ARKANSAS CONNECTIONS ACADEMY

CHARTER INTERNAL REVIEW COMMITTEE REVIEW AND APPLICANT RESPONSES

Arkansas Connections Academy

PRE-APPLICATION MATERIALS

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

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

Fully Responsive

PART B   EXECUTIVE SUMMARY

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

Evaluation Criteria:
- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

Concerns and Additional Questions

- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, "ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections."

Applicant Response:

ARCA teachers will all be licensed educators. ARCA is requesting waivers of teacher licensure requirements so that some classes that would otherwise not be able to be offered to ARCA students may be taught by teachers who are licensed in states other than Arkansas. All teachers will be subject to required background checks and the Code of Ethics for Arkansas Educators, regardless of state licensure.

This arrangement would allow ARCA to offer more courses from Connections' catalog while maintaining the teacher quality indicated by state licensure. There may be courses for which an Arkansas-licensed teacher cannot be identified or courses with lower student interest (e.g., AP courses and advanced and low incidence world languages, CTE courses, and electives). In such instances, ARCA could still offer these courses using the resources of Connections' private school (iNACA), which employs teachers who are licensed in the states they reside.

ARCA anticipates these instances would affect very few students and only for the better, as students could enroll in courses that would not otherwise be offered. ARCA estimates over 90% of course enrollments, or 9 out of 10 seats in courses, will be taught by a teacher licensed in Arkansas. For example, if 500 students enroll in six courses each (3,000 total course enrollments), no fewer than 2,700 of those course enrollments (90% of 3,000) would be taught by a teacher licensed in Arkansas.

If these teacher licensure waivers are not granted, all ARCA teachers will be Arkansas-licensed. This would not affect the viability of the ARCA program but would limit some of the courses available to students.

PART C   NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

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

Fully Responsive

Concerns and Additional Questions
● Provide the number of attendants for the nine online and 12 in-person information sessions held in addition to the six discussed.

Applicant Response:

In addition to the six attendants at the Bentonville public hearing and three attendants at the North Little Rock public hearing, two people attended in-person information sessions and one attended an online information session. The recording of the online information session remains available for interested families.

Connections' experience in other states is that information sessions, though initially attended sporadically, are vital to community outreach efforts. Attendance at information sessions typically increases once presenters are able to offer school enrollment, rather than the possibility of a school in the future. Word of mouth spreads quickly among parents seeking educational alternatives and a single attendee often leads to several other families who want to know more.

ARCA has provided information to families through various other channels as well. The ARCA

Facebook page has 111 followers and ARCA has received 11 letters of support, which are available upon request. Additionally, over 3,000 families across Arkansas have registered on Connections' website to learn more. Families who choose not to register on the website can still learn about Connections' curriculum, accreditation, and parent satisfaction through the website as well as use tools such as Contact a Parent, Contact a Teacher, and browse the Connections Program Guide.

A map of those families who have registered is included in Figure 1, demonstrating strong interest across Arkansas. ARCA will continue to offer online and in-person information sessions throughout the state to reach these and other families.

Figure 1. Locations of Interested Families
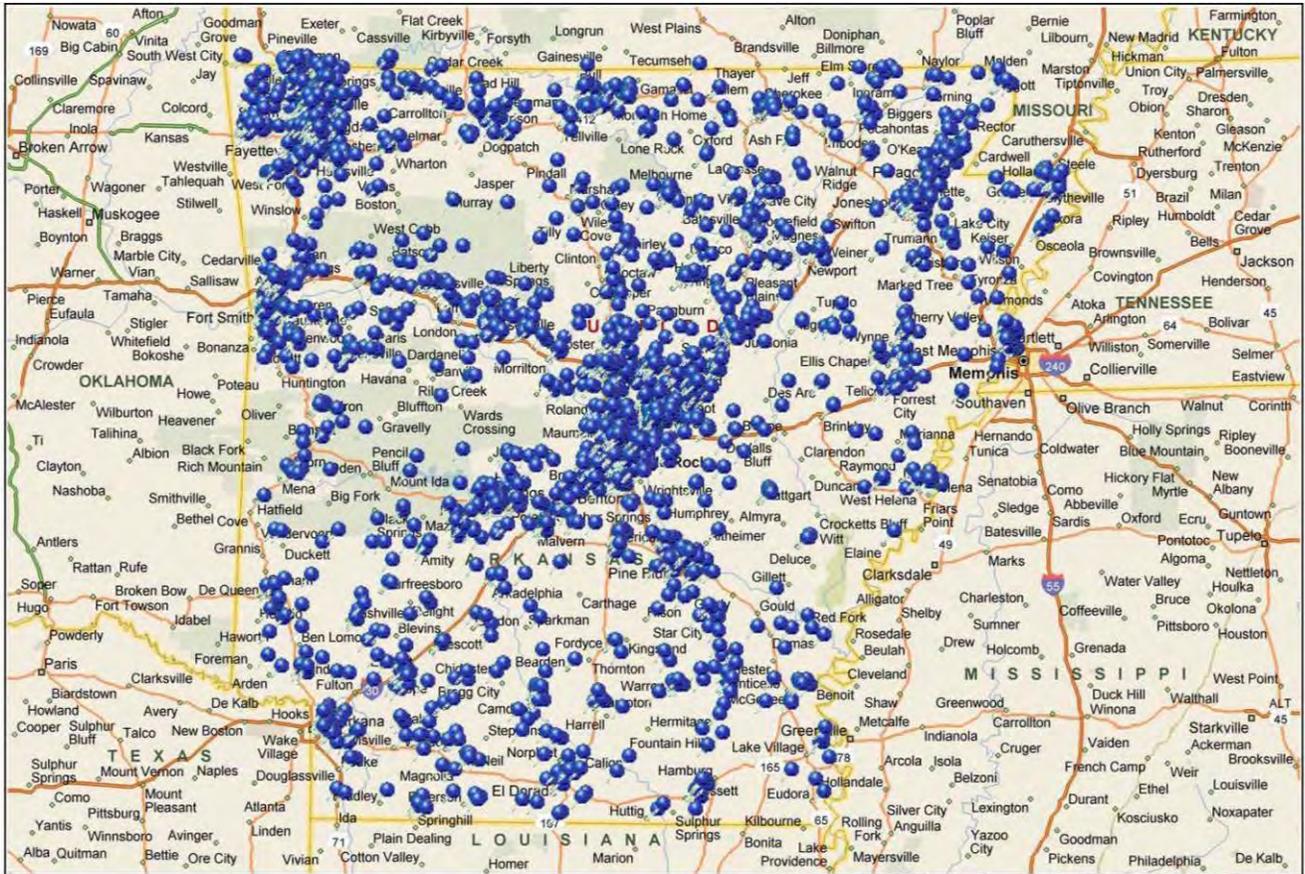
With the statewide interest in the Connections program and its NCAA approval of many high school courses, growing participation in online learning generally (Keeping Pace Report referenced in C.4), and enrollment cap on the state's single online public school, ARCA believes that many Arkansas students and their families will be interested in and benefit from attending ARCA.

C2: GOVERNING STRUCTURE

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

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

Fully Responsive

C3: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:
- A mission statement that is clear and succinct

Fully Responsive

Concerns and Additional Question
- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, "ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections."

Applicant Response:

Please see response to Part B Executive Summary.

C4: EDUCATIONAL NEED

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

Evaluation Criteria:
- Valid, reliable, and verifiable data substantiate an educational need for the charter;
- Innovations that would distinguish the charter from other schools

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

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

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

Fully Responsive

Concerns and Additional Questions
- ● Explain what is meant by "0.90 ratio of school results to state averages on the ACT Aspire."

Applicant Response:

The ratio of school proficiency rates to statewide proficiency rates on the ACT ASPIRE will be at least 0.90, signifying ARCA students are approaching a level of proficiency that is nearly equivalent to other Arkansas students.

Figure 2 highlights an example explaining the calculation of ratios of school proficiency versus state proficiency on state assessments. The example is based on actual data from Texas Connections Academy at Houston (TCAH) and the State of Texas for 2013-14 academic year state assessments in reading, math, and science.

Figure 2. Example of Calculating Ratios

Grade/Subject	TCAH # Tested	TCAH % Proficient	State % Proficient	Ratio
3rd grade Reading	95	73.7%	76.0%	0.97
4th grade Reading	137	77.4%	74.0%	1.05
5th grade Reading	225	89.3%	76.0%	1.18
6th grade Reading	245	86.5%	77.0%	1.12
7th grade Reading	334	83.5%	75.0%	1.11
8th grade Reading	374	96.5%	82.0%	1.18
English I	433	74.0%	72.0%	1.03
English II	476	75.0%	73.0%	1.03
Weighted Average for Reading – 2319 tested students				1.09
3rd grade Math	95	37.9%	70.0%	0.54
4th grade Math	138	54.3%	70.0%	0.78
5th grade Math	226	73.5%	79.0%	0.93
6th grade Math	244	77.5%	78.0%	0.99
7th grade Math	315	60.6%	67.0%	0.90
8th grade Math	331	84.0%	79.0%	1.06
Algebra I	420	72.0%	86.0%	0.84
Weighted Average for Math – 1,769 tested students				0.90
5th grade Science	220	65.0%	73.0%	0.89

8th grade Science	361	64.3%	70.0%	0.92
Biology	429	91.0%	93.0%	0.98
Weighted Average for Science – 1,010 tested students				0.94
Overall Weighted Average across all three subjects – 5,098 tested students				0.99

- Grade/Subject: Grade and subject area being tested

- TCAH # Tested: The number of students tested in this grade/subject area

- TCAH % Proficient: The percentage of TCAH students that scored proficient or higher.

- State % Proficient: The percentage of students statewide that scored proficient or higher.

- Ratio: Calculated by dividing TCAH % Proficient by State % Proficient

- Weighted Average: Average of all the individual tests, taking into the number of students tested. For example, English I has about three times the impact of 4th grade reading for the reading weighted average because there were about three times as many English I students tested compared to 4th grade reading students tested. Similarly, reading has more than twice the impact as Science in the overall weighted average because there are more than twice as many students testing in reading than in science.

- Discuss growth expectations for students performing below grade level who need accelerated growth to get on pace to graduate.

Applicant Response:

ARCA's expectations for students performing below grade level are the same as all other students, that they will become proficient in the academic standards. ARCA recognizes such students may need more than one year to achieve proficiency if they enroll more than one year behind and will also need additional support in order to meet these high expectations. This support may include individual tutoring on standards that have not been mastered, intervention programs with frequent process monitoring by teachers, or credit recovery options for students who may have previously failed a high school course.

The core academic program has mechanisms in place to identify students who are performing below grade level. Each student is given formative assessments throughout the school year. These assessments let the teachers know if the student is on track academically. If a student does not perform well on the pre-test, the teacher will be notified via real-time data on his or her teacher home page within Connexus showing that the student needs attention. (Intervention indicators are also triggered if the student does poorly on the state assessment. It will be important for the school to gather previous year's test scores and enter them into Connexus. The more data teachers have on previous performance, the better the decisions made for the students.) Teachers can assign interventions, set up tutoring, and create personalized plans to help their students achieve. Some of the interventions that teachers may choose to assign/monitor to increase students' success include SuccessMaker Math, Math-Whizz, Reading Eggs, Reading Eggspress, Think Through Math, SkillsTutor, Study Island, HeadSprout, Math XL, SuccessMaker Reading, and Raz-Kids.

Applicant Response: Alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs). Examples of possible alternative assessments are the National Center and State Collaborative Alternate Assessment on Alternate Achievement Standards (NCSC (AA-AAS)) for students in grades 3-8 and 11 who meet the eligibility criteria and the Arkansas Alternate Portfolio Assessment in science for students in grades 5, 7, and 10.

C6: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:
▪ Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions
● Explain when and how the curriculum will be modified to align with Arkansas Curriculum Frameworks.

Applicant Response:

English/Language Arts, math, science, and social studies courses for grades K-12 have already been aligned to the Arkansas Curriculum Frameworks. The alignments total hundreds of pages and therefore will be made available upon request. Alignments for electives will be completed by the end of 2015. All alignments will be completed well before the start of the inaugural school year.

Connections supports schools in many states and has extensive experience aligning courses to state-specific standards. In preparing to support ARCA, Connections mapped each course to the Arkansas Curriculum Frameworks. After an in-depth analysis of the alignments, any gaps between course content and state standards are addressed in one or more of the following ways: current courses are updated with units, lessons, activities, and/or assessments to meet the standards; a new course is built to meet the standards; and/or resources are shared with teachers to modify the existing courses to strengthen the alignments.

If a new course must be built, Connections will use the Arkansas Curriculum Framework to employ a "backwards mapping" approach. After an in-depth analysis of standards, the team identifies the types of assessments necessary to allow students to showcase their new understanding and demonstrate growth on essential skills and standards. Once evidence of mastery is determined, an assessment map is created to indicate the types of assessments to be used to monitor and evaluate performance on each standard. Curriculum designers then work backwards to design curriculum maps comprised of learning objectives, lesson activities, and digital and interactive resources that will lead students to successful mastery of concepts. Any gaps between course content and state standards are addressed

as described herein.

- Explain why all courses cannot be offered in first and second years of school operations given the online nature of the delivery.

Applicant Response:

ARCA will meet state requirements for courses offered at appropriate grade levels and will comply with Standards for Accreditation 9.03.2 (annual instruction content areas for grades K-4) and Standards for Accreditation 9.03.3 (annual instruction content areas for grades 5-8). ARCA is asking for a waiver from Standards for Accreditation 9.03.1.2 and 9.03.4 because the school will not initially serve all high school grades.

ARCA is impressed by Connections' catalog of courses but understands the exact courses offered at the school will depend on the number of students enrolled, the grade levels of enrolled students, and the number of staff hired as determined by mutual agreement of the Board, the Principal, and Connections.

