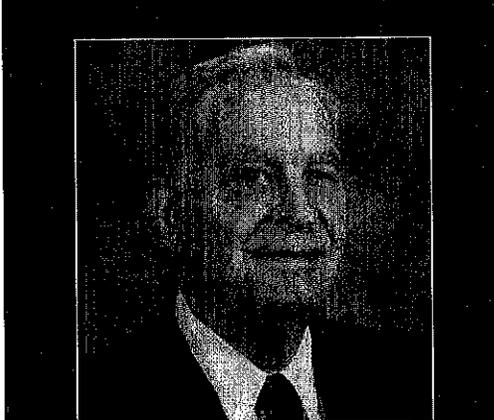
Holland Bottom Farms

A "Real" Farmers Market

Tomatoes picked red-ripe, Cherokee Purple (the ugly heart), Cantaloupe, Zucchini, New Potatoes, Cucumber, Watermelon, Blueberries, Sweet Corn, Peaches, Vidalia Type Sweet Onion, Crooked Neck Squash, Okra, Purple Hull Peas, Blackberries & Jolopenos Farm: Cabot Exit 16 A 1255 Hwy. 321 Open 7 Days a Week M-Sat: 8a-7p Sun: 10a-7p

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NOTICE OF PUBLIC HEARINGS
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Please attend to learn more!
Where: Dee Brown Library
6325 Baseline Road
Little Rock, AR 72209
When: Friday, July 24, 2015
7pm - 8pm



in memory of BUDDY SUTTON
William H. "Buddy" Sutton will long be remembered as an outstanding leader in his church, community, profession, and state. We will always value his wisdom, commitment and contribution as a member of our Little Rock Regional Board. He will be deeply missed. May his dedicated service forever be an inspiration to us all.

William H. "Buddy" Sutton
1931 - 2015
CENTENNIAL BANK

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In Ann McCallister uses information of her cellphone to fill out registration forms for her 6-year-old triplets, two of whom, Abbey (left) and Ella, pass the time playing with stuffed animals Thursday at Lakewood Elementary School in North Little Rock. The two girls and their triplet brother William (not shown) will be attending Crestwood Elementary School in the North Little Rock School District. Registration was suspended Thursday afternoon because of computer glitches.

NLRSD

Continued from Page 1B
The district is in the midst of what started as a \$265 million dollar capital improvement program that is reducing what were 21 campuses to 13 schools. Twelve of the 13 are being built anew or extensively renovated.
The North Little Rock public school system does not typically require its returning students to physically register for each new school year.
This year, however, the

3rd suspect sought in July 8 LR death

ARKANSAS DEMOCRAT-GAZETTE
Little Rock police are seeking a third suspect in the slaying of a 68-year-old security guard in his home July 8, according to police.
Calvin Thornton Jr., 47, of 200 S. Valentine St. is wanted by police on charges of capital murder and theft of property of Fred Fobkns Jr. Thornton stands 5-foot-7 and weighs 200 pounds, and police said he might be driving an older model brown Lexus or a brown Chevrolet Suburban.
Police also said Thornton is considered armed and dangerous and anyone who sees him should notify police.
This is the third suspect identified in the case. Malcolm Jamel Cooksey, 24, and Alexandra Levette Martin, 27, have been arrested.
Cooksey was arrested Wednesday and is being held at the Pulaski County jail on charges of capital murder and theft of property.
Martin was arrested Tuesday and pleaded innocent Wednesday morning to charges of capital murder, theft by receiving and fraudulent use of a credit card. She is being held without bond at the Pulaski County jail.
Lt. Steven McClanahan, Little Rock police spokesman, said in a release Thursday night that authorities do not expect any further arrests will be sought.
Fobkns was found beaten to death in his home at 1217 S. Jackson St. His wallet, cellphone, TV and gun were stolen, according to a police report.

Berryville man, 67, found dead in park

ARKANSAS DEMOCRAT-GAZETTE
Special agents with the Arkansas State Police were investigating the death of a man found in Hobbs State Park on Thursday.
Someone running the trails inside the park found the body of Kenneth McCoy, 67, of Berryville, according to a news release from the Arkansas State Police. The man's body was in a wooded area of the park. No foul play is suspected in McCoy's death, according to the release.
McCoy's body will be sent to the state Crime Laboratory in Little Rock to determine what caused his death, according to the release.

Getting It straight

The Democrat-Gazette wants its news reports to be fair and accurate.
We correct errors of fact. If you know of an error, write: Frank Fellans, Deputy Editor, P.O. Box 2221, Little Rock, Ark. 72203 or call 378-3478 during business hours Monday through Friday.
The Arkansas State University System serves 23,000 students in Arkansas.
A story in Thursday's paper about a task force on higher education mis-stated the number.

Arkansas Democrat-Gazette
News
For story ideas and news tips: (501) 378-3485 news@arkansasonline.com
Day Editor: Denny Shames (501) 378-2568 dshames@arkansasonline.com
State Editor: Heidi White (501) 378-3483 hwhite@arkansasonline.com
Chief Photographer: John Sykes Jr. (501) 918-4529 jsykes@arkansasonline.com
Mail: Arkansas Democrat-Gazette, P.O. Box 2221, Little Rock, Ark. 72203
Fax: (501) 372-4766

district is moving student information from the Arkansas Public School Computer Network to the state's e-School system, North Little Rock Deputy Superintendent Beth Stewart said. As part of that transition, district officials are trying to obtain up-to-date, correct information on all students, Stewart said.
District officials said more information about registration will be made available to district parents in the next few days through the news media, recorded "robo-calls" to homes and on the district's website and Facebook page.
Parents seeking to register their children must provide proof of their address by showing a current utility bill or a lease or mortgage agreement. The parents also must provide a working telephone number, and they will be asked for an email address, although that is not required.
Parents of students new to the district must also show a birth certificate for their child, the child's immunization record, Social Security number and information from the child's previous school.

Police beat

SCOTT CARROLL AND EMILY NITCHER
ARKANSAS DEMOCRAT-GAZETTE
Gunman chases family into home
Police were seeking an armed robber who chased a man and two children into their Little Rock home Wednesday.
Isaiah Trujillo, 36, said he was outside his home at 5616 Baseline Road when a man pulled up in a white Cadillac sedan just before midnight. The man walked toward Trujillo and two boys, ages 14 and 15, and demanded money. Trujillo said he and the boys ran inside and blocked the door.
The robber ran after the three and damaged the door trying to get inside, but eventually fled empty-handed, according to the report.
No injuries were reported. Police searched the area but made no arrests.
The robber is described only as black and between the ages of 30 and 45. He wore a white T-shirt.

2 rob LR eatery's workers, rifle safe

Two armed men robbed Gus's Fried Chicken on Wednesday night, taking cash and cellphones from employees and money from the safe, police said.
The men jumped a privacy fence about 10 p.m. and approached a female employee sitting on the patio of the restaurant at 400 N. Bowman Road. They pointed black handguns at the woman and one of the men told her to "Give me all your money,"

Employee arrested in theft of laptops

A part-time employee at Metropolitan Career-Technical Center is accused of taking four laptop computers, according to a report from Little Rock police.
Robert Callicott, 39, was arrested Wednesday on a theft of property charge after a school official told police that Callicott took 10 Apple MacBook laptop computers and did not return them.
The report said Callicott claimed he did not take the computers, but video footage showed him taking the computers out of the classroom May 28.
Callicott returned six of the computers after the school said it would press charges, but four are still missing, the report said. Callicott was not listed on the Pulaski County jail roster Thursday.

More information on the Web

Right2Know crime database
arkansasonline.com/right2know
according to the report.
The men took the woman's cellphone and money and then ordered her back into the restaurant where the men demanded money from the safe, took the restaurant's phones and the cellphone of another employee before running from the restaurant, the report said.
The men also reportedly fired one shot into the air while they were running from the business. Officers searched the area but made no arrests.