Although these courses already exist in Connexus, courses require an assigned teacher in order to be offered at the school. Teachers are essential to high-quality online instruction and support students in the following ways:

- Communicate frequently with students and Learning Coaches; document and review all interactions.

- Modify lesson pacing, lesson content, and organizational routines to meet diverse instructional needs.

- Monitor and differentiate instruction based on student achievement, state requirements, and program expectations.

- Review, grade, and provide high-quality, personalized, and instructionally-focused feedback on student work.

- Provide immediate intervention to students who are struggling and adjust the intensity, frequency, and nature of interventions and enrichment based on student performance.

- Monitor student response to intervention regularly, document results, and follow the process for referring any students not making progress to the Student Support Team.

Therefore, due to staffing constraints, Connections' wide range of courses may not be fully offered during the first and second years of school operations. Granting ARCA's licensure and professional development waiver requests to allow teachers licensed in a state other than Arkansas to instruct ARCA students would help to alleviate this issue.

Regardless of the licensure and professional development waivers, ARCA's initial high school cohort will have access to a full course load that will allow students to graduate on time under Smart Core requirements and by the start of this initial cohort's 12th grade year, ARCA will offer all 38 required units, less any waived requirements.

- Explain what is offered in the first and second years to ensure that students on an accelerated pathway will be served.

Applicant Response:

ARCA intends to meet the needs of all students who enroll, including those on an accelerated pathway. To ensure accelerated students will be served, students will be able to take above grade level courses, gifted and talented course offerings (in grades 2-8), honors level courses (in grades 9-12), and AP courses (in grades 9-12). The Connections program is highly unique in that middle school students have previously been offered and completed courses as advanced as Algebra II. Online students have these opportunities without the typical challenge of transportation to a high school campus and concern about the age gap among students. Waiving teacher licensure and professional development requirements to allow instruction by teachers licensed in a state other than Arkansas will help ensure accelerated students have access to additional advanced courses.

ARCA is asking for a waiver from Standards for Accreditation 9.03.1.2 and 9.03.4 because the school will not initially serve all high school grades. However, advanced high school courses already exist in Connexus and may be made available to students. Should accelerated high school students wish to take above grade level courses, those courses will be offered pending ARCA Board and teacher approval.

Accelerated students will be identified during the formulation of their Personalized Learning Plans (PLP). During enrollment, Academic Placement Advisors and School Counselors will review students' past records and performance to place them in appropriate courses. The PLP will be developed collaboratively by the teacher, Learning Coach, and student to tailor curriculum and instruction. Throughout the year, teachers will monitor students' progress and adjust their learning programs to identify areas where students need to improve and areas in which they can build on their strengths.

Remaining issue: It remains unclear what gifted and talented courses will be offered and who will teach them.

C7: EDUCATIONAL PROGRAM

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

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

Concerns and Additional Questions
- Explain which Connections courses have not been approved by the National Collegiate Athletic Association (NCAA) Eligibility Center and how this information is routinely conveyed to students, parents, and the community.

Applicant Response:

The NCAA Eligibility Center only approves courses in the areas of language arts, math, science, social studies, and world languages that are needed to meet NCAA graduation requirements (a total of 16 core courses). In addition, the NCAA does not approve courses taught "below the regular academic level" and therefore Connections' Foundations courses are not approved, as they are considered below Connections' regular (college-prep) academic level. Connections maintains a list of its 75 NCAA approved courses; all other Connections courses not on the list can be considered NCAA non-approved courses. Connections' 75 NCAA-approved courses are communicated to families in variety of formats such as the school website, the main Connections Curriculum website,[1] and in the school's Virtual Library.
Families can also check the NCAA's public website where submitted approved and non-approved courses are displayed. All submitted but non-approved courses show the reason for not being approved.

Because Arkansas requires more credits for graduation than the NCAA requires for eligibility, NCAA-interested students can take courses outside of the NCAA approved courses. The Manager of Counseling will be responsible for communicating the NCAA approved/non-approved courses to families and students. The Manager of Counseling will also help ensure students pursuing NCAA eligibility are placed in NCAA-approved courses to meet NCAA graduation requirements and placed in appropriate NCAA non-approved courses to meet state graduation requirements.

- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, "ARCA estimates that over 90% of course enrollments will be taught by Arkansas- licensed staff, as this is a goal jointly shared by the Board and Connections."

Applicant Response:

Please see response to Part B Executive Summary.

- Confirm or correct the grade levels and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment
2016-2017	K-9	600
2017-2018	K-10	1,200
2018-2019	K-11	2,000
2019-2020	K-12	2,500
2020-2021	K-12	3,000

C8: CURRICULUM ALIGNMENT

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

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

Fully Responsive

Concerns and Additional Questions
- Provide information on the way that each course, has been mapped to the Arkansas Curriculum Frameworks, other than the seven courses previously approved by the ADE to be offered digitally.

Applicant Response:

To ensure alignment to the Arkansas Curriculum Frameworks, the appropriate standards are first identified.[2] Connections' alignment specialists create templates that contain the standards and the course to be aligned. Working through the course, an alignment specialist reviews each lesson in the course, course materials, resources, multimedia, and assessments to notate where each standard is addressed. It is important to note that this is not simply a keyword search, but an in-depth analysis of the course content and a manual mapping of the standards to the course content. Once the alignment is completed, Connections conducts another review to ensure accuracy and, if necessary, adjustments are made as previously described in the response to C.6. Alignments are updated annually, or sooner if a change in standards necessitates. Completed alignments are housed in Connections' Virtual Library and are made available to teachers to guide their instruction.

As a result of the alignment process, lessons and/or units may be created to enhance an existing alignment or further support students' mastery of the content.

*Access the Curriculum Framework Alignment Documents for Arkansas Connections Academy Courses by using the following URL:
https://drive.google.com/file/d/0B4jUQm3oumJpa0lWaFRnNks2dkU/view?usp=sharing

Remaining issue: The information does not provide assurance that courses/materials are completely aligned with the Arkansas Curriculum Frameworks.

C9: STUDENT SERVICES

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

Evaluation Criteria:
A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested**:
▪ A guidance program that will serve all students;
▪ A health services program that will serve all students;
▪ A plan for a media center for use by all students;
▪ Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
▪ A transportation plan that will serve all **eligible** students;
▪ An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
▪ A plan to serve students who are English language learners; and
▪ Plans for a gifted and talented program for eligible students

<mark>Fully Responsive</mark>

Concerns and Additional Questions
● Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, "ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections."

Applicant Response:

Please see response to Part B Executive Summary.

● Define the term "mentor" as used on page 37 of 77.

Applicant Response:

The mentor assigned to ARCA will be a Connections Special Education Senior Manager with experience implementing special education procedures and instruction in a virtual environment. The mentor will provide support, training, and modeling for the ARCA Special Education Manager. The mentor will not provide any direct service to students.

● Confirm that mentors providing direct service to special education students will have special education certification.

C10: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:
▪ The specific geographical area that would be served by the charter school; and
▪ Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

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

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

Fully Responsive

C12: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:
▪ A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
▪ An enrollment and admissions process that is open, fair, and in accordance with applicable law;
▪ A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; and
▪ The method by which parents will be notified of each child's selection for the school or placement on the waiting list.

Concerns and Additional Questions
- Describe the timeline for enrolling, the date of the lottery, and the process for notifying parents about each child's selection or order on the waiting list.

Applicant Response:

The open enrollment period will begin on 3/1/16 and end on 4/1/16. If the school is oversubscribed, a lottery will be held on 4/11/16. The parents of selected students will receive an email confirmation within five business days after the lottery and must confirm student attendance within 10 business days of the receipt of the email. Students without confirmed attendance within 10 business days will forfeit their slots to the next eligible students on the waiting list. The parents of students who are not selected will be notified within five business days after the lottery that their students are on the waitlist. Movement from the waitlist is based on availability in a student's grade level and also allows for sibling enrollment preference. Because of this, parents will be notified when an opening is available based on the grade level opening or sibling preference.

If the school is not oversubscribed by the end of the open application period, no lottery will be held and ARCA will continue to accept applications and admit eligible students in the order in which they complete all enrollment tasks, based on availability in their respective grade clusters. Again, once the enrollment limit has been met, students will be placed on a waitlist and allowed to enroll if space becomes available in their grade cluster. Siblings of enrolled students will receive preference on the waitlist.

Should this arrangement conflict with any present or future state law or ADE policy, the ARCA Board will adopt changes to ensure compliance.

- Confirm that if a lottery is necessary, the names of all students who apply by deadline will be drawn, and once grade level capacity is reached, names will be placed on a waiting list in the order drawn.

Applicant Response:

ARCA confirms that if a lottery is necessary, the names of all students who apply by deadline will be drawn, and once grade level capacity is reached, names will be placed on a waiting list in the order drawn.

For each grade cluster, a computer program developed by Connections using Microsoft Excel will randomly select a student name from the pool of enrollment applicants for that grade cluster until the number of available slots is filled, or the pool of enrollment applications is exhausted. As each student in a grade cluster is selected, siblings of that student who have also completed the applicable enrollment steps, excluding course placement, will be accepted as long as a slot in their grade cluster is available. When all available slots in a grade level have been filled, students not selected will be placed on a waiting list in the order in which they were drawn in the random lottery. These students will have until a pre-determined date to complete the enrollment process or forfeit their space on the waitlist.

Children of Founding Board Members and siblings of enrolled students will be given enrollment

preference. Up to five spaces will be held for the children of Founding Board Members and will be released if not filled by a published date. The children of Founding Board Members who were not exempt from the lottery process and were not accepted in the lottery will be placed on a Founder Preference List. These students will be given the first opportunity to enroll as space becomes available. Students on this list with the lowest lottery number will be placed first. Waitlisted siblings of selected students will be offered enrollment after students on the Founder Preference List, as space becomes available. Again, students on this list with the lowest lottery number will be placed first. ARCA will then offer enrollment to all students on the waiting list in the order drawn.

Should this arrangement conflict with any present or future state law or ADE policy, the ARCA Board will adopt changes to ensure compliance.

- Explain how the charter will ensure the lottery is transparent to the public.

Applicant Response:

ARCA is committed to informing all interested parties of its open enrollment period and potential lottery dates through publication on the ARCA website. If a lottery is required at the conclusion of the open enrollment period, ARCA will provide lottery information on its website and the subsequent steps for enrollment.

Because ARCA would use a computer program developed by Connections for any lottery, Connections would make this program available to the ADE for inspection upon request.

C13: PRIOR CHARTER INVOLVEMENT

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

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

Fully Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:
▪ A job description for the school director and other key personnel, including but not limited to

an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions
- Provide the minimum qualifications that will remain unchanged for the following positions:
  - Principal;
  - Assistant Principal;
  - Administrative Assistant;
  - Manager of Special Education;
  - Manager of Counseling;
  - Teachers;
  - Advisory Teacher/School Counselor; and
  - Special Education Teachers.
    - Remove "or related Education Field" given that Special Education teachers must be licensed in Special Education.

Applicant Response:

Principal (contracted position) - Minimum Qualifications

- Administrative credential strongly preferred
- Minimum of five years teaching experience and some administrative/management experience
- Online teaching experience is preferred
- Advanced degree is preferred
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment
- Technologically proficient

Assistant Principal (contracted position) - Minimum Qualifications

- Administrative certification preferred
- Minimum of five years of relevant work experience
- Some operational/logistical experience and/or administrative/management experience
- Relevant advanced degree is preferred
- Education experience
- Excellent communication skills, oral and written
- Technologically proficient

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<u>Administrative Assistant (contracted position) - Minimum Qualifications</u>

- Proficient with Microsoft tools and web-based applications
- Ability to multitask in a fast paced environment
- Good interpersonal skills and attention to detail
- Excellent communication skills, oral and written
- High degree of flexibility
- Ability to work well in fast-paced team environment

<u>Manager of Special Education (contracted position) - Minimum Qualifications</u>

- Masters' Degree in Special Education or related Education Field
- Valid Special Education credential in Arkansas
- Teaching experience in Special Education
- Expertise in special education law and compliance
- Experience in IDEA administration
- Excellent communication skills, oral and written
- Demonstrated ability to work well in fast paced environment
- Technologically proficient

<u>Manager of Counseling (contracted position) - Minimum Qualifications</u>

- Minimum of 5 years teaching experience, some counseling/management experience
- Arkansas Counseling Credential endorsement
- Advanced degree
- Technologically proficient
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment

<u>K-5 and 6-12 Teachers (contracted position) - Minimum Qualifications</u>

- Licensed to teach (appropriate to grade and subject level responsibilities). If ARCA does not receive a waiver to licensure requirements, all teachers will be licensed in Arkansas. If ARCA does receive a waiver to licensure requirements, some classes that would otherwise not be able to be offered to ARCA students due to low student enrollment may be taught by teachers who are licensed in states other than Arkansas.
- Strong technology skills
- Excellent communication skills, oral and written
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Ability to work some occasional evening hours, as needed to support some families

Advisory Teacher/School Counselor (contracted position) - Minimum Qualifications

- Arkansas teacher certification in a secondary content area or grade level or Arkansas Counseling certification
- Strong technology skills
- Excellent communication skills, oral and written
- Excellent attention to detail and organizational skills
- High degree of flexibility
- Team player with demonstrated leadership skills
- Ability to work well in fast-paced environment

Special Education Teachers (contracted position) - Minimum Qualifications

- Degree in Special Education
- Valid Special Education credential in Arkansas
- Experience in policy (IDEA) and/or administration with Special Education
- Strong technology skills
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment

- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications section of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, "ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections."

Applicant Response:

Please see response to Part B Executive Summary.

- Explain how 1.8 FTE's of a position can perform all special education services required for a charter with a student population of 600.

Applicant Response:

ARCA has revisited special education staffing assumptions and made adjustments. These adjustments are reflected in the new Budget Template, which has been submitted to the ADE.

ARCA projects that 11% of enrolling students will present with IEPs, matching the Arkansas 2013-14 State Report Card's statewide percentage of students eligible to receive special education. The adjustments to special education staffing assume that students with IEPs who enroll in ARCA will present a range of disability types and service needs. ARCA projects a breakout by disability similar to that of other school supported by Connections, as show in Figure 3.

Figure 3. Percentage of Students by Disability Type

Disability Type	Percent
Specific Learning Disability	44%
Other Health Impaired	15%
Autism	13%
Emotionally Impaired	11%
Speech language Impaired	10%
Cognitive Disability	5%
Multiple Disability	1%
All other disabilities	1%

ARCA expects that students' IEPs will identify a range of services that include speech language therapy, co-teaching, itinerant instruction, resource services, and special class services options. Special education teacher staffing will be reviewed weekly during each school year. ARCA will adjust staffing based on the number of students who enroll with IEPs and students who are evaluated by ARCA and determined to be eligible for special education and related services. This process of weekly staffing review and adjustment will ensure ARCA remains in compliance with ADE Rules regarding Special Education and Related Services, particularly Section 17.03 Maximum Teacher/Pupil Caseloads.

For the 2016-17 school year, ARCA anticipates 66 students with IEPs (11% of 600) will enroll. Special education staffing will include a Manager of Special Education and 2.2 FTE special education teachers. During 2016-17, the Manager of Special Education will have 0.4 FTE special education teaching responsibility that first year, for a total of 2.6 special education teacher FTE. The remaining 0.6 FTE for the Manager of Special Education will be dedicated to leading the school in special education compliance and providing instructional leadership for students with disabilities.

For the 2017-18 school year, ARCA will have a full-time Manager of Special Education as well as 5.1 FTE special education teachers. ARCA anticipates these five special education teachers will teach 132 students (11% of 1200).

● Explain how mentors, mentioned in the discussion of Special Education, fit in the staffing plan.

Applicant Response:

The mentors mentioned in the Special Education section do not factor into the ARCA staffing plan. They are not ARCA employees and do not provide any direct services to students. A mentor is a Connections Special Education Senior Manager with experience implementing special education procedures and instruction in a virtual environment. The mentors provide support, training, and modeling for ARCA's Manager of Special Education.

C15: BUSINESS AND BUDGETING PLAN

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

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

<mark>Fully Response</mark>

Concerns and Additional Questions
- Provide the minimum number of students required for financial viability and describe a contingency plan to provide the education program outlined in the application if fewer students than necessary for viability enroll and/or attend.

Applicant Response:

ARCA projects it will require a minimum of 50 students enrolled by June 2016 to be financially viable for the 2016-17 school year. In the unlikely scenario that fewer than 50 students are enrolled by June 2016, the ARCA Board will ask the ADE for permission to delay its opening by one school year. Connections' enrollment team will work with enrolled families to find the best available educational alternatives.

ARCA believes enrollment above this level will make the school financially viable. ARCA's budgeted expenses will be largely variable rather than fixed and thus able to flex up and down with enrollment. Further, Connections has pledged to protect ARCA from deficits by offering "service credits" (discounts on Connections products and services) as needed. A letter from the Connections CFO was provided in Attachment 12 of the submitted application.

ARCA is confident about student/family demand for online learning in Arkansas and in the schools outreach plan supported by Connections program to increase awareness statewide. In Connections' 13+ year history of supporting schools, there has never been a school that has closed its doors due to concerns about lower than expected enrollment.

- Given that Special Education funds can only be used to provide services to Special Education students, provide a detailed breakdown of the funds in the "Special Education Oversight and Support fee"; specifically, explain how the funds will be distributed for G/T, English Language Learners (ELL), and Special Education.

Applicant Response:

ARCA and Connections acknowledge that special education funds can only be used to provide services to special education students. In the Connections Standard Fee Schedule (Attachment 16), there are two fees related to Special Education:

- Special Education Oversight and Support - 2.5% of all revenue from governmental sources, excluding any special education revenue
- Special Education Direct Services - 100.0% of all special education revenue

Special education revenue supports the provision of special education services. The Special Education Oversight and Support fee specifically excludes special education revenue so that these funds may be used in other ways. Special Education Oversight and Support includes:

- Special Education Protocol Development
- Special Education Training and Professional Development
- Special Education Oversight and Compliance Support
- IEP Management Software and Support
- Assistive Technology Procurement
- Special Education Service Provider Coordination
- Accessibility Support
- 504 Plan Guidance
- Gifted Program Support
- At-Risk Population Support Services
- Homeless and Migrant Support
- ELL Support (provided by ESOL/TESOL certified leaders and teachers)
- School Counseling Support

This list of services funded by the Special Education Oversight and Support fee does include support for Special Education and other at-risk populations. This will supplement the 100% of special education funding that will be dedicated to special education services.

- Provide a detailed breakdown of the monies budgeted to pay to Connections Academy of Arkansas, LLC in the expenditures related to administration, regular classroom instruction, special education, and maintenance and operations.

Applicant Response:

Administration – See Budget Line see budget line 19 (V-AD 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $435,740 and revised 2016-17 amount is $869,105.

Page 52 of the application lists (see bullets) the following areas covered under "Administration".

Figure 4. Breakdown of Administration Expenses

Administration	Description	Corresponding Fee Schedule Category
School Launch Support	• Oversee the launch of new school through initial phases of development • Facilitate Connections interdepartmental collaboration (i.e., regularly scheduled meetings, ongoing communications) to ensure thorough and timely task completion and risk mitigation • Provide auxiliary support to the school throughout the launch process and first year of operation with ongoing focus on high-quality outcomes • Maintain and store organized documentation of each school's launch process for future and/or colleague reference	School Administration

Administration	Description	Corresponding Fee Schedule Category
School Oversight	• Support the creation of school goals for Board approval and short- and long-term school-based planning and improvement based on those goals • Develop and help maintain, with the Principal, operational protocols, procedures, and services to support school operations and achievement of school goals • Ensure that the school provides the appropriate support, assistance, and direction to all students so they achieve academically • Monitor all school metrics including grading, teacher/family contacts, teacher workloads, parent satisfaction, student promotion and retention, escalation, state test results, graduation rates, teacher evaluations, count days and/or course completion where required, etc. and provide support to the school and Board, as appropriate	School Administration
School Leader Support and Development	• Provide communication, support, and professional growth through General Principal meetings, data meetings, SIP meetings, Winter Leadership Meetings, Summer Leadership Retreats, etc.	School Administration
Accreditation Support	• Assist school, with Board approval, on all aspects of the accreditation process, including understanding and explaining the process and philosophy of accreditation • Manage timelines • Review/revise narratives and ratings from school • Collate, protect, and provide evidence to evaluators • Host internal meetings • Attend site visits at school • Assist school with follow-up as needed • Collate "big takeaways for improvement" and provide to Leadership Team for consideration about overall program improvements	School Administration

Administration	Description	Corresponding Fee Schedule Category
Research and Analysis	- Conduct on-demand data analysis at the Board's direction for school level student performance, student demographics, student learning, and trends in all of the above - Prepare, conduct, analyze, and report results of the annual Parent Satisfaction Survey and Student Satisfaction Survey - Inform various groups within Connections on how to best serve ARCA families - Provide results to faculty and administration to undergo continuous school improvement and to focus on areas of improvement - Maintain marketing databases to ensure accurate and timely communication of information to families throughout the application, enrollment, and onboarding processes	School Administration
School Handbook Support	- Create, edit, revise, manage Board approval process for, and publish school handbooks - Coordinate review and approval with Board designee and/or Board Legal Counsel	School Administration
Outreach Support	- Create awareness of school, with Board approval, through a variety of media, including: television advertising, radio advertising, online advertising, events, direct mail, and media relations - Inform prospective families on how the program works and what to expect when attending ARCA through: information sessions, email communications, parent-led consultations, school-specific websites, catalog mailings, calls to families that provide phone number, and more - Provide discrete outreach activities including: creating and distributing collateral materials that describe the ARCA program, assisting ARCA in planning and implementation of information sessions, soliciting local media to cover ARCA and its students in news stories, creating and deploying advertising campaigns on television, radio, and print to increase awareness of the school, sending email communications to prospective families to inform them about the school and announcing activities or events, etc.	Marketing

Administration	Description	Corresponding Fee Schedule Category
Enrollment Services	• Support and communication with caretakers throughout the enrollment process • Review and verify enrollment document • Review and verify student eligibility • Manage caps, waitlists, and lotteries • Report on regulatory compliance assurance • Train and support school personnel	Enrollment & Records Management
Academic Placement Services	• Provide support and consultation for caretakers • Review academic documentation for completeness and regulatory compliance • Administer placement testing • Build course placement process on a sustainable algorithm using academic history data to produce readiness indicators • Place students in academic courses, clubs, and supplemental instructional support programs • Align with state compliance regulations for course offerings, progression plans, and high school graduation requirements	Enrollment & Records Management
Student Records Management	• Ensure student records are maintained in accordance with state, local, and federal requirements • Utilize Connexus for records management needs, including enrollment documentation, attendance data, lesson completion, assessment results, transcripts	Enrollment & Records Management

Administration	Description	Corresponding Fee Schedule Category
Professional Development and Training	• Coordinate, plan, deliver, and continuously support professional development initiatives through systematic and comprehensive multi-year professional development plan • Provide school staff with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. • Provide training on topics such as current trends in online learning as well as the Core Standards for Facilitating Student Learning • Manage Teacher Course Liaison program, which provides teachers with the opportunity to collaborate and share, via threaded discussions, with other teachers who teach the same courses at schools supported by Connections • Maintain Professional Learning Community resources (PLCr) section of Connexus which includes instructional tools and strategies, guidelines for accessing intervention resources for students, and professional learning research and resources	Educational Resource Center
External Reporting Support	• Maintain robust External Deadline Management system in Connexus • Work with all parties to ensure external reporting deadlines are identified, documented, and fulfilled	School Administration
State Testing Support	• Support school in all issues related to state testing • Ensure schools have necessary functionality in Connexus to track student registration and participation in state testing • Provide ARCA updates on student participation during state testing • Work with schools on importing and providing access to state test scores	School Administration

Administration	Description	Corresponding Fee Schedule Category
Accountability Support	• Support and oversee accountability processes and practices built around the development, implementation, and quarterly review/revision of data-driven school improvement plans • Support and oversee reporting of results as required by state and other stakeholders. 　• Includes support for access and analysis of the wide variety of data sets generated by weekly, monthly, and periodic/annual continuous improvement processes to improve learner outcomes such as weekly school-based reviews, teacher Professional Learning Community (PLC) meetings, Welcome Calls, and regular Curriculum-Based Assessments (CBA). 　• Includes monthly School Data Training sessions; periodic after-action reviews focused on outcomes and lessons learned from major initiatives; quarterly meetings with other schools to review Quarterly Metrics, progress toward School Focus Goals, and School Improvement Plans; and annual meetings with other schools to review continuous improvement efforts and share best practices.	School Administration
Grant Identification, Writing, and Administration	• Assist in identifying grant opportunities • Present overview of grant to School Leadership Team and school leader to decide if school will pursue the opportunity • Coordinate the stakeholders and project manage the work needed • Draft and finalize grant with all the appropriate approvals needed	School Administration

Administration	Description	Corresponding Fee Schedule Category
General Board Support	• Support ARCA Board by drafting meeting agendas and minutes, preparing and disseminating Board packages, complying with all necessary legal posting requirements, corresponding with Board members, attending Board meetings, tracking deliverables and comments for meetings and maintaining minute books, and other Board records and documentation • Assist Board and school leader with compliance related matters requiring Board consideration in a timely manner • Act as a liaison with the school and Board as appropriate • Assist with all legal items and maintenance of the charter school entity (Articles, Bylaws, EIN, etc.) • Draft Board policies for review by Board Counsel and consideration by the Board	School Administration
Governance Training	• Develop, implement, and coordinate in person training programs offered by Connections and other partnering training professionals and authorizers • Identify and assist with the coordination of state and national training opportunities for Board members • Coordinate peer-to-peer networking opportunities.	School Administration
Authorizer Compliance and Reporting Support	• Track compliance requirements and deadlines within authorizer/sponsor compliance reporting systems • Ensure governance related items are completed and submitted in a timely manner	School Administration
Human Resources Support	• Provide employee relations and support, benefits administration and plan design negotiation, staff recruitment, employee/workplace training, payroll services, and other required human resources functions	Human Resources Support

Regular Classroom Instruction - see budget line 33 (V-CI 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $1,384,392.50 and revised 2016-17 amount is $2,784,030.

Pages 52-53 of the application list (see bullets) the following areas covered under "Regular Classroom Instruction".

Figure 5. Breakdown of Regular Classroom Instruction Expenses

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Core and Elective Courses	**Kindergarten Curriculum:** Curriculum lessons and assessments aligned with state standards to include hands-on and virtual content covering the foundations of reading, writing, social studies, science, math, physical education, art, and educational technology and online learning. Curriculum supplements include digital and interactive resources, instructional tools, books, and learning supplies (e.g., manipulatives, art kit, science kit).	Tangible and Intangible Instructional Materials
	Grades 1-5 Core Curriculum: Curriculum lessons and assessments aligned with state standards that build on foundational skills and provide scaffolded support in reading, writing, social studies, science, math, physical education, art, and educational technology and online learning. Curriculum supplements include digital and interactive resources, instructional tools, books, and learning supplies (e.g., manipulatives, art kit, science kit, yoga DVD).	
	Grades 6-8 Core Curriculum: Curriculum lessons and assessments aligned with state standards to support students as they sharpen and strengthen their knowledge and skills in language arts, math, social studies, science, art, health, and physical education. Focus on the 4 Cs (communicating, collaborating, and critical and creative thinking) is embedded throughout the core and elective courses. Curriculum supplements include digital and interactive resources, texts, and instructional tools.	
	Grades 9-12 Core Courses: Curriculum lessons and assessments aligned with state standards to provide students a rigorous, flexible, and personalized learning experience in English, math, history, and science. Many core courses have both Honors and Foundations levels to provide scaffolding or enrichment to support student learning.	