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Taylor

Continued from Page 1B
already undergone one evaluation, but it was less comprehensive than the current one.
His next court appearance is to be Aug. 24 about two weeks after he turns 37 for a progress report on the evaluation process. Trial dates cannot be set until the question of his mental health is resolved.
Taylor was being jailed without bail since his court hearing on May 29 in which the judge learned that Taylor was going to be arrested on the hearing allegations.
Condon was found unconscious the evening of May 13 on the floor of a cabin at the Oasis Renewal Center on Cooper Orbit Road in Little Rock. After he regained consciousness, he could not initially tell investigators what had happened to him. No one at the center reported seeing what had gone on between the men, although at least two witnesses said something, according to Pulaski County sheriff's office reports.

Duggars

Continued from Page 1B
about child sexual abuse. The network is working with the Rape Abuse and Incest National Network and Darkness to Light — in creating a one-hour, commercial-free documentary that will air later this summer.
In Touch Weekly magazine reported May 21 that Josh Duggar had been the subject of a criminal investigation in 2006 involving actions in 2002 and 2003. He resigned as a lobbyist for the conservative Family Research Council after the report appeared.
In March 2002, then-14-year-old Josh Duggar told his parents that he had run his hands over young girls in the Duggar household as they slept, his parents said in a June 3 Fox News interview with Megyn Kelly. Josh Duggar was disciplined and precautions were taken, his parents said, but they didn't seek outside assistance for him or his victims.
Josh Duggar then admitted to his parents in July 2002 that he took similar advantage of girls who had fallen asleep on the family couch and was again punished, Jim Bob and Michelle Duggar told Fox News. The Duggars said they sought outside help after a disclosure in March 2003 by Josh Duggar that he touched two girls while they were awake. Josh Duggar was then sent to Little Rock for four months.
The Springdale Police Department began an investigation in 2006, after an anonymous tip was forwarded to state authorities. The investigation concluded that the statute of limitations had passed for any charges.
Duggar sisters Jill Dillard, 24, and Jessa Sewald, 22, appeared on Fox News' The Kelly File on June 3 and acknowledged that they were inappropriately touched by their brother. But the two sisters said the problem had been taken care of years ago, and Josh Duggar had been forgiven and is a changed person.
Two of the other girls fondled by Josh Duggar as a teen were also his sisters, the Duggars told Fox News. The fifth victim was a family friend.
"With God's grace and help, Josh, our daughters and our entire family overcame a terrible

Crystal Hill

Christmas in July
July 18 & 19
Huge Sales
Homemade Refreshments
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Also, Taylor told a center worker that something had occurred between Condon and himself, but the reports don't say what he said beyond a quote from Taylor: "I told dude to stop f***** with me."
It was not until the next day that a hospitalized Condon reportedly described being punched in the face by Taylor, who he said got angry when he greeted the boxer and attempted to high five him. An arrest affidavit states that Condon suffered five fractures in his face around his eyes and nose, injuries that required reconstructive surgery.
The second-degree battery charge against Taylor carries a maximum of six years in prison, but that penalty can be doubled if he is deemed a habitual offender by being convicted of the other charges against him.
The judge had agreed to allow Taylor to enter rehabilitation in March, after the boxer had spent about six weeks in jail after his arrest over accusations that he'd fired a gun at a family with three children after Little Rock's Dr. Martin Luther King Jr. Day parade in January.

Shannon Lanes, senior director of publicity for TLC parent company Discovery Communications, said neither the network nor the family had any further comment beyond its statements.
The show *19 Kids and Counting* started in September 2008 and lasted for 10 seasons.
The series' final episode, which aired May 19, drew about 1.7 million viewers.
Information for this article was contributed by Ron Wood of the NWA Democrat-Gazette.

Crystal Hill

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Lauren Williams <lwilliams@4thsectorsolutions.com>

Fwd: Notice of Public Hearing - Friendship Aspire Academy

4 messages

Kimberly Williams <kwilliams@friendshipusa.org>
To: Lauren Williams <lwilliams@4thsectorsolutions.com>

Tue, Jul 28, 2015 at 3:21 PM

----- Forwarded message -----

From: **Kimberly Williams** <kwilliams@friendshipusa.org>
Date: Wed, Jul 8, 2015 at 4:25 AM
Subject: Notice of Public Hearing - Friendship Aspire Academy
To: baker.kurrus@irs.d.org

Superintendent Kurrus

Attached please find the notice of public hearing for Friendship Aspire Academy.

If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

 **Friendship Aspire Academy.pdf**
55K

Kimberly Williams <kwilliams@friendshipusa.org>
To: Lauren Williams <lwilliams@4thsectorsolutions.com>

Tue, Jul 28, 2015 at 3:23 PM

----- Forwarded message -----

From: **Kimberly Williams** <kwilliams@friendshipusa.org>
Date: Wed, Jul 8, 2015 at 4:32 AM
Subject: Notice of Public Hearing - Friendship Aspire Academy
To: jguess@pcssd.org

Superintendent Guess

Attached please find the notice of public hearing for Friendship Aspire Academy - a K-8 open enrollment charter school seeking approval to open in 2016.

If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

 **Friendship Aspire Academy(1).pdf**
55K

Kimberly Williams <kwilliams@friendshipusa.org>
To: Lauren Williams <lwilliams@4thsectorsolutions.com>

Tue, Jul 28, 2015 at 3:24 PM

----- Forwarded message -----

From: **Kimberly Williams** <kwilliams@friendshipusa.org>
Date: Wed, Jul 8, 2015 at 4:34 AM
Subject: Notice of Public Hearing - Friendship Aspire Academy
To: rodgerske@nlrsd.org

Superintendent Rodgers

Attached please find the notice of public hearing for Friendship Aspire Academy - a K-8 open enrollment charter school seeking approval to open in 2016.

If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

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55K

Kimberly Williams <kwilliams@friendshipusa.org>
To: Lauren Williams <lwilliams@4thsectorsolutions.com>

Tue, Jul 28, 2015 at 3:24 PM

----- Forwarded message -----

From: **Kimberly Williams** <kwilliams@friendshipusa.org>
Date: Wed, Jul 8, 2015 at 4:35 AM
Subject: Notice of Public Hearing- Friendship Aspire Academy
To: tkimbrell@bryantschools.org

Superintendent Kimbrell

Attached please find the notice of public hearing for Friendship Aspire Academy - a K-8 open enrollment charter school seeking approval to open in 2016.

If you have any questions feel free to contact me.

Sincerely
Kimberly Williams
Executive Director
Friendship Education Foundation

 **Friendship Aspire Academy.pdf**
55K



Lauren Williams <lwilliams@4thsectorsolutions.com>

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55K



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To: Lauren Williams <lwilliams@4thsectorsolutions.com>

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To: jguess@pcssd.org

Superintendent Guess

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Sincerely
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Executive Director
Friendship Education Foundation

 **Friendship Aspire Academy(1).pdf**
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ATTACHMENT D

Friendship Louisiana Proposed School Calendar 2016-17

| | |
|------------------------------|----------------------------------|
| July 20 – August 7, 2016 | Teacher Professional Development |
| August 10, 2016 | 1st Day of School |
| September 5, 2016 | Labor Day (no classes) |
| October 10, 2016 | Columbus Day (no school) |
| November 11, 2016 | Veterans Day (no school) |
| November 21-25, 2016 | Thanksgiving (no school) |
| December 23– January 3, 2016 | Winter break (no school) |
| January 3-4, 2016 | Teacher Professional Development |
| January 16, 2016 | MLK Day (no school) |
| February 20, 2016 | President's Day (no school) |
| April 14-21, 2016 | Spring Break (no school) |
| May 26, 2016 | Last Day of School |
| | |
| | |

| Overview of Proposed Schedule | |
|--|-----------------|
| First Day of School | August 10, 2016 |
| School Day Start Time | 8:00 a.m. |
| School Day End Time | 3:30 p.m. |
| Number of Instructional Minutes Per Day | 390 |
| Number of Instructional Minutes Per Week | 1,950 |
| Numbers of Instructional Minutes Per Year | 70,980 |
| Number of Before School Hours Devoted to Academics | 0 |
| Number of After School Hours Devoted to Academics | 277 |
| Number of Days Devoted to Staff Development During the School Year | 6 |
| Number of Days Devoted to Staff Development Prior to School Opening | 14 |