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
	Grades K-5 Elective Courses: Curriculum lessons and assessments of elective courses for students in grades K-5. Electives may include Chinese, Spanish, music, home life, sign language, and Webquest (data collection in environmental science). Elective courses allow students to explore languages and music and engage in project-based learning.	
	Grades 6-8 Elective Courses: Curriculum lessons and assessments of elective courses for students in grades 6-8. Electives may include business keyboarding, introduction to entrepreneurship, music, Chinese, Spanish, home life, sign language, and Webquest (data collection in environmental science). Provides students with an introduction to business and entrepreneurship, as well as instruction in the humanities supports the efforts in making students college and career ready.	
	Grades 9-12 Elective Courses: Curriculum and assessments of elective courses for students in grades 9-12. Electives may be provided in business management, English, health and physical education, math and science, social studies, technology and engineering, visual and performing arts, world languages, and student development. Additionally, 35 Career Technology Education (CTE) courses may be offered to students, allowing them to take courses that align with national career clusters and pathways.	
Gifted and Talented Curriculum	Curriculum lessons, assessments, and enrichment material that align with state standards and provide gifted students with compacted content, enrichment opportunities, project-based learning, and inquiry-based exploration. Curriculum supplements include digital and interactive resources, texts, and instructional tools.	Tangible and Intangible Instructional Materials
Advanced Placement® (AP) courses	AP courses approved by College Board that may include the arts, STEM, social sciences, and humanities. Courses include college-level resources, references, and research opportunities, as well as practice activities and tests to prepare students to take the AP tests in the spring.	Tangible and Intangible Instructional Materials

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Career Technology Education (CTE) courses	Over 30 CTE courses may allow students the opportunity to take courses that fulfill pathway requirements in 11 out of 16 national career clusters. Interactive presentations, real-world activities and assignments, career connections, and an online study guide are the tools to help students prepare for college and beyond.	Tangible and Intangible Instructional Materials
Clubs and Activities	• Provide students with opportunity to gather with peers to discuss, investigate, and collaborate about topics of interest • Facilitate national clubs and special events each year, including student publications such as Pens and Lens, the Monitor Newspaper, and the Connections Cookbook • Publish and distribute the weekly Clubs and Activities E-Newsletter to students, Caretakers, teachers, and staff • Oversee and manage the Yearbook, which includes text, images, and videos submitted by students, staff, and yearbook representatives from ARCA. Submissions also include school field trips, events, and graduation ceremonies.	Tangible and Intangible Instructional Materials
Talent Networks	• Promote opportunities and create awareness of the Talent Networks for middle and high school students involved in competitive sports, visual and performing arts, and STEM courses • Oversee and manage the application process for Talent Networks including virtual open houses, school communications, and support for caretakers and students • Facilitate a vast number of special events, competitions, collaborative projects, and LiveLesson sessions for Talent Network students • Work closely with students as they network and communicate with peers and professionals in their fields of talent • Plan and manage enrichment activities include guest presentations, artists and athletes in residence, lettering in their Talent Network, and long-range collaborative projects designed to solve real-life problems or demonstrate areas of expertise	Tangible and Intangible Instructional Materials

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Connexus Education Management System (EMS)	• Provide Connections' proprietary education management system, Connexus, which is a combination of a learning management system, student information system, and communication tool. Connexus creates a rich, vibrant virtual classroom experience that allows parents, teachers, and students to work together in a supportive environment. The comprehensive, reliable, and user-friendly system guides students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents are able to access the school 24/7/365 from any Internet connection. Connexus delivers every assignment and tracks every activity (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students and Learning Coaches will access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. All new releases and updates of Connexus will be automatically provided.	Connexus Annual License
LiveLesson (Online Classroom)	• Provide LiveLesson sessions which are unique, interactive tools that allow teachers to create and lead the real-time, lively interactions of a traditional classroom, but in an online setting	Connexus Annual License
Staff Instructional Technology and Software	• Provide staff with use of computers and necessary software including shipping & handling, technical support, repairs, and replacement if necessary	Hardware/Software - Employees
Student Instructional Technology, and Software	• Provide for student use of a computer pre-imaged with necessary software including shipping & handling, technical support, repairs, and replacement if necessary	Student Technology Assistance - Desktop
Supplemental Instructional Support Programs	• Provide for tiered supplemental instructional support programs including: Study Island, SkillsTutor™, Raz-Kids™, Reading Eggs, Reading Eggspress, Headsprout, Math-Whizz®, SuccessMaker® Math, SuccessMaker® Reading, Algebra 1 Math XL®, Algebra 2 Math XL®, and Geometry Math XL®	Tangible and Intangible Instructional Materials

Special Education - see budget line 47 (V-SE 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $100,080 and revised 2016-17 amount is $200,160.

Page 53 of the application lists (see bullets) the following areas covered under "Special Education".

Figure 6. Breakdown of Special Education Expenses

Special Education	Description	Corresponding Fee Schedule Category
Special Education Protocol Development	• Provide support services to assist school with developing state-specific Special Education Protocols (policies, procedures and protocols that comply with state and federal law and provide guidance in provision of special education services) • Receive and review school's Special Education Protocols and any modifications and amendments to ensure compliance with state procedures • Assist school with holding IEP meetings to adopt or amend incoming students' IEPs, utilizing proper notice procedures within 30 days, or fewer according to state law, of enrollment • Provide guidance or assistance to school in determining appropriate Assistive Technology, special education, and related services – ARCA will conduct an annual review if date is pending or overdue and document all information in Connexus	Special Education Oversight and Support
Special Education Training and Professional Development	• Provide professional development related to: adherence with policies, procedures and protocols that comply with state and federal law and provide guidance in provision of FAPE in each student's LRE, documentation procedures in Connexus, and providing education suitable for student including direct instruction • Provide curriculum, including curriculum for alternatively assessed students • Train Manager of Special Education and teachers on recommended instructional model • Provide support with determining how to modify general education curriculum	Special Education Oversight and Support
Special Education Oversight and Compliance Support	• Monitor compliance including monthly reports and periodic onsite reviews • Provide training and compliance newsletter for ARCA Manager of Special Education	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
IEP Management Software and Support	• Provide software used for creating and managing Individualized Education Plans (IEPs) and special education information • Assist school in maintaining compliance with both IDEA and state specific requirements for IEP documents	Special Education Oversight and Support
Assistive Technology Procurement	• Coordinate the purchase of assistive technology including: screen readers, text readers, dictation software, touch screens, large monitors, FM systems, physical mounts for technology, Braille and large print books.	Special Education Oversight and Support
Special Education Service Provider Coordination	• Coordinate vendor selection, contracting, invoice review, and payment.	Special Education Oversight and Support
Accessibility Support	• Provide equality of opportunity to the greatest number of people, including people with disabilities • Create a culture of access for inclusive learning • Provide programs, products, and services that are usable by persons with disabilities • Develop solutions to remove barriers to a student's opportunity to learn and ability to demonstrate that learning • Support school in the implementation of students' IEPs or Section 504 plans that call for assistive technology and accessibility supports • Maintain an Accessibility Hotline (888-639-5960) and Accessibility email box (accessibility@connectionseducation.com) for students and families to contact for immediate support. • Provide processes for providing Closed Captioning and ASL translation to students and families • Coordinate with local agencies for in-person assistive technology training	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
504 Plan Guidance	• Provide guidance as needed • Review periodically Section 504 plans during school audit visits • Work with special education leaders to train special education teachers/Section 504 coordinators in developing Section 504 plans • Conduct a review of the Section 504 plan if student is not making progress towards IEP goals • Determine how to assist student to make progress • Seek guidance from Student Services representative as needed • Conduct assessments and testing necessary to assist in determining how to provide FAPE to student within state timelines	Special Education Oversight and Support
Gifted Program Support	• Support identification, placement and instructional strategies for gifted students • Provide professional development for cohorts of GT Leads, GT teachers, and AP teachers	Special Education Oversight and Support
At-Risk Population Support Services	• Coordinate identification and tracking of At-Risk students based on specific criteria set by the school • Support intervention efforts. • Support ARCA with the three potential tiers of interventions available for At-Risk students. If Tier 1 intervention is insufficient to make progress, the student will be referred to the School Prevention, Review, and Intervention Team (SPRINT) composed of teachers and administrators for additional determination of need and intervention. Students will then be assigned to an intervention teacher who will provide additional interventions and monitor progress. The primary difference between Tier I, Tier II, and Tier III instruction is the frequency and intensity of the interventions and can include one-on-one lessons or more targeted lessons depending on the students' needs. Tier III interventions are designed to address instructional needs of students who required additional support mastering Essential Skills and Standards.	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
Homeless and Migrant Support	• Assist ARCA with enrolling, identifying, and supporting students who are eligible under the McKinney Vento Act • Facilitate enrollment through alternative proof of residency options	Special Education Oversight and Support
ELL Support (provided by ESOL/TESOL certified leaders and teachers)	• Provide oversight, training (Sheltered Instruction Observation Protocol), translation services for IEP and ELL documents, and translators at IEP meetings and parent contacts • Provide instructional materials for English Language Learners	Special Education Oversight and Support
School Counseling Support	• Provide college counseling including Clubs and College Counseling Newsletter • Monitor child welfare and support critical tasks in the school counseling calendar	Special Education Oversight and Support

Fiscal Services - see budget line 145 (V-FS 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $98,485.50 and revised 2016-17 amount is $196,971.

Page 53 of the application lists (see bullets) the following areas covered under "Fiscal Services".

Figure 7. Breakdown of Fiscal Services Expenses

Fiscal Services	Description	Corresponding Fee Schedule Category
School Financial Services	• Provide school accounting and general ledger maintenance, annual budget development, bank reconciliations and cash management functions • Prepare monthly reforecast/financial statement deliverables • Monitor state funding and state fiscal reporting (annual financial reports, program specific reporting, etc.) • Monitor budget and prepare budget revisions • Develop and monitor fiscal policy • Support ARCA Board (monthly financial presentation, periodic treasurer training) • Support ARCA during audits (annual external audits, state programmatic audits, federal grant audits) • Monitor federal and state fiscal compliance • Support grant accounting/tracking • Assist with preparation of grant budgets • Prepare grant reimbursement requests • Manage tax and other financial filings • Provide ad hoc analysis to support legislative initiatives	Accounting and Regulatory Reporting

Fiscal Services	Description	Corresponding Fee Schedule Category
Federal Programs Support	• Ensure funding opportunities are maximized, awards are approved in a timely manner, and programmatic and fiscal requirements are met for Title 1, IIA, III and/or IDEA funding. • Apply for funds • Determine and ensure completion of all related requirements (time/effort, parent notifications, parent involvement policy/compact, fiscal policies and internal controls, homeless policies, procedures documents) • Provide oversight and technical assistance for external audits/monitoring visits • Identify students who can be serve • Ensure funds are allocated in an allowable manner both based on federal/state guidelines as well as Connections' requirements, tracking expenses, acquiring and renewing • Register for DUNS/SAM as required.	Accounting and Regulatory Reporting
Payroll	• Process payroll • Calculate teacher pro-rations based on school pay calendar for new hires, position changes, terminations and leaves of absence • Manage and track payroll adjustments from multiple systems, including: stipends, special payments, teacher summer hours, benefits and leave of absence adjustments • Manage pension reporting and funding • Administer 403b plan • Remit withholdings and process annual census • Register with state and local taxing authorities and research tax notices/inquiries • Provide support for workers compensation and other audits	Human Resources Support
Accounts Payable	• Establish expense reimbursement and disbursement policies that adhere to state specific guidelines • Maintain web-based expense reporting system and train and support school employees on its usage • Audit expense reports for compliance with established polices • Support school audits by providing invoice copies and other supporting data.	Treasury Services

Fiscal Services	Description	Corresponding Fee Schedule Category
Cash Flow Protection	• Protect the school from cash flow volatility by awaiting reimbursement of Connections charges until the school has the funds available to make payment and by allowing the school to pay in installments	Treasury Services
School Business Support	• Provide a broad range of school business needs such billing, reimbursement requests, and the management of third party providers (e.g., E-Rate and Medicaid reimbursement programs)	Accounting and Regulatory Reporting
Internet Subsidy Management and Payment Processing	• Provide subsidy to households for Internet service. Eligible households, actively enrolled at the time of disbursement, receive subsidies in the form of a pre-paid debit card • Make payments to households quarterly	Internet Subsidy Payment Processing

Maintenance and Operation - see budget line 159 (V-MO 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $105,000 and revised 2016-17 amount is $195,000.

Page 53 of the application lists (see bullets) the following areas covered under "Maintenance and Operations".

Figure 8. Breakdown of Maintenance and Operation Expenses

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Systems Administration	• Configure and support SharePoint Site Configuration, Microsoft Active Directory Administration, Email Administration through Microsoft Exchange, Microsoft Lync hosting and support; scanner/copier installation, and other initiatives as requested.	Facilities Support Services
Telecommunications Support	• Plan and design new sites/relocation including requirements gathering, site surveys, vendor coordination, phone system, equipment ordering and installation, circuit ordering and coordination of installation, programming/testing, and training. • Provide ongoing support including moves/adds/changes, troubleshooting and repairs, system upgrades, maintenance of spare inventory, capacity planning and analysis/ordering of additional circuits/lines/equipment and vendor coordination.	Facilities Support Services
Networking & Internet Connectivity	• Design, procure, setup, and maintain Local Area Network, wireless connectivity, Internet service provider installation and maintenance, and firewall security services	Facilities Support Services
MIS Help Desk	• Provide ongoing technical support for all staff, students, and caretakers.	Technical Support and Repairs

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Facilities Support Services	• Identify facility • Assist in the negotiation of a lease • Equip facility • Ensure facility has the necessary infrastructure to support the required computer network • Bring facility into compliance with all building, zoning, and health and safety requirements. Construction Phase: 1. Produce/revise test fits and floor plans 2. Manage resources, vendors, architects and contractors 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord and Board Attorney communications and compliance Occupancy Phase: 1. Order supplemental equipment, furniture, and supplies as needed 2. Manage security, safety, and maintenance of vendors/contractors 3. Respond to and handle all emergency/disaster scenarios 4. Manage vendor/contractor invoices 5. Manage Landlord communications and compliance Shutdown Phase: 1. Manage personnel moves 2. Manage site shutdown activities 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord communications and walk-throughs	Facilities Support Services

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Insurance/Risk Management Support	• Ensure compliance with all state, local, and district insurance requirements • Maintain appropriate levels of property coverage in the event of a catastrophic loss to the school facility • Maintain adequate coverage for claims against school personnel and workers compensation policies	Facilities Support Services
Purchasing Support	• Support school purchasing needs related to supplies, technology, facilities, equipment, vendor contracts, and miscellaneous items	School Administration

Connections Standard Fee Schedule can be found in Attachment 16.

Figure 9. Fee Schedule Categories aligned to Charter Application Budget Categories

Fee Schedule Category	Charter Application Budget Category
Educational Resource Center	Administration
Connexus Annual License (EMS)	Regular Classroom Instruction
Technical Support & Repairs	Maintenance and Operations
Accounting and Regulatory Reporting	Fiscal Services
Hardware/Software - Employees	Regular Classroom Instruction
Human Resources Support	Administration
School Curriculum Supplies	Regular Classroom Instruction
Facility Support Services	Maintenance and Operations
Student Technology Assistance - Desktop	Regular Classroom Instruction
Internet Subsidy Payment Processing	Fiscal Services
Enrollment and Records Management	Administration
Curriculum Postage	Regular Classroom Instruction
Tangible and Intangible Instructional Materials	Regular Classroom Instruction
Treasury Services	Fiscal Services
Marketing Services	Administration
School Administration	Administration
Special Education Oversight and Support	Special Education

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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

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

<mark>Fully Responsive</mark>

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

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

<mark>Fully Responsive</mark>

C18: FACILITIES

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

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

For schools that will be using district-owned facilities, a response that meets the standard will present:
▪ Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:
▪ Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
▪ A statement of the facilities' compliance with applicable codes; and
▪ A detailed outline of any relationships between the property owner and:
  o Members of the local board of the public school district where the charter school will be located;
  o The employees of the public school district where the charter school will be located;
  o The sponsor of the charter school; and
  o Employees, directors and/or administrators of the charter school

Fully Responsive

Concerns and Additional Questions
- Explain how and where students will be accommodated to take the state assessments.

Applicant Response:

ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations throughout the state based on the geographic locations of the student population. While the teaching/learning center in Bentonville may potentially be enlisted as a testing site, most testing will occur at other locations. Testing sites may include locations such as hotel conference rooms, public library meeting rooms, local schools if available, private tutoring and learning centers, and local colleges. Test sites will be easy for families to find, safe, secure, and ideally will provide free parking. Geographic population maps will be created to identify areas where testing sites are needed based on student population. Sites will be reviewed annually to adjust for an increase in student population. Students will be assigned to a testing center. If a family has transportation issues and is not able to make it to a testing site, ARCA will work with the family to make accommodations and may help them travel (via public transport).

Through the Educational Products and Services Agreement, Connections will provide testing support. Connections currently provides services to approximately 33 virtual and blended public schools, some of which have successfully administered state tests for over 10 years. Connections maintains and distributes a National State Testing Best Practices Manual to help facilitate the testing process. In addition, ARCA will create a State Testing Master Plan each year. The testing plan will address the tests, testing schedule, testing sites, student registration, test security, site security, and Special Education accommodations.

All staff that proctor tests will be trained on the specific state rules and requirements for testing. This training will be conducted synchronously by the school's Testing Coordinator with staff members at least two to three weeks before testing commences. Each staff member will acknowledge via a data view in Connexus that they have been trained and understand the importance of maintaining test security.

Tests will be kept secure in the teaching/learning center. Paper and pencil tests, when transported to students throughout the state, will be moved in locked cases (like a locked suitcase or other device). Teachers will be trained to stay with their tests throughout the testing process.

The ARCA Special Education Manager will implement students' IEP/504 accommodations at the testing site. The Special Education Manager will ensure the testing site can meet the accommodations and that there are enough staff scheduled to provide the accommodations. Any test administrator who proctors state assessments to Special Education/504 students will be trained in how to administer the test and provide accommodations.

C19: CONFLICTS OF INTEREST

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

Evaluation Criteria:
▪ Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

C20: FOOD SERVICES

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

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

Fully Responsive

C21: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:
- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

C22: DESEGREGATION ASSURANCES

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

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

Fully Responsive

C23: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:
- The plan to ensure the sustainability of the charter in the future

Fully Responsive

C24: WAIVERS

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

Evaluation Criteria:
- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and
- The level of achievement that will indicate a positive result

Fully Responsive   **Partially Responsive**   **Not Responsive**

Concerns and Additional Questions

See Legal Comments.

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	$92,000.00	1	$92,000.00
2	Assistant Principal	0	$68,250.00	1	$68,250.00
3	Administrative Assistant	1.5	$31,500.00	3	$31,500.00
4	Manager of Special Education	1	$66,000.00	1	$66,000.00
5					
6					
7	**Subtotal:**		$205,250.00		$320,750.00
8	Fringe Benefits (rate used __29%__)		$59,522.50		$93,017.50
9	**Total Administration:**		$264,772.50		$413,767.50

Regular Classroom Instruction:

Line#		2016-2017 No. FTEs		2017-2018 No. FTEs	
10	Teachers	15.3	$47,250.00	30.1	$47,250.00
11	Aides				
12	**Subtotal:**		$722,925.00		$1,422,225.00
13	Teacher Fringe Benefits (rate used __29%__)		$209,648.25		$412,445.25
14	Aide Fringe Benefits (rate used _____)				
15	**Total Regular Classroom Instruction:**		$932,573.25		$1,834,670.25

Special Education:

Line#		2016-2017 No. FTEs		2017-2018 No. FTEs	
16	Teachers	2.2	$47,250.00	5	$47,250.00
17	Aides				
18	**Subtotal:**		$103,950.00		$236,250.00
19	Teacher Fringe Benefits (rate used __29%__)		$30,145.50		$68,512.50
20	Aide Fringe Benefits (rate used _____)				
21	**Total Special Education:**		$134,095.50		$304,762.50

Gifted and Talented Program:

Line#		2016-2017 No. FTEs		2017-2018 No. FTEs	
22	Teachers				
23	Aides				
24	**Subtotal:**				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	**Total Gifted and Talented Program:**				

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:**				
31	Teacher Fringe Benefits (rate used _____)				
32	Aide Fringe Benefits (rate used _____)				
33	**Total Alternative Education Program/ Alternative Learning Environments:**				

English Language Learner Program:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
34					
35					
36					
37					
38					
39	**Subtotal:**				
40	Fringe Benefits (rate used _____)				
41	**Total English Language Learner Program:**				

Guidance Services:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
42	Manager of Counseling	1	$60,500.00	1	$60,500.00
43					
44					
45					
46					
47	**Subtotal:**		$60,500.00		$60,500.00
48	Fringe Benefits (rate used _29%_)		$17,545.00		$17,545.00
49	**Total Guidance Services:**		$78,045.00		$78,045.00

Health Services:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
50					
51					
52					
53					
54					
55	**Subtotal:**				
56	Fringe Benefits (rate used _____)				
57	**Total Health Services:**				

Media Services:

List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58				
59				
60				
61				
62				
63 Subtotal:				
64 Fringe Benefits (rate used _____)				
65 **Total Media Services:**				

Fiscal Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
66				
67				
68				
69				
70				
71 Subtotal:				
72 Fringe Benefits (rate used _____)				
73 **Total Fiscal Services:**				

Maintenance and Operation:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
74				
75				
76				
77				
78				
79 Subtotal:				
80 Fringe Benefits (rate used _____)				
81 **Total Maintenance and Operation:**				

Pupil Transportation:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
82				
83				
84				
85				
86				
87 Subtotal:				
88 Fringe Benefits (rate used _____)				
89 **Total Pupil Transportation:**				

Food Services:

	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90					
91					
92					
93					
94					
95	**Subtotal:**				
96	Fringe Benefits (rate used _____)				
97	**Total Food Services:**				

Data Processing:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
98					
99					
100					
101					
102					
103	**Subtotal:**				
104	Fringe Benefits (rate used _____)				
105	**Total Data Processing:**				

Substitute Personnel:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
106	Number of **Certified** Substitutes _____				
107	Number of **Classified** Substitutes _____				
108	**Subtotal:**				
109	Certified Fringe Benefits (rate used _____)				
110	Classified Fringe Benefits (rate used _____)				
111	**Total Substitute Personnel:**				

112	**TOTAL EXPENDITURES FOR SALARIES:**		$1,409,486.25		$2,631,245.25

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

Line#							2016-2017 Amount:	2017-2018 Amount:
	2016-2017							
1	No. of Students	600	x	$6,646.00	State Foundation Funding		$3,987,600.00	
2	No. of Students	600	x	$26.00	Professional Development		$15,600.00	
3	No. of Students		x		eligible rate* NSL Funding			
4	No. of Students		x		Other: *Explain Below*			
5								
	2017-2018							
6	No. of Students	1200	x	$6,646.00	State Foundation Funding			$7,975,200.00
7	No. of Students	1200	x	$26.00	Professional Development			$31,200.00
8	No. of Students		x		eligible rate* NSL Funding			
9	No. of Students		x		Other: *Explain Below*			
10								
11	**Total State Charter School Aid:**						$4,003,200.00	$8,006,400.00

Other Sources of Revenues:
(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

Line#		2016-2017 Amount:	2017-2018 Amount:
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other *(Specifically Describe)*		
15			
16	**Total Other Sources of Revenues:**		
17	**TOTAL REVENUES:**	$4,003,200.00	$8,006,400.00

EXPENDITURES

Administration:

Line#			2016-2017 Amount:	2017-2018 Amount:
18		Salaries and Benefits	$264,772.50	$413,767.50
		Purchased Services - List Vendors Below		
19	V - AD 1	Connections Academy of Arkansas, LLC	$435,740.00	$869,105.00
20	V - AD 2			
21	V - AD 3			
22	V - AD 4			
23	V - AD 5			
24		Supplies and Materials	$27,000.00	$54,000.00
25		Equipment		
		Other (List Below)		
26		Community Outreach		$200,000.00
27		Staff Recruiting	$5,000.00	$5,000.00
28		Board Related Expenses	$5,000.00	$5,000.00
29		Dues	$2,000.00	$2,500.00
30				
31		**Total Administration:**	$739,512.50	$1,549,372.50

		Regular Classroom Instruction:	2016-2017 Amount:	2017-2018 Amount:
32		Salaries and Benefits	$932,573.25	$1,834,670.25
		Purchased Services - List Vendors Below		
33	V - CI 1	Connections Academy of Arkansas, LLC	$1,384,392.50	$2,784,030.00
34	V - CI 2			
35	V - CI 3			
36	V - CI 4			
37	V - CI 5			
38		Supplies and Materials		
39		Equipment		
		Other (List Below)		
40		Student Testing & Assessment	$80,000.00	$150,000.00
41				
42				
43				
44				
45		**Total Regular Classroom Instruction:**	$2,396,965.75	$4,768,700.25

Special Education:

			2016-2017 Amount:	2017-2018 Amount:
46		Salaries and Benefits	$134,095.50	$304,762.50
		Purchased Services - List Vendors Below		
47	V - SE1	Connections Academy of Arkansas, LLC	$100,080.00	$200,160.00
48	V - SE 2			
49	V - SE 3			
50	V - SE 4			
51	V - SE 5			
52		Supplies and Materials		
53		Equipment		
		Other (List Below)		
54				
55				
56				
57				
58				
59		**Total Special Education:**	$234,175.50	$504,922.50

Gifted and Talented Program:

			2016-2017 Amount:	2017-2018 Amount:
60		Salaries and Benefits		
		Purchased Services - List Vendors Below		
61	V - GT1	Connections Academy of Arkansas, LLC		
62	V - GT2	Support is included in Line 47 above		
63	V - GT3			
64	V - GT4			
65	V - GT5			
66		Supplies and Materials		
67		Equipment		
		Other (List Below)		
68		ARCA is applying for a waiver from		
69		6-20-2208(c)(6) and 6-42-109		
70				
71				
72				
73		**Total Gifted and Talented Program:**		