Appendix- School Schedule and Calendar

| Min | Time | CORE | ELA /WRI | MATH | ELA /WRI | S | |
|-----|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------------------------|-----------|----------|-----------|---|
| 30 | 8:00-8:30 | HR | HR | HR | HR | 6 |
| 60 | 8:30-9:30 | ELA | 5A (ELA) | 5B (MATH) | 5A (ELA) | 5B (MATH) | 6 |
| 60 | 9:30-10:30 | MATH | PD/Planning (60 minutes) | | | | |
| 15 | 10:30-10:45 | RECESS | | | | | | | | | | | | | | | |
| 15 | 10:45-11:00 | RECESS | | | | | | | | | | | | | | | |
| 15 | 11:00-11:15 | RECESS | | | | | | | | | | | | | | | |
| 15 | 11:15-11:30 | RECESS | | | | | | | | | | | | | | | |
| 15 | 11:30 -11:45 | WRI/SOC | 5A (ELA) | 5B (MATH) | 5A (ELA) | 5B (MATH) | 6 |
| 15 | 11:45-12:00 | RECESS | | | | | | | | | | | | | | | |
| 15 | 12:00- 12:15 | RECESS | | | | | | | | | | | | | | | |
| 15 | 12:15-12:30 | RECESS | | | | | | | | | | | | | | | |
| 15 | 12:30 -12:45 | SCI | 5B (WRI) | 6A (MATH) | 5B (WRI) | 6A (MATH) | 5 |
| 15 | 12:45-1:00 | RECESS | | | | | | | | | | | | | | | |
| 15 | 1:00-1:15 | RECESS | | | | | | | | | | | | | | | |
| 60 | 1:00-2:00 | RECESS | | | | | | | | | | | | | | | |
| 60 | 2:00-3:00 | RECESS | | | | | | | | | | | | | | | |
| 10 | 3:00-3:15 | DIS | DIS | DIS | DIS | D |



Special 4 Day Rotation: ART, GYM, SMARTLAB, MUSIC

ATTACHMENT E

**2016-2017
Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:

| Line# | List Positions | 2016-2017 No. FTEs | 2016-2017 Salary | 2017-2018 No. FTEs | 2017-2018 Salary |
|-------|------------------------------|-----------------------|------------------|-----------------------|------------------|
| 1 | Principal | 1 | 85,000 | 1 | 86,488 |
| 2 | Instructional Specialist | 1 | 55,000 | 2 | 55,963 |
| 3 | School Operations Manager | 0.75 | 50,000 | 0.75 | 50,875 |
| 4 | Secretary | 1 | 30,000 | 1 | 30,525 |
| 5 | Dean of Students | 0 | | 1 | 52,910 |
| 6 | | | | | |
| 7 | Subtotal: | | 207,500 | | 320,004 |
| 8 | Fringe Benefits rate used | 23% | 48,036 | | 74,081 |
| 9 | Total Administration: | | 255,536 | | 394,085 |

Regular Classroom Instruction:

| | | 2016-2017 No. FTEs | | 2017-2018 No. FTEs | |
|----|---|-----------------------|----------------|-----------------------|----------------|
| 10 | Teachers | 8 | 40,000 | 14 | 40,700 |
| 11 | Aides | 1 | 30,000 | 2 | 30,525 |
| 12 | Subtotal: | | 350,000 | | 630,850 |
| 13 | Teacher Fringe Benefits rate used | 23% | 74,080 | | 131,909 |
| 14 | Aide Fringe Benefits rate used | 23% | 6,945 | | 14,133 |
| 15 | Total Regular Classroom Instruction: | | 431,025 | | 776,892 |

Special Education:

| | | 2016-2017 No. FTEs | | 2017-2018 No. FTEs | |
|----|-----------------------------------|-----------------------|---------------|-----------------------|---------------|
| 16 | Teachers | 1 | 45,000 | 1 | 40,700 |
| 17 | Aides | | | | |
| 18 | Subtotal: | | 45,000 | | 40,700 |
| 19 | Teacher Fringe Benefits rate used | 23% | 10,418 | | 9,422 |
| 20 | Aide Fringe Benefits rate used | 23% | 0 | | 0 |
| 21 | Total Special Education: | | 55,418 | | 50,122 |

Gifted and Talented Program:

| | | 2016-2017 No. FTEs | | 2017-2018 No. FTEs | |
|----|---|-----------------------|----------|-----------------------|----------|
| 22 | Teachers | | | | |
| 23 | Aides | | | | |
| 24 | Subtotal: | | 0 | | 0 |
| 25 | Teacher Fringe Benefits rate used | 23% | 0 | | 0 |
| 26 | Aide Fringe Benefits rate used | 23% | 0 | | 0 |
| 27 | Total Gifted and Talented Program: | | 0 | | 0 |

Alternative Education Program/Alternative Learning Environments:

| | 2016-2017 No. FTEs | 2016-2017 Salary | 2017-2018 No. FTEs | 2017-2018 Salary |
|--|-----------------------|------------------|-----------------------|------------------|
| 28 Teachers | | | | |
| 29 Aides | | | | |
| 30 Subtotal: | | 0 | | 0 |
| 31 Teacher Fringe Benefits rate used | 23% | 0 | | 0 |
| 32 Aide Fringe Benefits rate used | 23% | 0 | | 0 |
| 33 Total Alternative Education Program/Alternative Learning Environments: | | 0 | | 0 |

English Language Learner Program:

| List Positions | 2016-2017 No. FTEs | | 2017-2018 No. FTEs | |
|---|-----------------------|----------|-----------------------|----------|
| 34 | | | | |
| 35 | | | | |
| 36 | | | | |
| 37 | | | | |
| 38 | | | | |
| 39 Subtotal: | | 0 | | 0 |
| 40 Fringe Benefits rate used | 23% | 0 | | 0 |
| 41 Total English Language Learner Program: | | 0 | | 0 |

Guidance Services:

| List Positions | 2016-2017 No. FTEs | | 2017-2018 No. FTEs | |
|------------------------------------|-----------------------|---------------|-----------------------|---------------|
| 42 | 0.5 | 45,000 | 1 | 45,788 |
| 43 | | | | |
| 44 | | | | |
| 45 | | | | |
| 46 | | | | |
| 47 Subtotal: | | 22,500 | | 45,788 |
| 48 Fringe Benefits rate used | 23% | 5,209 | | 10,600 |
| 49 Total Guidance Services: | | 27,709 | | 56,387 |

Health Services:

| List Positions | 2016-2017 No. FTEs | | 2017-2018 No. FTEs | |
|----------------------------------|-----------------------|----------|-----------------------|----------|
| 50 Contracted | | | | |
| 51 | | | | |
| 52 | | | | |
| 53 | | | | |
| 54 | | | | |
| 55 Subtotal: | | 0 | | 0 |
| 56 Fringe Benefits rate used | 23% | 0 | | 0 |
| 57 Total Health Services: | | 0 | | 0 |

Media Services:

| List Positions | 2016-2017 No. FTEs | 2016-2017 Salary | 2017-2018 No. FTEs | 2016-2017 Salary |
|------------------------------|-----------------------|------------------|-----------------------|------------------|
| 58 Contracted | | | | |
| 59 | | | | |
| 60 | | | | |
| 61 | | | | |
| 62 | | | | |
| 63 Subtotal: | | 0 | | 0 |
| 64 Fringe Benefits rate used | 23% | 0 | | 0 |
| 65 Total Media Services: | | 0 | | 0 |