		2016-2017 Amount:	2017-2018 Amount:
	Alternative Education Program/ Alternative Learning Environments:		
74	Salaries and Benefits		
	Purchased Services - List Vendors Below		
75	**V - ALE1**		
76	**V - ALE2**		
77	**V - ALE3**		
78	**V - ALE4**		
79	**V - ALE5**		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82	ARCA is applying for a waiver from		
83	6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and		
84	6-48-101 et seq.		
85			
86			
87	**Total Alternative Education Program/ Alternative Learning Environments:**		
	English Language Learner Program:		
88	Salaries and Benefits		
	Purchased Services - List Vendors Below		
89	**V - ELL1** Connections Academy of Arkansas, LLC		
90	**V - ELL2** Support is included in Line 47 above		
91	**V - ELL3**		
92	**V - ELL4**		
93	**V - ELL5**		
94	Supplies and Materials		
95	Equipment		
	Other (List Below)		
96			
97			
98			
99			
100			
101	**Total English Language Learner Program:**		
	Guidance Services:		
102	Salaries and Benefits	$78,045.00	$78,045.00
	Purchased Services - List Vendors Below		
103	**V - GS1** Connections Academy of Arkansas, LLC		
104	**V - GS2** Support is included in Line 47 above		
105	**V - GS3**		
106	**V - GS4**		
107	**V - GS5**		
108	Supplies and Materials		
109	Equipment		
	Other (List Below)		
110			
111			
112			
113			
114			
115	**Total Guidance Services:**	$78,045.00	$78,045.00

		2016-2017 Amount:	**2017-2018 Amount:**
	Health Services:		
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124	ARCA is applying for a waiver from		
125	6-18-706		
126			
127			
128			
129	**Total Health Services:**		
	Media Services:		
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	ARCA is applying for a waiver from		
139	6-25-103 and 6-25-104		
140			
141			
142			
143	**Total Media Services:**		
	Fiscal Services:		
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1	Connections Academy of Arkansas, LLC	$98,485.50	$196,971.00
146	V - FS2	Rasco Winter Abston Moore & Associates, LLP	$12,000.00	$12,000.00
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	Banking fees	$1,000.00	$1,000.00
153			
154			
155			
156			
157	**Total Fiscal Services:**	$111,485.50	$209,971.00

			2016-2017 Amount:	2017-2018 Amount:
	Maintenance and Operation:			
158		Salaries and Benefits		
		Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1	Connections Academy of Arkansas, LLC	$105,000.00	$195,000.00
160	V - MO2			
161	V - MO3			
162	V - MO4			
163	V - MO5			
164		Supplies and Materials		
165		Equipment	$43,000.00	$43,000.00
		Other (List Below)		
166		Phone	$20,000.00	$35,000.00
167		High Speed Internet	$25,000.00	$40,000.00
168				
169				
170				
171		**Total Maintenance and Operation:**	$193,000.00	$313,000.00
	Pupil Transportation:			
172		Salaries and Benefits		
		Purchased Services - List Vendors Below		
173	V - PT1			
174	V - PT2			
175	V - PT3			
176	V - PT4			
177	V - PT5			
178		Supplies and Materials		
179		Equipment		
		Other (List Below)		
180		ARCA will not provide pupil transportation		
181				
182				
183				
184				
185		**Total Pupil Transportation:**		
	Food Services:			
186		Salaries and Benefits		
		Purchased Services - List Vendors Below		
187	V - FD1			
188	V - FD2			
189	V - FD3			
190	V - FD4			
191	V - FD5			
192		Supplies and Materials		
193		Equipment		
		Other (List Below)		
194		ARCA is applying for a waiver from		
195		6-18-705 and 6-20-701 et seq.		
196				
197				
198				
199		**Total Food Services:**		

	Data Processing:		2016-2017 Amount:	2017-2018 Amount:
200	Salaries and Benefits			
	Purchased Services - List Vendors Below			
201	**V - DP1** Connections Academy of Arkansas, LLC			
202	**V - DP2** Support is included in Line 145 above			
203	**V - DP3**			
204	**V - DP4**			
205	**V - DP5**			
206	Supplies and Materials			
207	Equipment			
	Other (List Below)			
208				
209				
210				
211				
212				
213	**Total Data Processing:**			

	Substitute Personnel:			
214	Salaries and Benefits			
	Purchased Services - List Vendors Below			
215	**V - SB1** Usually not required in an online environment			
216	**V - SB2** as school staff can typically cover when a			
217	**V - SB3** colleague is absent			
218	**V - SB4**			
219	**V - SB5**			
220	**Total Substitute Personnel:**			

	Facilities:			
221	Lease/Purchase Contract for One Full Year		$128,000.00	$128,000.00
	Facility Upgrades - List Upgrades Below			
222				
223				
224				
225				
226				
227				
228				
229	Property Insurance for One Full Year			
230	Content Insurance for One Full Year			
231	**Total Facilities:**		$128,000.00	$128,000.00

	Debt Expenditures:	2016-2017 Amount:	2017-2018 Amount:
	List Debts Below		
232			
233			
234			
	Total Debts:		

	Other Expenditures:	2016-2017 Amount:	2017-2018 Amount:
	List Other Expenditures Below		
235	Staff Training / Professional Development	$20,000.00	$40,000.00
236	Travel and Conferences	$19,800.00	$37,890.00
237	Internet Subsidy	$51,637.50	$103,275.00
238	Legal	$25,000.00	$10,000.00
239	Insurance - Directors & Officers	$1,500.00	$1,500.00
240			
241	**TOTAL EXPENDITURES:**	$3,999,121.75	$7,744,676.25
242	**Net Revenue over Expenditures:**	$4,078.25	$261,723.75

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

LEGAL REVIEW OF WAIVER REQUESTS AND RESPONSES

Connections Academy Waivers Requested in Original Application
2015 Open-Enrollment Application

1. School Year/School Day

ARK. CODE ANN. §6-10-106 Uniform dates for beginning and end of school year

ARK. CODE ANN. §6-16-102 School day

ARK. CODE ANN. §6-18-211 Mandatory attendance for students in grades nine through twelve

ARK. CODE ANN. §6-18-213(a)(2) Attendance records and reports generally

ADE Rules - Mandatory Attendance Requirements for Students in Grades Nine through 12

Standards for Accreditation 10.01.4 Required Time for Instruction

Standards for Accreditation 14.03

Students in an online school are able to work on their own schedules. ARCA will track student attendance electronically based on student engagement and completed work rather than physical   attendance and seat-time. Planned instruction time will not average less than 30 hours per week. Students are able to work across the entire week rather than five days, so instructional time may average less than six hours per day over a seven-day week. Learning coaches will record school day attendance and ARCA staff will ensure those records match completed work.

Legal Comments: None

Remaining Issues: None

2. Safety

ARK. CODE ANN. §6-10-122 Automated external defibrillators required

ARK. CODE ANN. §6-15-1302 Emergency plans for terrorist attacks

ARK. CODE ANN. §6-17-102 Emergency first aid personnel

ARK. CODE ANN. §6-21-106 Fire hazards inspection prior to closing for breaks

ADE Rules - Automated External Defibrillator (AED) Devices and Cardiopulmonary Resuscitation (CPR)

ADE Rules - Automated External Defibrillators, Requirement of Schools to Have

Red=Waivers not previously requested, need additional discussion, or have remaining issues
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

ADE Rules - School Fire Marshal

Students will not be physically present at the ARCA teaching/learning center. ARCA will ensure a safe working environment for its staff. The Board will adopt its own student discipline, school safety, and transportation

Legal Comments: None

Remaining Issues: None

3. CPR Instruction

ARK. CODE ANN. §6-16-143 Cardiopulmonary resuscitation instruction

Students will receive instruction in cardiopulmonary resuscitation but since instruction will be online, there will not be a psychomotor ("hands-on") component.

Legal Comments: None

Remaining Issues: None

4. ALE

ARK. CODE ANN. §6-15-1005(b)(5)(A) Safe, equitable, and accountable public schools

ARK. CODE ANN. §6-18-503(a)(1)(C)(i) Written student discipline policies required

ARK. CODE ANN. §6-48-101 et seq. Alternative Learning Environments

ADE Rules – Student Discipline and School Safety Policies 4.10

ADE Rules Governing the Distribution of Student Special Needs Funding 4.00

Standards for Accreditation 19.03

Students will not be physically present at the ARCA teaching/learning center and therefore will not need a separate ALE program. Students, their families, and their Learning Coaches choose the environment in which the student learns online. ARCA will provide appropriate discipline and intervention responses for students with disciplinary, socially dysfunctional, or behavioral problems, but will not provide a physical ALE center.

Legal Comments: None

Remaining Issues: None

Red=Waivers not previously requested, need additional discussion, or have remaining issues
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Information provided by Applicant is in italics.

5. Licensure-Teacher, Administrator, Superintendent

ARK. CODE ANN. § 6-13-109 School Superintendent

ARK. CODE ANN. §6-15-1004 Qualified teachers in every public school classroom

ARK. CODE ANN. §6-17-302 Public school principals - Qualifications and responsibilities

ARK. CODE ANN. §6-17-309 Licensure – Waiver

ARK. CODE ANN. §6-17-401 Teacher's license requirement

ARK. CODE ANN. §6-17-427 Superintendent license - Superintendent mentoring program required

ARK. CODE ANN. §6-17-802 Twelve-month contracts for vocational agriculture teachers

ARK. CODE ANN. §6-17-902 Definitions [Arkansas Teachers' Salary Law]

ARK. CODE ANN. §6-17-919 Warrants void without valid certificate and contract

ADE Rules - Licensure - Educator Licensure

Standards for Accreditation 15.01 School District Superintendent

Standards for Accreditation 15.02 Principals

Standards for Accreditation 15.03 Licensure and Renewal

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers

The Board will contract with Connections Education for and Connections Education will employ effective administration, licensed teachers, and support staff. All staff will be subject to background checks and the Code of Ethics for Arkansas Educators. Teachers will be licensed in Arkansas except for those situations where an in-state teacher cannot be identified or for classes with low student interest (e.g. foreign language & AP courses). In those circumstances, ARCA intends to utilize the resources of Connections' private school, which employs teachers who are licensed in the states they reside. This will enable ARCA to offer the full Connections' catalogue of courses to its students. ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections. While certified administrators will be sought, the Board would like the discretion to hire the best leader for the school that is available. This will increase student achievement by providing students with the most effective teachers and a robust catalogue of courses.

Legal Comments: Other sections of the application indicate that teachers will be licensed.

Red=Waivers not previously requested, need additional discussion, or have remaining issues
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Information provided by Applicant is in italics.

Applicant Response: *ARCA teachers will all be licensed educators. ARCA is requesting waivers of teacher licensure requirements so that some classes that would otherwise not be able to be offered to ARCA students may be taught by teachers who are licensed in states other than Arkansas. All teachers will be subject to required background checks and the Code of Ethics for Arkansas Educators, regardless of state licensure.*

This arrangement would allow ARCA to offer more courses from Connections' catalog while maintaining the teacher quality indicated by state licensure. There may be courses for which an Arkansas-licensed teacher cannot be identified or courses with lower student interest (e.g., AP courses and advanced and low incidence world languages, CTE courses, and electives). In such instances, ARCA could still offer these courses using the resources of Connections' private school (iNACA), which employs teachers who are licensed in the states they reside.

ARCA anticipates these instances would affect very few students and only for the better, as students could enroll in courses that would not otherwise be offered. ARCA estimates over 90% of course enrollments, or 9 out of 10 seats in courses, will be taught by a teacher licensed in Arkansas. For example, if 500 students enroll in six courses each (3,000 total course enrollments), no fewer than 2,700 of those course enrollments (90% of 3,000) would be taught by a teacher licensed in Arkansas.

If these teacher licensure waivers are not granted, all ARCA teachers will be Arkansas-licensed. This would not affect the viability of the ARCA program but would limit some of the courses available to students.

Remaining Issues: None

6. Business Manager Qualifications

ARK. CODE ANN. §6-15-2302 General Business Manager

ADE Rules - Business Manager Qualifications
ARCA anticipates contracting with Connections for financial management services, which will include a business manager responsible for the fiscal operations of the public charter school. The Connections financial services team maintains a sterling record with charter finance experience in 17 states and will support ARCA under the direction of its Board-designated treasurer through its team of professional staff, many of whom possess CPA and/or CFE designations. Contracting with Connections for a business manager will avoid potential duplication of effort, enabling the school to direct resources to its educational program.

Legal Comments: None

Remaining Issues: None

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Information provided by Applicant is in italics.

7. Personnel Policies/Salary Schedules

ARK. CODE ANN. §6-17-201 et seq. Personnel Policies

ARK. CODE ANN. §6-17-913 Audit of Accounts

ARK. CODE ANN. §6-17-1201 et seq. The Teachers' Minimum Sick Leave Law

ARK. CODE ANN. §6-17-1301 et seq. The School Employees' Minimum Sick Leave Law

ARK. CODE ANN. §6-17-1501 et seq. Teacher Fair Dismissal Act

ARK. CODE ANN. §6-17-1701 et seq. Public School Employee Fair Hearing Act

ARK. CODE ANN. §6-17-2201 et seq. Classified School Employee Minimum Salary Act

ARK. CODE ANN. §6-17-2301 et seq. Personnel Policy Law for Classified Employees

ARK. CODE ANN. §6-17-2401 et seq. Teacher Compensation Program of 2003

ARK. CODE ANN. §6-20-2208(c)(1) Monitoring of expenditures

ADE Rules - Personnel Policies and Salary Schedules

ARCA intends to contract with Connections for its administrators and teachers and wishes to use the performance-based compensation model Connections has successfully pioneered in the schools it supports. This model which consists of competitive salary, incentive compensation based on school outcomes, responsibility-driven stipends, a rich benefit plan, and a flexible paid time off program, is tailored to the unique aspects of a virtual school setting and will enable ARCA to attract, retain, and promote staff who share our vision of a focus on student outcomes.

Legal Comments: None

Remaining Issues: None

8. Insurance

ARK. CODE ANN. §6-17-1111 Life and disability insurance - Employee eligibility - Allocation of costs

ARK. CODE ANN. §6-17-1117 Health insurance

ARCA staff will be eligible for benefits through Connections' plans, including health, life, disability, vision, dental insurances and other benefits/programs. As a nationwide educational services provider, Connections is able to pool risk to offer a competitive benefits package and

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recruit and retain effective administrators and teachers.

Legal Comments: None

Remaining Issues: None

<h2 style="text-align:center">9. Professional Development</h2>

ARK. CODE ANN. §6-17-701 et seq. Professional development

ADE Rules - Professional Development Emergency Rule Effective July 1, 2014

ADE Rules – Advanced Placement and International Baccalaureate Diploma Incentive Program 4.00

Standards for Accreditation 10.01.3 Required Time for Instruction and School Calendar

Standards for Accreditation 15.04 Professional Development and In-Service Training

ARCA's teachers who are not licensed in Arkansas will complete required professional development as a condition for maintaining their state licenses. Teachers licensed in other states and providing instruction in an area where a state-based teacher could not be found or in courts with low student interest (e.g. foreign language and AP courses) will receive professional development in their own home states. This will increase student achievement by providing students with most effective teachers and a robust catalogue of courses.

Legal Comments: Rationale should be provided to explain how these waivers will help the Applicant achieve its goals. The Applicant should describe the training and professional development it will offer its staff.

Applicant Response: ARCA teachers who are licensed in Arkansas will meet all ongoing continuing education requirements to maintain their licensure. If the licensure waiver is approved, teachers who are licensed in a state other than Arkansas will meet continuing education requirements in their state(s) of licensure. These waivers to Arkansas professional development requirements for those teachers licensed in a state other than Arkansas will help ARCA meet its goals by allowing students to enroll in courses that would not otherwise be offered.

In addition to state requirements, Connections will provide additional training and professional development to ARCA teachers. These training and professional development sessions will include best practices in education as well as training specific to teaching in an online environment and supporting at-risk student populations.

Research on effective professional development indicates that professional development must be intensive, ongoing, and connected to practice. Connections provides a systematic approach to professional learning for all teachers. ARCA staff will participate in Connections'

Foundations   for Teaching program to make a transition from teaching in a brick-and-mortar school to teaching online. This professional development will help ARCA teachers learn about the school   year cycle and associated tasks and become familiar with instructional tools and resources that   are used to engage learners.

The following training modules must be completed by new teachers in Connexus within the first 30 days of employment:
- *Teacher Orientation*
- *Accessibility for All – a module focusing on Exceptional Children and their needs, including 504 and IDEA compliance*
- *Internet Safety Training*
- *Students in Distress – a module focusing on the wellbeing of students including recognizing and responding to physical, emotional, and sexual abuse, child neglect, depression, suicide, and cyberbullying*

Special Education, English Language Learner (ELL), and Gifted/Talented teachers will receive additional training and professional development related to serving their respective student populations in an online environment.

Designated professional development days will have a specific focus and additional professional learning support will be available on a daily basis. Teachers will have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. ARCA will have multiple levels of ongoing support from the Connections' Instructional Services Department. Listed in Figure 1 are the training and professional development programs and initiatives that may be facilitated throughout the school year following the time table and topics noted in each section. Topics covered in School Support training correspond with specific times of the school year. Each session is one hour in length.

Figure 1. School Support – Instructional Services Department

Month and Session	Topics and Descriptions
September	**Introduction to the School Year Cycle** • *Monitoring Formative Assessments and Encouraging Student Participation* • *Welcome Calls, Curriculum-Based Assessments (CBAs), and Escalation* • *Monitoring and assisting homeroom students with attendance, participation, and contacts* • *Using the School Year Cycle Radar Report to monitor escalation* • *Intervention Indicators: How to review, identify, and implement interventions*

October	**Using the Section Performance Report**
	• *Accessing and using the report to monitor student participation and performance*
	• *School Year Cycle Radar report - Accessing and using the report to monitor homeroom students' attendance, contacts, and participation.*
	• *Using LiveLesson® Session Tools to Engage Students*
December	**Setting Section Stages Complete**
	• *Reviewing student grade books to determine when they are ready to have Section Stages set to Complete*
	• *Completing the process of setting Section Stages to Complete*
	• *Making changes after Section Stages have been set to Complete*
	Marking Lessons at Midyear
	• *Fall Preliminary Retention Data View*
	• *Identifying the purpose of this Data View*
	• *Completing the Fall Preliminary Retention Data View*
January	**Setting Section Stages Review**
	• *Identifying promotion criteria*
	• *Using the School Year Cycle Radar to identify a student's recommendation status*
	• *Reviewing Connexus suggestions and inputting recommendations*
	• *Conducting follow-up phone contacts and WebMail messages*
	• *Pulling individual teacher radar data for review*
	• *Formative Assessment Mid-Test*
	• *Motivating students to participate*
	• *Encouraging Learning Coach training and participation*
February	**Helping Homeroom Students**
	• *Reviewing best practices for intervening with students in Approaching Alarm or Alarm status*
	• *Reviewing best practices for ensuring high levels of student engagement*

Figure 2 is a sample of the types of professional development and instructional support that will occur during the school year. These will be presented in conjunction with other members of the Connections' Instructional Services Department. Each session is one hour in length.

Figure 2. Professional Development – Instructional Services Department

Topic	Activity
Week 1 • *How is teaching online different from teaching in brick-and-mortar?* • *Office Hours with Professional Development*	• *Learning about the role of a facilitator of learning and analyzing data (not re-teaching curriculum in Connexus®)* • *Using the ARCA Teacher ePortfolio to capture attendance and participation in all training and professional learning* • *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
Weeks 2 through 6 • *Office Hours with Professional Development*	• *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
Week 7 • *Adobe Connect, Foundations Part 2 (continued from First 8 Days)* • *Office Hours with Professional Development*	• *Polls, Applets, Pods – keeping sessions engaging – "how to" tutorials as recordings – course content is about why/when you use them to engage students* • *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
Weeks 8 and 9 • *Office Hours with Professional Development*	• *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
Week 10 • *Revisiting CBAs and Higher-level Questioning* • *Data-driven Decisions* • *Office Hours with Professional Development*	• *How are you doing with CBAs? What are the different levels of questioning?* • *Looking at data and making instructional decisions for personalizing instruction* • *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*

Week 11 • *Adobe Connect, Foundations Part 3: Targeted LiveLesson Sessions* • *Office Hours with Professional Development*	• *Strategies for asking higher level questions in LiveLesson sessions* • *Working with targeted groups of students* • *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
Through end of December • *Office Hours with Professional Development*	• *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
January • *Next Generation Assessments and High Stakes Assessments, Part 1*	• *Sample questions, student expectations, and preparing students for next generation assessments*
February • *Next Generation Assessments and High Stakes Assessments, Part 2* • *Using the AOPR*	• *Sample questions, student expectations, and preparing students for next generation assessments* • *AOPR for academic progress and data analysis* • *Instructional Support Database for Resources*
March • *Engaging Students in Learning*	• *Developing grit and persistence, maintaining engagement, and understanding learning styles*
April • *Helping Students Succeed*	• *Review and analyze data from the approved Supplemental Instructional Support Programs (SISP)*
May • *Closing Out the Year*	• *Developing professional learning goals for the next school year* • *Introduction to the Professional Learning 100 Series Overview*

In addition to required training and professional development, Connections maintains a multitude of optional professional learning sessions that may be offered during the school year. These are open to all teachers who are looking to expand their skill sets. Sessions are designed for specific content areas, grade level teams, or experience levels. The optional learning experiences are designed as multi-part series or stand-alone sessions, depending on their content. Examples of optional trainings, many of which have monthly sessions, include:

- *1, 2, 3: Developing Number Sense (K-2)*

- *½, ⅓, ¼: Developing Number Sense (3–5)*
- *Building Blocks to Teaching Reading: The Five Components of Literacy Instruction for K–5 Teachers*
- *Developing Empowered Writers*
- *LiveLesson® Foundations*
- *Topics in Gifted Education*
- *Advancing Your Practice: Time Management, Data Analysis, and Synchronous Instruction*
- *Collective Approach to Teaching Students with Learning Differences*
- *Introduction to Response to Intervention (RTI)*
- *Partnering with Learning Coaches*
- *Using Formative Assessment Data to Make Instructional Decisions*

Remaining Issues: None

10. Class Size and Teaching Load

Standards for Accreditation 10.02 Class Size and Teaching Load

ARCA educators utilize Connections' curriculum and assessments rather than preparing their own and will not face the typical challenges of classroom management, as instruction is delivered online. The Board will adopt class size and teaching load requirements that are more appropriate for an online setting to allow for a more effective allocation of school funds. ARCA proposes the following specific alternative maximum student-to-teacher ratios:

- *Teachers (K-5) – 50:1*
- *• Teachers (6-8) – 38:1*
- *Advisory Teachers – 300:1*
- *Special Education Teachers – 35:1*

Legal Comments: Special Education standards regarding class size and teaching load cannot be waived.

Applicant Response:
The ARCA Board acknowledges that Special Education standards regarding class size and teaching load cannot be waived and withdraws that portion of the waiver request.

ARCA proposes the following specific alternative maximum student-to-teacher ratios:
- *Teachers (K-5) – 50:1*
- *Teachers (6-8) – 38:1*
- *Advisory Teachers – 300:1*

ARCA will comply with Special Education class size and teaching load requirements authorized by A.C.A. §6-41-309 and specified in ADE Rules – Special Education and Related Services 17.00 Program Standards, specifically Section 17.03.1.2.

Please see ARCA's response to C.14 Staffing Plan for additional details on how ARCA will comply with Special Education standards regarding class size and teaching load.

Remaining Issues: None

11. Food Services

ARK. CODE ANN. §6-18-705 Breakfast program

ARK. CODE ANN. §6-20-701 et seq. School Lunch Program

As an online school, ARCA will not serve meals.

Legal Comments: None

Remaining Issues: None

12. Gifted and Talented

ARK. CODE ANN. §6-20-2208(c)(6) Monitoring of expenditures

ARK. CODE ANN. §6-42-109 Reports by school districts

ADE Rules - Gifted And Talented Program Approval Standards

Standards for Accreditation 18.00 Gifted and Talented Education

The Board will contract with Connections Education to offer a gifted and talented program as described in this application, though not as prescribed by ACA and ADE Rules. The Connections program, described above, is designed to increase student achievement for gifted and talented students.

Legal Comments: None

Remaining Issues: None

13. School Nurse/Media Services

ARK. CODE ANN. §6-18-706 School nurse

ARK. CODE ANN. §6-25-103 and §6-25-104 Library media services program defined and Library media specialist – qualifications

ADE Rules Governing Public School Student Services 3.01.6

Standards for Accreditation 16.02 Media Services

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Information provided by Applicant is in italics.

Standards for Accreditation 16.03 Health and Safety Services

As an online school, ARCA will not need a school nurse or library media specialist. Teachers will work to ensure students understand research and technology.

Legal Comments: None

Remaining Issues: None

14. Guidance Counseling Services

ARK. CODE ANN. §6-18-1001 et seq. Public School Student Services Act

ADE Rules Governing Public School Student Services 3.01.1

Standards for Accreditation 16.01.03 Guidance and Counseling

ARCA will provide its own set of student services programs that will be possible and appropriate in a full-time online charter school setting. The ratio required for brick-and-mortar schools in which counselors and students must meet face-to-face is not necessarily appropriate for a full-time online program. The Board believes in the importance of guidance and counseling services and will ensure appropriate staffing levels are maintained. One or more properly certified guidance counselors will be on staff, but the services provided to students can be distributed differently among staff. Advisory teachers (estimated 300:1 ratio) will handle most course scheduling and post-graduation planning support.

Legal Comments: None

Remaining Issues: None

15. School Boards

ARK. CODE ANN. §6-13-608 Length of directors' terms

ARK. CODE ANN. §6-13-611(b) and (c) Vacancies generally

ARK. CODE ANN. §6-13-612(c) Vacancy – Conviction of a Felony

ARK. CODE ANN. §6-13-613 Temporary vacancies – Vacancies created by failure to participate

ARK. CODE ANN. §6-13-619(c)(1)(A) and (d)(2) Meetings

ARK. CODE ANN. §6-13-620(5)(A) Powers and Duties

ARK. CODE ANN. §6-13-630 Election by zone and at large

Red=Waivers not previously requested, need additional discussion, or have remaining issues
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ARK. CODE ANN. §6-13-631 Effect of minority population on election

ARK. CODE ANN. §6-13-1301 et seq. Site-Based Decision Making

ARK. CODE ANN. §6-14-101 et seq. School elections

ARCA's Board will select its own members and adopt its own bylaws. All Board Members will be Arkansas residents and none will be employed by the school or Connections Education. The Board will provide for its own site-based decision making committee and school board member training. The ARCA Board will allow board members to call in to a pubic conference line for quorum and/or voting to ensure statewide representation on the board. Connections will be the employer of school leader, even though he/she will serve at the pleasure of the Board. This flexibility will allow the Board to focus on student achievement.

Legal Comments: None

Remaining Issues: None

16. Commodity Bidding

ARK. CODE ANN. §6-21-301 et seq. Acquisition of Commodities Generally

ARCA intends to contract with Connections for provision of its education program. Connections' education program integrates technology, curriculum, instructional materials and   tools, staff, and support services into a single education services offering. The Connections program is proprietary and Connections is the only source from which ARCA can obtain access to the Connections education program. ARCA believes that this service offering falls within the single source exemption of ACA § 6-21-05. Because of the unique nature of the Connections education program, the Board would prefer RFP requirements be waived only for its contract with Connections. This will increase student achievement as ARCA will have more time to establish its program. All other purchases will be subject to ACA § 6-21-01 et seq. Should this waiver not be granted, ARCA will follow the required RFP process for a contract with an educational service provider.