Fiscal Services:

| List Positions | 2016-2017 No. FTEs | 2016-2017 Salary | 2017-2018 No. FTEs | 2016-2017 Salary |
|------------------------------|-----------------------|------------------|-----------------------|------------------|
| 66 Contracted | | | | |
| 67 | | | | |
| 68 | | | | |
| 69 | | | | |
| 70 | | | | |
| 71 Subtotal: | | 0 | | 0 |
| 72 Fringe Benefits rate used | 23% | 0 | | 0 |
| 73 Total Fiscal Services: | | 0 | | 0 |

Maintenance and Operation:

| List Positions | 2016-2017 No. FTEs | 2016-2017 Salary | 2017-2018 No. FTEs | 2016-2017 Salary |
|-------------------------------------|-----------------------|------------------|-----------------------|------------------|
| 74 Contracted | | | | |
| 75 | | | | |
| 76 | | | | |
| 77 | | | | |
| 78 | | | | |
| 79 Subtotal: | | 0 | | 0 |
| 80 Fringe Benefits rate used | 23% | 0 | | 0 |
| 81 Total Maintenance and Operation: | | 0 | | 0 |

Pupil Transportation:

| List Positions | 2016-2017 No. FTEs | 2016-2017 Salary | 2017-2018 No. FTEs | 2016-2017 Salary |
|--------------------------------|-----------------------|------------------|-----------------------|------------------|
| 82 Contracted | | | | |
| 83 | | | | |
| 84 | | | | |
| 85 | | | | |
| 86 | | | | |
| 87 Subtotal: | | 0 | | 0 |
| 88 Fringe Benefits rate used | 23% | 0 | | 0 |
| 89 Total Pupil Transportation: | | 0 | | 0 |

Food Services:

| List Positions | 2016-2017 No. FTEs | 2016-2017 Salary | 2017-2018 No. FTEs | 2017-2018 Salary |
|--------------------------------|-----------------------|------------------|-----------------------|------------------|
| 90 Contracted | | | | |
| 91 | | | | |
| 92 | | | | |
| 93 | | | | |
| 94 | | | | |
| 95 Subtotal: | | 0 | | 0 |
| 96 Fringe Benefits rate used | 23% | 0 | | 0 |
| 97 Total Food Services: | | 0 | | 0 |

Data Processing:

| List Positions | 2016-2017 No. FTEs | 2016-2017 Salary | 2017-2018 No. FTEs | 2017-2018 Salary |
|-----------------------------------|-----------------------|------------------|-----------------------|------------------|
| 98 School Operations Manager | 0.25 | 50,000 | 0.25 | 50,875 |
| 99 | | | | |
| 100 | | | | |
| 101 | | | | |
| 102 | | | | |
| 103 Subtotal: | | 12,500 | | 12,719 |
| 104 Fringe Benefits rate used | 23% | 2,894 | | 2,944 |
| 105 Total Data Processing: | | 15,394 | | 15,663 |

Substitute Personnel:

| | 2016-2017 Number of Days | 2016-2017 Salary | 2017-2018 No. FTEs | 2017-2018 Salary |
|---------------------------------------|--------------------------------|------------------|-----------------------|------------------|
| 106 Number of Certified Substitutes | | | | |
| 107 Number of Classified Substitutes | 80 | 85 | 136 | 85 |
| 108 Subtotal: | | 6,800 | | 11,560 |
| 109 Teacher Fringe Benefits rate used | 10% | 0 | | 0 |
| 110 Aide Fringe Benefits rate used | 10% | 656 | | 1,116 |
| 111 Total Substitute Personnel | | 7,456 | | 12,676 |

| | | | | |
|---|--|----------------|--|------------------|
| 112 TOTAL EXPENDITURES FOR SALARIES: | | 792,537 | | 1,305,824 |
|---|--|----------------|--|------------------|

**Public Charter School Application
Estimated Budget Template
REVENUES**

| State Public Charter School Aid: | | | | <u>2016-2017 Amount:</u> | <u>2017-2018 Amount:</u> |
|---|--|-------|----------------------------------|--------------------------|--------------------------|
| Line# | 2016-2017 | | | | |
| 1 | No. of Students | 200 x | \$6,646 State Foundation Funding | 1,329,200 | |
| 2 | No. of Students | 200 x | \$26 Professional Development | 5,200 | |
| 3 | No. of Students | 180 x | 1562 eligible rate* NSL Funding | 281,160 | |
| 4 | No. of Students | x | Other: Explain Below | 0 | |
| 5 | | | | | |
| | 2017-2018 | | | | |
| 6 | No. of Students | 300 x | \$6,646 State Foundation Funding | | 1,993,800 |
| 7 | No. of Students | 300 x | \$26 Professional Development | | 7,800 |
| 8 | No. of Students | 271 x | 1562 eligible rate* NSL Funding | | 423,146 |
| 9 | No. of Students | x | Other: Explain Below | | 0 |
| 10 | | | | | |
| 11 | Total State Charter School Aid: | | | <u>1,615,560</u> | <u>2,424,746</u> |
| | Other Sources of Revenues: | | | | |
| | (MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE) | | | | |
| 12 | | | Private Donations or Gifts | | |
| 13 | Federal Food Reimbursement | | Federal Grants (List the amount) | <u>114,365</u> | <u>174,550</u> |
| 14 | | | Special Grants (List the amount) | | |
| | | | Other (Specifically Describe) | | |
| 15 | | | | | |
| 16 | Total Other Sources of Revenues: | | | <u>114,365</u> | <u>174,550</u> |
| 17 | TOTAL REVENUES: | | | <u>1,729,925</u> | <u>2,599,296</u> |

**Public Charter School Application
Estimated Budget Template
EXPENDITURES**

| <i>Line#</i> | Administration: | <u>2016-2017 Amount:</u> | <u>2017-2018 Amount:</u> |
|--------------|---|--------------------------|--------------------------|
| 18 | Salaries and Benefits | 255,536 | 394,085 |
| | Purchased Services - List Vendors Below | | |
| 19 | V-AD 1 Friendship Education Foundation | 96,934 | 145,400 |
| 20 | V-AD2 Human Resource Services | 16,156 | 24,233 |
| 21 | V-AD3 Operations Services | 16,156 | 24,233 |
| 22 | V-AD4 | | |
| 23 | V-AD5 | | |
| 24 | Supplies and Materials | | |
| 25 | Equipment | | |
| | Other (List Below) | | |
| 26 | Office Furniture | 2,000 | 2,000 |
| 27 | FEF provides most of staff development | 5,000 | 5,000 |
| 28 | through Fee | | |
| 29 | Travel | 3,000 | 3,000 |
| 30 | Staff Computers & Office Furniture | 16,500 | 12,500 |
| 31 | Total Administration: | 411,281 | 610,452 |

| | | | |
|---------------------------------------|---|----------------|----------------|
| Regular Classroom Instruction: | | | |
| 32 | Salaries and Benefits | 431,025 | 776,892 |
| | Purchased Services - List Vendors Below | | |
| 33 | V-CI 1 Software and Assessments | 20,000 | 30,525 |
| 34 | V-CI 2 | | |
| 35 | V-CI 3 | | |
| 36 | V-CI 4 | | |
| 37 | V-CI 5 | | |
| 38 | Supplies and Materials | 48,000 | 73,260 |
| 39 | Equipment | | |
| | Other (List Below) | | |
| 40 | Classroom Furniture | 20,000 | 10,000 |
| 41 | Classroom Computers & Technology | 49,200 | 24,000 |
| 42 | Computers for Teachers | | |
| 43 | | | |
| 44 | | | |
| 45 | Total Regular Classroom Instruction: | 568,225 | 914,677 |

| | | | |
|---------------------------|---|---------------|---------------|
| Special Education: | | | |
| 46 | Salaries and Benefits | 55,418 | 50,122 |
| | Purchased Services - List Vendors Below | | |
| 47 | V-SE 1 Contracted Services | 15,000 | 22,500 |
| 48 | V-SE 2 | | |
| 49 | V-SE 3 | | |
| 50 | V-SE 4 | | |
| 51 | V-SE 5 | | |
| 52 | Supplies and Materials | 6,500 | 9,921 |
| 53 | Equipment | | |
| | Other (List Below) | | |
| 54 | | | |
| 55 | | | |
| 56 | | | |
| 57 | | | |
| 58 | | | |
| 59 | Total Special Education: | 76,918 | 82,543 |

| | | | |
|-------------------------------------|---|----------|----------|
| Gifted and Talented Program: | | | |
| 60 | Salaries and Benefits | 0 | 0 |
| | Purchased Services - List Vendors Below | | |
| 61 | V-GT 1 | | |
| 62 | V-GT 2 | | |
| 63 | V-GT 3 | | |
| 64 | V-GT 4 | | |
| 65 | V-GT 5 | | |
| 66 | Supplies and Materials | | |
| 67 | Equipment | | |
| | Other (List Below) | | |
| 68 | | | |
| 69 | | | |
| 70 | | | |
| 71 | | | |
| 72 | | | |
| 73 | Total Gifted and Talented Program: | 0 | 0 |

Alternative Education Program/Alternative Learning Environments:

| | | | |
|----|---|----------|----------|
| 74 | Salaries and Benefits | 0 | 0 |
| | Purchased Services - List Vendors Below | | |
| 75 | V-ALE 1 | | |
| 76 | V-ALE 2 | | |
| 77 | V-ALE 3 | | |
| 78 | V-ALE 4 | | |
| 79 | V-ALE 5 | | |
| 80 | Supplies and Materials | | |
| 81 | Equipment | | |
| | Other (List Below) | | |
| 82 | | | |
| 83 | | | |
| 84 | | | |
| 85 | | | |
| 86 | | | |
| 87 | | | |
| | Total Alternative Education Program/Alternative Learning Environments: | 0 | 0 |

English Language Learner Program:

| | | | |
|-----|--|----------|----------|
| 88 | Salaries and Benefits | 0 | 0 |
| | Purchased Services - List Vendors Below | | |
| 89 | V-ELL 1 | | |
| 90 | V-ELL 2 | | |
| 91 | V-ELL 3 | | |
| 92 | V-ELL 4 | | |
| 93 | V-ELL 5 | | |
| 94 | Supplies and Materials | | |
| 95 | Equipment | | |
| | Other (List Below) | | |
| 96 | | | |
| 97 | | | |
| 98 | | | |
| 99 | | | |
| 100 | | | |
| 101 | Total English Language Learner Program: | 0 | 0 |

Guidance Services:

| | | | |
|-----|---|---------------|---------------|
| 102 | Salaries and Benefits | 27,709 | 56,387 |
| | Purchased Services - List Vendors Below | | |
| 103 | V-GS 1 | | |
| 104 | V-GS 2 | | |
| 105 | V-GS 3 | | |
| 106 | V-GS 4 | | |
| 107 | V-GS 5 | | |
| 108 | Supplies and Materials | | |
| 109 | Equipment | | |
| | Other (List Below) | | |
| 110 | | | |
| 111 | | | |
| 112 | | | |
| 113 | | | |
| 114 | | | |
| 115 | Total Guidance Services: | 27,709 | 56,387 |

| Health Services: | | | |
|------------------|---|---------------|---------------|
| 116 | Salaries and Benefits | 0 | 0 |
| | Purchased Services - List Vendors Below | | |
| 117 | V-HS 1 Contracted Services | 13,000 | 19,841 |
| 118 | V-HS 2 | | |
| 119 | V-HS 3 | | |
| 120 | V-HS 4 | | |
| 121 | V-HS 5 | | |
| 122 | Supplies and Materials | | |
| 123 | Equipment | | |
| | Other (List Below) | | |
| 124 | | | |
| 125 | | | |
| 126 | | | |
| 127 | | | |
| 128 | | | |
| 129 | Total Health Services: | 13,000 | 19,841 |

| Media Services: | | | |
|-----------------|---|---------------|---------------|
| 130 | Salaries and Benefits | 0 | 0 |
| | Purchased Services - List Vendors Below | | |
| 131 | V-MS 1 Contracted Services IT Vendor | 12,000 | 9,000 |
| 132 | V-MS 2 Internet and Phone | 24,600 | 25,031 |
| 133 | V-MS 3 | | |
| 134 | V-MS 4 | | |
| 135 | V-MS 5 | | |
| 136 | Supplies and Materials | | |
| 137 | Equipment | | |
| | Other (List Below) | | |
| 138 | | | |
| 139 | | | |
| 140 | | | |
| 141 | | | |
| 142 | | | |
| 143 | Total Media Services: | 36,600 | 34,031 |

| Fiscal Services: | | | |
|------------------|---|---------------|---------------|
| 144 | Salaries and Benefits | 0 | 0 |
| | Purchased Services - List Vendors Below | | |
| 145 | V-FS 1 Accounting and Finance Services | 64,622 | 96,934 |
| 146 | V-FS 2 | | |
| 147 | V-FS 3 | | |
| 148 | V-FS 4 | | |
| 149 | V-FS 5 | | |
| 150 | Supplies and Materials | | |
| 151 | Equipment | | |
| | Other (List Below) | | |
| 152 | | | |
| 153 | | | |
| 154 | | | |
| 155 | | | |
| 156 | | | |
| 157 | Total Fiscal Services: | 64,622 | 96,934 |

| Maintenance and Operation: | | | | |
|-----------------------------------|--------|---|---------------|---------------|
| 158 | | Salaries and Benefits | 0 | 0 |
| | | Purchased Services - List Vendors Below | | |
| | | INCLUDE UTILITIES | | |
| 159 | V-MO 1 | Utilities, gas and water | 21,059 | 21,428 |
| 160 | V-MO 2 | Contracted Custodial Services | 24,000 | 36,524 |
| 161 | V-MO 3 | Maintenance including disposal services | 15,000 | 23,000 |
| 162 | V-MO 4 | Security Monitoring | 1,500 | 1,526 |
| 163 | V-MO 5 | | | |
| 164 | | Supplies and Materials | | |
| 165 | | Equipment | | |
| | | Other (List Below) | | |
| 166 | | | | |
| 167 | | | | |
| 168 | | | | |
| 169 | | | | |
| 170 | | | | |
| 171 | | Total Maintenance and Operation: | 61,559 | 82,478 |

| Pupil Transportation: | | | | |
|------------------------------|--------|---|---------------|---------------|
| 172 | | Salaries and Benefits | 0 | 0 |
| | | Purchased Services - List Vendors Below | | |
| 173 | V-PT 1 | Contracted Services | 54,000 | 82,418 |
| 174 | V-PT 2 | | | |
| 175 | V-PT 3 | | | |
| 176 | V-PT 4 | | | |
| 177 | V-PT 5 | | | |
| 178 | | Supplies and Materials | | |
| 179 | | Equipment | | |
| | | Other (List Below) | | |
| 180 | | | | |
| 181 | | | | |
| 182 | | | | |
| 183 | | | | |
| 184 | | | | |
| 185 | | Total Pupil Transportation: | 54,000 | 82,418 |

| Food Services: | | | | |
|-----------------------|--------|---|----------------|----------------|
| 186 | | Salaries and Benefits | 0 | 0 |
| | | Purchased Services - List Vendors Below | | |
| 187 | V-FD 1 | Meals | 125,802 | 183,278 |
| 188 | V-FD 2 | | | |
| 189 | V-FD 3 | | | |
| 190 | V-FD 4 | | | |
| 191 | V-FD 5 | | | |
| 192 | | Supplies and Materials | | |
| 193 | | Equipment | | |
| | | Other (List Below) | | |
| 194 | | | | |
| 195 | | | | |
| 196 | | | | |
| 197 | | | | |
| 198 | | | | |
| 199 | | Total Food Services: | 125,802 | 183,278 |