Legal Comments: None

Remaining Issues: None

17. Instructional Materials

ARK. CODE ANN. §6-21-406 Conditions for offering textbooks for adoption, sale, or exchange

ADE Rules Governing Instructional Materials 6.02

Connections maintains a national array of instructional material/book depositories across the

country linked by an efficient logistics network. Any new depository would be redundant and the expenses passed onto the school would be better spent serving ARCA students.

Legal Comments: The Applicant should explain why these waivers are necessary and how they will help the Applicant meets its goals.

Applicant Response: A.C.A. §6-21-406(b) and ADE Rules Governing Instructional Materials Section 6.02 require that publishers doing business in the State of Arkansas maintain at least one book depository in Arkansas. ARCA anticipates contracting with Connections which already maintains a national array of depositories linked by an efficient logistics network.

A waiver is necessary because maintaining a book depository in Arkansas would be redundant to Connections' operations. Connections is already able to store and ship instructional materials for ARCA students with its existing depositories. As such, requiring a redundant depository would increase costs to Connections and ARCA without any benefit to students.

If this waiver is granted, ARCA would allocate those school funds that would have funded a depository to other services that the ARCA Board decides will best support students. This financial flexibility will help ARCA meet its goals for student academic success.

If this waiver is not granted, ARCA and Connections agree to comply with A.C.A. §6-21-406(b) and ADE Rules Governing Instructional Materials Section 6.02 and will take the steps necessary to do so.

Remaining Issues: None

18. Annual Progress Report Publication

ARK. CODE ANN. §6-15-2006(b) Annual Report

Standards for Accreditation 7.02.2 School District Goals

ARCA will operate as a statewide school making it cost-prohibitive to publish a report in newspapers with general circulation in all served districts. ARCA will report to parents online and to the State Board of Education in writing which will be more effective in engaging parents.

Legal Comments: None

Remaining Issues: None

19. Flags/Period of Silence/Pledge of Allegiance

ARK. CODE ANN. §6-10-115 Period of Silence

ARK. CODE ANN. §6-16-105 United States flag

ARK. CODE ANN. §6-16-106 Arkansas flag

ARK. CODE ANN. §6-16-108 Recitation of the Pledge of Allegiance

ARCA will display the U.S. and Arkansas flags, though not as prescribed by A.C.A. The online nature of ARCA does not lend itself to a group Period of Silence or recitation of the Pledge of Allegiance. Time is available for students to do so individually.

Legal Comments: None

Remaining Issues: None

20. Adult Education

Standards of Accreditation 19.04

ARCA may make a summer school available depending on student need and demand but will not offer an adult education program. The ARCA Board prefers to focus on serving students in grades K-12, from which an adult education program may distract.

Legal Comments: None

Remaining Issues: None

21. Material Allotment to Teachers

ARK. CODE ANN. §6-21-303(b)(1)(A) Rules [Acquisition of Commodities Generally]

ARCA teachers will not have traditional classrooms and will be provided with the materials necessary for class activities.

Legal Comments: Applicant should provide rationale of why this waiver is necessary and how it will help the Applicant achieve its goals.

Applicant Response: A.C.A. §6-21-303(b)(1)(A) requires a school district to provide to each PK-6th grade teacher for use in his or her classroom or for class activities the greater of $500 or $20 per student enrolled in a teacher's class for more than 50% of the school day at the end of the first three months of the school year.

A waiver is necessary because ARCA teachers, who will teach in a fully-online environment, will not need to spend out-of-pocket on their virtual classrooms or class activities. ARCA anticipates contracting with Connections for instructional materials, which includes materials for class activities (e.g., science kits, math manipulatives, and art supplies).

If this waiver is granted, ARCA would allocate a portion of those school funds that would have been provided for teachers' classrooms and class activities to other services that the ARCA

Board decides will best support students. This financial flexibility will help ARCA meet its goals for student academic success.

ARCA may implement procedures akin to those required by A.C.A. §6-21-303(b)(1)(B), whereby teachers may draw from or be reimbursed from a discretionary fund. These procedures would be set by the ARCA Board and may target core subject teachers or teachers serving high- need students.

If this waiver is not granted, ARCA agrees to comply with A.C.A. §6-21-303(b)(1)(A) and will adopt the procedures necessary to do so.

Remaining Issues: None

22. Eye and Vision Screening

ARK. CODE ANN. §6-18-1501 et seq. Mandated Eye and Vision Screening Procedures and Tests for Children

ADE Rules - Eye and Vision Screening Report in Arkansas Public Schools

ARCA students will not be physically present at the teaching/learning center to receive eye and vision screening exams. Should these waivers be denied, ARCA will comply with state law and ADE rules in one or more of the following ways: contracting with screening providers in students' local areas, subsidizing households to provide for screening, proving for screening at sites where students will be present (e.g. state assessments, field trips). Transportation may be provided for those families who require it in a similar fashion to state assessments procedure.

Legal Comments: None

Remaining Issues: None

21. Secondary Units Offered

Standards for Accreditation 9.03.1.2 and 9.03.4

ARCA will not initially serve all secondary grades. ARCA's initial high school cohort will have access to a full court load that will allow students to graduate on time under Smart Core requirements. By the start of this initial cohort's 12th grade year, ARCA will offer all 38 required units, less any waived requirements.

Legal Comments: None

Remaining Issues: None

22. Secondary Units Offered – Instrumental and Vocal Music

Standards for Accreditation 9.03.4.5

ARCA will not offer a unit of instrumental music or a unit of vocal music. ARCA will offer at least 3 ½ fine arts units better suited to an online environment, which will benefit student achievement. Connections has music theory, music appreciation, digital arts, and art history course in its catalogue.

Legal Comments: None

Remaining Issues: None

Desegregation Analysis: Fully Responsive

ADE LEGAL DESEGREGATION ANALYSIS

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment
        Public Charter School Application for
        Arkansas Connections Academy

Date: September 30, 2015

I. INTRODUCTION

Arkansas Connections Academy, Inc. submitted an application for an open-enrollment public charter school, Arkansas Connections Academy. The proposed charter school would be virtual with its offices located in the Bentonville School District. The proposed charter school would provide instruction in grades kindergarten through twelve (K-12) and possess a student enrollment cap of 3,000. Because of its virtual nature, the proposed school could draw students from throughout the state.

II. STATUTORY REQUIREMENTS

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the charter authorizer to "carefully review the potential impact of an application for a charter school 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." Ark. Code Ann. § 6-23-106(b) requires the charter authorizer to "attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system." Ark. Code Ann. § 6-23-106(c) states that the charter authorizer "shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state." This analysis is provided to inform the decision-making of the charter authorizer with regard to the effect, if any, of the proposed public charter school upon the desegregation efforts of a public school district.

III. INFORMATION SUBMITTED BY THE APPLICANT
AND THE AFFECTED SCHOOL DISTRICTS

The applicant addresses Desegregation Assurances on pages 62 and 63 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2014, enrollment for the Bentonville School District is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Affected School Districts							
Bentonville	570	878	468	1,663	253	11,665	15,497
School District	3.68%	5.67%	3.02%	10.73%	1.63%	75.27%	--

"Desegregation" is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or "vestiges" of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to "achieve a system of determining admission to the public schools on a non-racial basis." *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (*quoting Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)). ADE is aware of various desegregation orders affecting districts throughout the state.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

> [I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed* specifically to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools. Although ADE is aware of various

desegregation orders affecting districts throughout the state, we have no reason to believe that the number of students who will attend ARCA will be significant enough to impact any district's desegregation obligations. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school's existence.

the Getting Started onboarding program, the Get Coaching Learning Coach support program, and the Get Connected socialization and connectedness program.

During the enrollment process, Learning Coaches will be provided with the School Handbook, which clearly outlines the role of and expectations for the Learning Coaches. Learning Coaches will also be provided an online orientation course detailing how the program works, how to use Connexus, and particulars about their specific role. Homeroom teachers provide ongoing support to Learning Coaches and ARCA will provide support for Learning Coaches throughout the year with modules on participation, motivation, assessments, and summer learning.

If a student is not having attendance taken, is not completing work, or is not succeeding in the school, the student's teachers will intervene and conference with the Learning Coach. If it is determined this stems from a Learning Coach issue (rather than from academic difficulties), the staff would take action such as creating an action plan or contract with the Learning Coach that further specifies expectations and tasks. The school will conduct check-in meetings with the Learning Coach, student, teacher, and administrator throughout the process.

Involve the Parents, Employees, and Broader Community in Carrying Out the Terms of the Charter
Active involvement of all stakeholders will ensure the success of ARCA and the successful fulfillment of the school's charter. Parents, employees, and community members will be actively involved in the planning the school's future and developing close relationships with each other.

Administrators and teachers will have regularly scheduled staff meetings to discuss issues important to the school and maintaining the charter. Professional development will also be conducted at the staff meetings and offered virtually periodically throughout the year.

Connections will contract with a third party to survey parents and employees annually to evaluate ARCA on several criteria including student progress, teacher support, and quality of the curriculum. Parents and employees will be surveyed to get their feedback on the program to help identify what the school is doing well and how it can improve.

To keep families and community members informed and involved, ARCA will maintain a public website and social media pages (Facebook, Pinterest, Twitter, etc.) that contains all required and relevant information. ARCA will develop a student information and community education plan to inform potential students, their parents/ guardians, and other interested parties about the education program.

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:
A.C.A. § 6-23-106 requires each open-enrollment charter school applicant to review the potential impact of the proposed charter school on the efforts of affected public school districts to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. The following desegregation analysis explains that ARCA's charter approval will not negatively impact the desegregation efforts of any public school district in the state. ARCA will operate as an online school; since all learning and assignments are delivered to students online, ARCA may attract and enroll students across the entire state. ARCA cannot fully predict the demographics of its student body, but it will not discriminate in its admissions on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. If applications for enrollment exceed the set enrollment cap, ARCA will use a random, anonymous lottery for admissions.

Since ARCA will draw students statewide, enrollment is not expected to be concentrated in any particular district, meaning that no particular school district will be severely or adversely affected. It is reasonable to expect that at least some of the students that choose to enroll in ARCA may previously have been enrolled in private, parochial, or home schools. These students would have no impact on the desegregation efforts of any public school district. Even if all students that enroll in ARCA do come from public school districts, this is a small fraction of the approximately 460,000 Arkansas public school students.

All school districts, of course, are continuously bound by the U.S. Supreme Court's decision in *Brown v. Board of Education* which requires the operation of a unitary and desegregated system of public schools. It is extremely unlikely, however, that the enrollment of a mere 2,000- 3,000 students or less from numerous school districts across the state will hamper any active efforts to maintain a unitary school system for any particular school district or districts. (ARCA is seeking an enrollment cap of 2,000 students for the first 3 years of operation, and a cap of 3,000 students for years 4 and 5.)

ARCA plans to operate a teaching/learning center in Bentonville within the boundaries of the Bentonville School District. Even assuming that the majority of the 2,000- 3,000 students who may enroll in ARCA come from the Bentonville School District and its six contiguous districts, which again is not likely, it's hard to imagine that 2,000- 3,000 students could affect the racial makeup of the over 57,000 students enrolled in the seven school districts in question. The Bentonville, Pea Ridge, Gentry, and Gravette School Districts all currently have a student body of over 65% white students with Hispanic students being the highest minority concentration. The Rogers and Decatur School Districts both have a student body of approximately 50% white students, again with Hispanic students making up the highest minority concentration at 44% and 33% respectively. The only school district with less than a 50% white student body is Springdale. The Springdale School District has a student body of just under 40% white students. These seven districts, as a whole, enjoy a fairly diverse student body. (Student body information is based on that published by the ADE Data Center for the 2014-2015 school year.) It's unlikely that any of these districts are struggling to maintain desegregated schools. It's even more unlikely that ARCA could negatively impact any desegregation efforts currently in place.

Based on the analysis presented, ARCA will not negatively impact the desegregation efforts of the Bentonville School District (where administrative offices will be housed) the six contiguous districts to the Bentonville School District, or any other school district throughout the state. ARCA will operate in full compliance with all state and federal statutory and regulatory requirements for the creation and maintenance of desegregated public schools.

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:
Student academic success will be monitored and evaluated by all stakeholders: parents, teachers, students, administrators, and the Board. Strong accountability metrics and a high-quality curriculum will ensure the Arkansas Curriculum Frameworks are implemented with fidelity. Comprehensive but appropriate data collection and analysis through Connexus will be used to design and implement student supports and interventions. To increase transparency and accountability, the school's performance will be measured and communicated annually to parents and reported monthly by the Board.

To ensure the success of the charter school in perpetuity and the sustainability of the charter in the future, the Board will focus on ongoing professional development for the Board, school leaders, and teachers to ensure professional growth; continue the staggered term limits of board members to ensure the Board can maintain the organizational knowledge base; and maintain appropriate levels of staffing at the school. In addition, the Board will receive ongoing support from the Connections' Compliance Team to ensure all state laws are met.

ARCA will ensure everyone has access to the education program, including providing a computer and Internet subsidy. ARCA is committed to making sure all students can access the program regardless of socio-economic status.

Additionally, the Board will be responsible for ensuring that all aspects of the financial and programmatic accountability systems meet the obligations to the ADE. Plans for monitoring and reporting on the effectiveness of curriculum, instructional methods, and practices include:
• Student learning: The Board will hold the school faculty, staff, and its support partner accountable for student learning. Examples of student learning outcomes include measurable learning gains, performance on the state standardized tests, and meeting or exceeding Arkansas's Annual Measurable Objectives (AMO).
• Curriculum Alignment: The content is aligned to the Arkansas Curriculum Frameworks. If the state standards change, the curriculum can also change to maintain alignment.