| Data Processing: | | | |
|-------------------------|---|---------------|---------------|
| 200 | Salaries and Benefits | 15,394 | 15,663 |
| | Purchased Services - List Vendors Below | | |
| 201 | V-DP 1 | | |
| 202 | V-DP 2 | | |
| 203 | V-DP 3 | | |
| 204 | V-DP 4 | | |
| 205 | V-DP S | | |
| 206 | Supplies and Materials | | |
| 207 | Equipment | | |
| | Other (List Below) | | |
| 208 | | | |
| 209 | | | |
| 210 | | | |
| 211 | | | |
| 212 | | | |
| 213 | Total Data Processing: | 15,394 | 15,663 |

| Substitute Personnel: | | | |
|------------------------------|---|--------------|---------------|
| 214 | Salaries and Benefits | 7,456 | 12,676 |
| | Purchased Services - List Vendors Below | | |
| 215 | V-SB 1 | | |
| 216 | V-SB 2 | | |
| 217 | V-SB 3 | | |
| 218 | V-SB 4 | | |
| 219 | V-SB S | | |
| 220 | Total Substitute Personnel: | 7,456 | 12,676 |

| Facilities: | | | |
|--------------------|---|----------------|----------------|
| 221 | Lease/Purchase Contract for One Full Year | 147,413 | 149,993 |
| | Facility Upgrades - List Upgrades Below | | |
| 222 | Leasehold Improvements | 25,000 | 25,000 |
| 223 | | | |
| 224 | | | |
| 225 | | | |
| 226 | | | |
| 227 | | | |
| 228 | | | |
| 229 | Property Insurance for One Full Year | | |
| 230 | Content Insurance for One Full Year | 5,000 | 5,000 |
| 231 | Total Facilities: | 177,413 | 179,993 |

Debt Expenditures:

| | | | |
|-----|---------------------|----------|----------|
| 232 | List Debts Below | | |
| 233 | | | |
| 234 | | | |
| | Total Debts: | <u>0</u> | <u>0</u> |

Other Expenditures:

| | | | |
|-----|---------------------------------------|------------------|------------------|
| | List Other Expenditures Below | | |
| 235 | Legal Expenses | <u>2,500</u> | <u>2,862</u> |
| 236 | Recruitment of Students and Teachers | <u>32,900</u> | <u>50,214</u> |
| 237 | Insurance Coverages | <u>10,000</u> | <u>12,933</u> |
| 238 | | | |
| 239 | | | |
| 240 | | | |
| 241 | TOTAL EXPENDITURES: | <u>1,685,379</u> | <u>2,437,377</u> |
| 242 | Net Revenue over Expenditures: | <u>44,547</u> | <u>161,919</u> |

| Friendship Aspire Academy Personnel Summary | | |
|--|--------------------|--------------------|
| Personnel | FY17 Budget | FY18 Budget |
| Regular Education Teachers | 8.00 | 14.00 |
| Paras/Teacher Assistant/Enrichment | 1.00 | 2.00 |
| Special Education Teachers | 1.00 | 1.00 |
| Guidance Counselor | 0.50 | 1.00 |
| Interventionist/Instructional Specialist | 1.00 | 2.00 |
| Principal | 1.00 | 1.00 |
| Administrative Support/Assistant | 1.00 | 1.00 |
| Dean of Students | 0.00 | 1.00 |
| Director of Operations/Business | 1.00 | 1.00 |
| Technology | 0.00 | 1.00 |
| Total Personnel | 14.50 | 25.00 |

ATTACHMENT F



City of Little Rock

Department of Planning and Development

728 West Markham Street

Little Rock, Arkansas 72201-1334

Phone: (501) 371-4790 Fax: (501) 399-3435 or 371-6863

Planning
Zoning and
Subdivision

FAX COVER SHEET

DATE: 7-28-15

TO: Kim Williams

COMPANY: _____

FAX NUMBER: 501 492 4305

PHONE NUMBER: _____

FROM: K. Dourand

DIVISION: PLANNING

FAX NUMBER: (501) 371-6863

PHONE NUMBER: (501) 371-4805

TOTAL NUMBER OF PAGES INCLUDING COVER SHEET: 2

COMMENTS: Zoning Letter for 2727 Col Glenn Rd.



City of Little Rock

Department of Planning and Development

723 West Markham Street
Little Rock, Arkansas 72201-1334
Phone: (501) 371-4790 Fax: (501) 399-3435 or 371-6863

**Planning
Zoning and
Subdivision**

ZONING CERTIFICATION

PROPERTY ADDRESS: 7723 Colonel Glenn Rd

LEGAL DESCRIPTION: Not Given

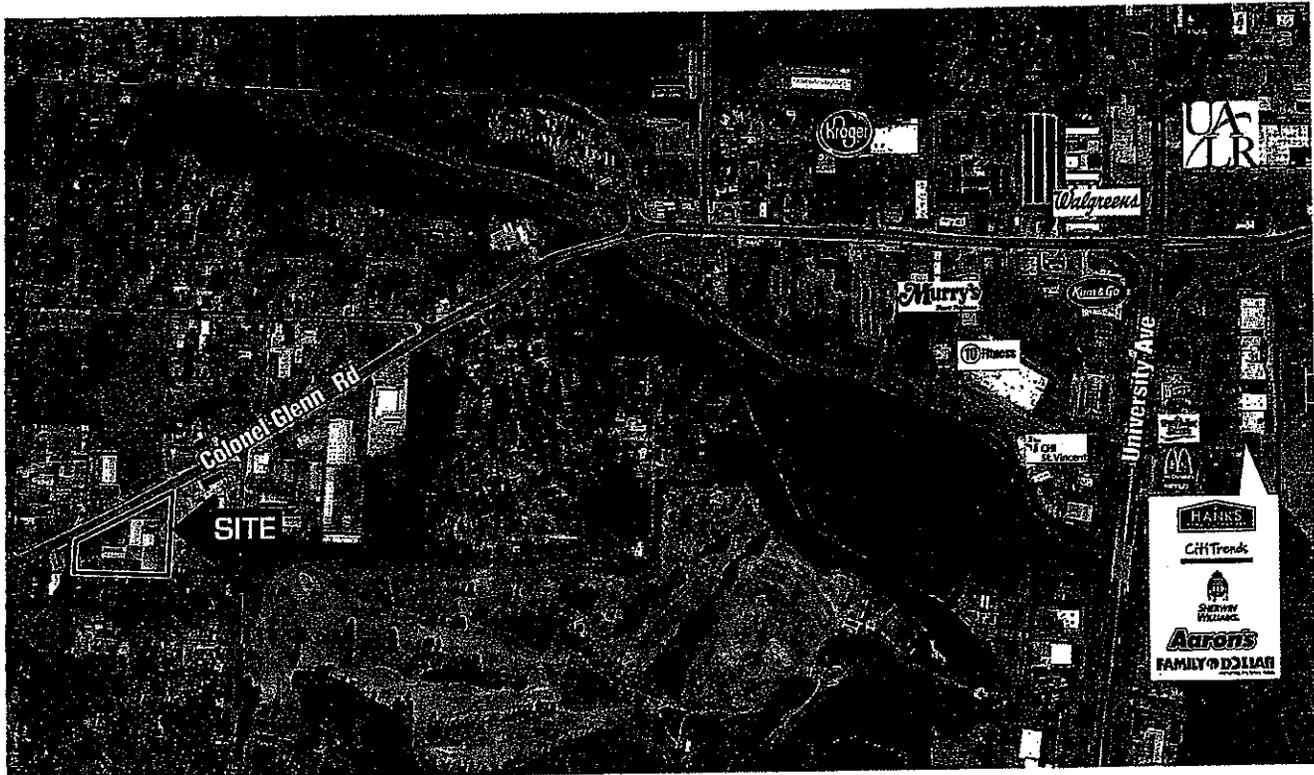
This is to certify that the Zoning Classification on the above described property is: O2 OFFICE AND INSTITUTIONAL DISTRICT

Public School is a permitted USE.

K. D. Smith
ZONING ENFORCEMENT OFFICER

7-28-15
DATE

OFFICE SPACE FOR SALE OR LEASE



7723 & 7727 Colonel Glenn Road Little Rock, AR

AVAILABLE

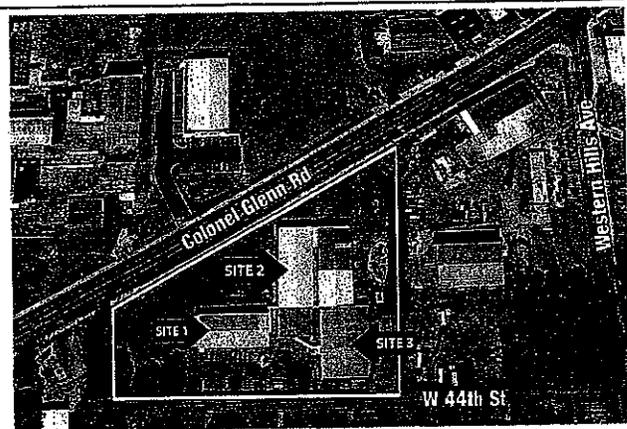
Site 1 - 7,800 +/- SF
 Site 2 - 21,059 +/- SF - Can be divided into 2 spaces:
 Suite A - 8,800 +/- SF & Suite B - 12,260 +/-
 Site 3 - 11,250 +/- SF (Currently leased)
 Total SF for Sale: 40,109 +/- SF Total Acreage: 4.02 +/-
 Total SF for Lease: 28,859 +/- SF

PRICE

Lease Rate: \$7.00/SF NNN or \$10.00/SF Full Service
 Sale Price: Contact agent for sale info

COMMENTS

- Three large buildings. Property can be purchased in its entirety or leased separately in any combination.
- Located just east of the Colonel Glenn and John Barrow Road Intersection.
- Perfect for government institution, school, or church.
- Lots of offices, conference rooms, and ample parking.
- TI Allowance negotiable.



FOR MORE INFORMATION, CONTACT

Drew Mentzer
 501.244.7509 • 501.375.3200
 dmentzer@flake-kelley.com

John Flake
 501.244.7501 • 501.375.3200
 jflake@flake-kelley.com

425 West Capitol Ave, #300
 Little Rock, AR 72201
 TEL 501.375.3200
 FAX 501.374.9537

flake-kelley.com

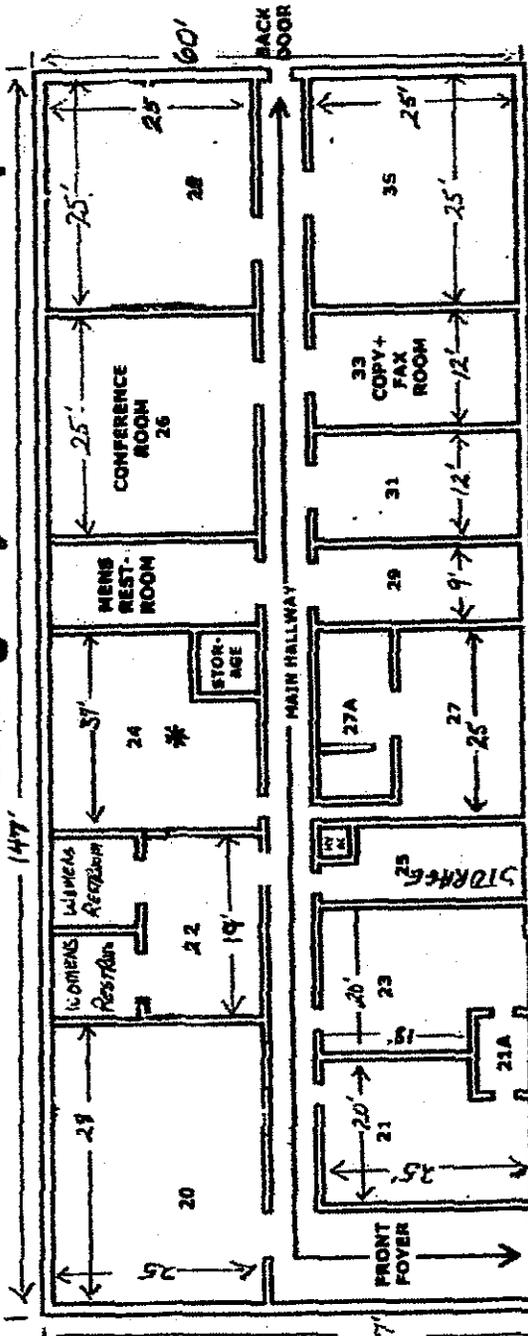


FLAKE & KELLEY
 COMMERCIAL
CHAINLINKS
 RETAIL ADVISORS

Flake & Kelley Commercial is the agent for the owner of the property described herein. All information contained herein is secured from sources we believe to be reliable. However, no information is guaranteed in any way. Any reproduction of this material is prohibited without the consent of Flake & Kelley Commercial.

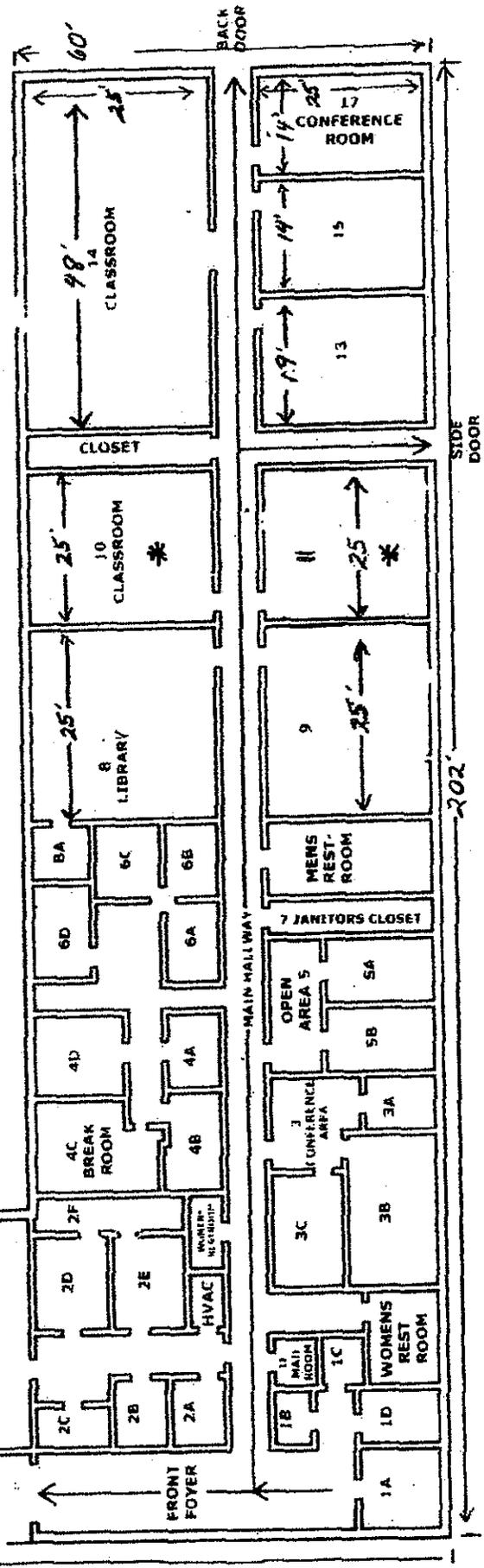
Criminal Justice Institute - U of A Emergency Evacuation Map

7723 A Colonel Glenn Road



- * Room 24 is much larger than it is drawn.
- * Rooms 10 & 11 are a bit larger than drawn.
- Rooms are rounded to the nearest whole foot.

7723 B Colonel Glenn Road

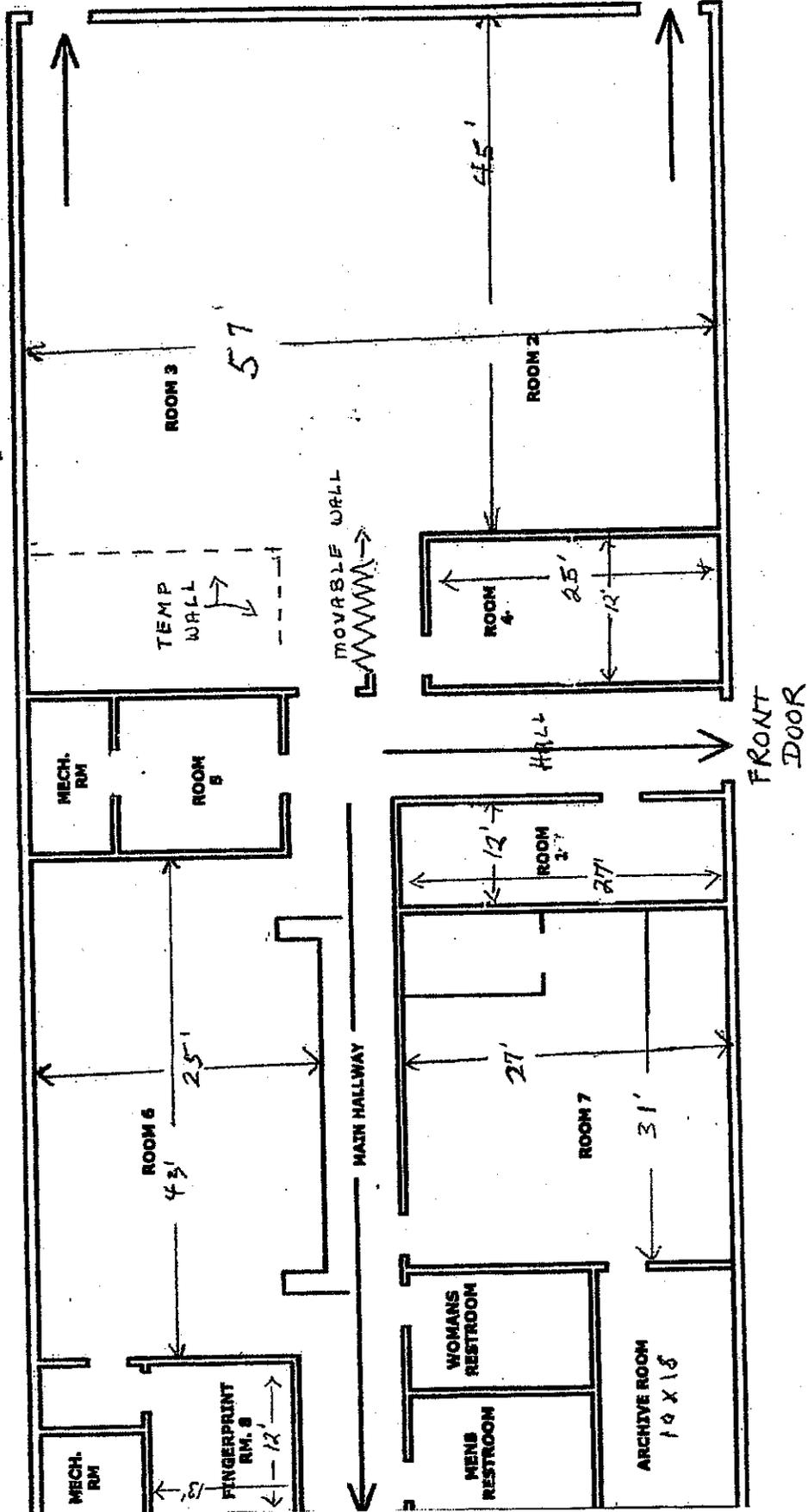


Criminal Justice Institute - U of A Emergency Evacuation Map

Room Dimensions
are Rounded to
Nearest Foot

Some Rooms are Not
Drawn to Scale

7727 Colonel Glenn



ATTACHMENT G

**2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER
SCHOOL STATEMENT OF ASSURANCES**

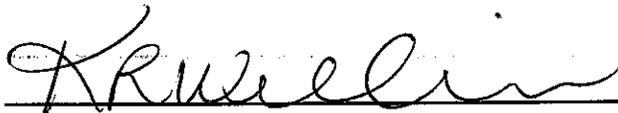
The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application 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 intend 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 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 statutes or 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 Arkansas Code Annotated § 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 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 Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. 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.
16. Should the open-enrollment public charter school voluntarily or involuntary 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

Executive Director

Kimberly R. Williams

Printed Name

7-27-15

Date

ATTACHMENT H

Name of Individual with Prior Charter Experience Donald Hense

Position with Proposed Charter Chairman of management organization

| Name of Other Charter | Position at Other Charter | Status of Other Charter | Address of Other Charter | Web Address for State Assessment Results of Other Charter |
|----------------------------------|---------------------------|-------------------------|--|---|
| Friendship Public Charter School | Founder, Chairman and CEO | Operating | 120 Q St NE, Washington DC 20002 (operates 6 campuses serving ~4,000 students in preK-12) | http://www.dpcsb.org/school-profiles-and-pmf-tiers |

Name of Individual with Prior Charter Experience Patricia Brantley

Position with Proposed Charter Chief Operating Officer of management organization

| Name of Other Charter | Position at Other Charter | Status of Other Charter | Address of Other Charter | Web Address for State Assessment Results of Other Charter |
|----------------------------------|---------------------------|-------------------------|--|---|
| Friendship Public Charter School | Chief Operating Officer | Operating | 120 Q St NE, Washington DC 20002 (operates 6 campuses serving ~4,000 students in preK-12) | http://www.dcpccb.org/school-profiles-and-pmf-tiers |

Name of Individual with Prior Charter Experience Kimberly Williams

Position with Proposed Charter Executive Director of management organization

| Name of Other Charter | Position at Other Charter | Status of Other Charter | Address of Other Charter | Web Address for State Assessment Results of Other Charter |
|---|------------------------------------|-------------------------|---|---|
| Advance Baton Rouge Charter Association | School Operations Manager | Voluntarily Closed | N/A | N/A |
| Helix Network of Charter Schools (Mentorship Academies) | Director of Finance and Operations | Operating | 339 Florida St. Baton Rouge, LA 70801 | http://www.louisianabelieves.com/assessment/end-of-course-tests |
| Friendship Louisiana (Friendship Capitol High School) | Executive Director | Operating | 1000 North 23rd Ave. Baton Rouge, LA 70802 | http://www.louisianabelieves.com/assessment/end-of-course-tests |

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

Lessor(Owner): Flake & Kelly Commercial, Inc.

Lessee(Tenant): Friendship Education Foundation

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 building for lease is currently unoccupied. However, the previous tenant—the University of Arkansas Criminal Justice Institute—used the building as an educational institution with classrooms and administrative offices.

Address of Premises: 7723 Colonel Glenn Rd., Little Rock, AR 72204

Square Footage: 21,509

Terms of Lease: One year lease agreement

Rental Amount: \$7/sq ft (NNN)

Contingency: The terms of this agreement are contingent upon
Friendship Education Foundation

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

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: Friendship Education Foundation

By: _____ Date _____

Lessor: Flake & Kelly Commercial, Inc.

By: _____ Date _____