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Arkansas Department of Education
Charter and Home School Office
Jul 18, 2014



ARKANSAS DEPARTMENT OF EDUCATION

2014 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Monday, July 21, 2014, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Arkansas Connections Academy (ARCA)

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2014 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Arkansas Connections Academy

Grade Level(s) for the School: K-12 Student Enrollment Cap: 1,000 for 2015-2016

Name of Sponsoring Entity: Arkansas Connections Academy, Inc.

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

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Dennis Beck, Board President

Address: 2224 East Tall Oaks City: Fayetteville

ZIP: 72703 Daytime Phone Number: (479) 422-9365 FAX: (410) 510-1454

Email: ArkansasConnectionsAcademy@gmail.com

Charter Site

Address: 609 SW 8th Street City: Bentonville

ZIP: 72712 Date of Proposed Opening: August 24, 2015

Chief Operating Officer

of Proposed Charter (if known): Virginia Walden Ford Title: Board Treasurer

Address: 2206 S. Park Street City: Little Rock

ZIP: 72202 Daytime Phone Number: (202) 297-8738

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

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

Name: Dennis Beck Position: Board President State of Residence: AR
Name: Virginia Walden-Ford Position: Board Treasurer State of Residence: AR
Name: Fritz Steiger Position: Board Secretary State of Residence: AR
Name: Earl Grier Position: Connections Education VP State of Residence: PA
Name: Bryce Adams Position: Connections Education SrD State of Residence: TX
Name: Lyn McCullen Position: Connections Education Dir. State of Residence: PA
Name: _____ Position: _____ State of Residence: _____
Name: _____ Position: _____ State of Residence: _____

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

14,948 (Total District Enrollment)

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

See Attachment 13 for full list _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Arkansas Connections Academy (ARCA) will offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality online school. ARCA will provide a complete public school experience for students in grades K-12 focusing on the students' academic growth, social and emotional needs, and post-secondary goals. The school will embody multiple hallmarks of excellence: a rigorous curriculum aligned to the Arkansas Curriculum Frameworks, the Common Core State Standards and the Next Generation Science Standards; Arkansas-certified teachers; and an educational management system designed to provide accountability through data collection, analysis, and reporting.

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

Applicant Response:

ARCA will focus on student academic achievement by supporting the six legislative intents of the Arkansas Quality Charter Schools Act of 2013 (6-23-102- http://www.arkansased.org/public/userfiles/Learning_Services/Charter%20and%20Home%20School/Charter%20School-Division%20of%20Learning%20Services/Arkansas_Quality_Charter_Schools_Act_of_2013.pdf); namely, to (1) Improve student learning; (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving; (3) Encourage the use of different and innovative teaching methods; (4) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; (5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and (6) Meet and exceed measurable student achievement standards.

ARCA will reach students who need a flexible schedule and for whom a cutting-edge online learning approach provides the best pathway to successful completion of their educational program. ARCA's full-time public school experience will include Arkansas-certified instructors, award-winning standards-aligned curriculum, and personalized learning plans. Students at all grade levels participate in clubs, activities, and electives. In addition, high school students will have a progression plan focused on career and college readiness. ARCA will promote academic and emotional success for every learner through an individualized learning program combining the best in online education with real and engaging connections among students, families, teachers, and the community. The ARCA approach will provide students in grades K-12 with the opportunity for full-time enrollment in a public school outside of the traditional classroom. ARCA will provide a whole-school experience for students, with academic, behavioral, emotional, and career supports.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

Description of the Results of the Public Hearing

The 7/11/14 public hearing in the Bentonville area (Springdale) was attended by 15 people. Board President Dennis Beck and Board Secretary Fritz Steiger addressed the audience first and spoke about the flexibility and personalization of online learning and the importance of parental choice in education. After a presentation of Connections' programmatic features, an Oklahoma Connections Academy (OKCA) student told the audience about her health struggles and the ways in which OKCA allowed her to stay healthy and improved her education. The audience discussed socialization, transitions to higher education, course acceleration, and flexibility. One mother informed the attendees that her teenage daughter, who also attended, saw the notice and insisted they go to the hearing; everyone was impressed by the student's ownership of her own education.

The 7/12/14 public hearing in Little Rock was attended by ten people after the late location change due to a burst water pipe. Signage was placed at the publicized site to inform families of the change. Board member Virginia Walden Ford was unable to attend due to family obligations. The audience was overwhelmingly positive.

Evidence of Public Support Exhibited at the Hearing

There were 25 attendees at the hearings. Response and participation was positive at both hearings. In addition, the following comments were made by participants.

- "Arkansas needs this option."
- "I wish we had this when I was a student."
- "This looks more like college than the schools I'm used to."
- "When we were in Pennsylvania, Commonwealth Connections Academy was known as a high quality option so we were disappointed when Arkansas didn't have one."
- "You can have more time for other activities or interests like community service or athletics because of the flexible schedule."

Documentation of Required Notices Published to Garner Public Attention to the Hearing

The notice for the public hearings ran in the Arkansas Democrat Gazette (the regular statewide paper) on 6/20/14, 6/27/14, and 7/4/14. It was not placed in the Legal Notices or Classifieds section. The hearings were held on 7/11/14 and 7/12/14. The notice was posted for three consecutive weeks with the last notice being not more than seven days before the first hearing.

-Notice of Public Hearings -
Friday, July 11, 2014 - 6:00 p.m.
The Jones Center, 922 E Emma Avenue, Springdale, AR 72764

Saturday, July 12, 2014 - 2:00 p.m.
Double Tree Little Rock, 424 W Markham Street, Little Rock, AR 72201
Relocated due to flooding to the Little Rock Marriott, 3 Statehouse Plaza, Little Rock, AR 72201

The notice stated, "Arkansas Connections Academy announces two public hearings on the creation of a new

statewide online open-enrollment charter school. Arkansas Connections Academy will serve students in grades K-12 with quality curriculum and personalized instruction. Please attend to learn more.”

Copies of the notices are provided in Attachment 2.

On July 8th at 11:42 AM, Kelly Gee, Director of Convention Services at the Double Tree in Little Rock, informed us about a water tank break at the hotel. He suggested relocating the Public Hearing to the Little Rock Marriott, only three blocks away, as the alternate location. He contacted the Marriott and booked the location for us that same afternoon. The flyer was updated and sent via email by Board members to as many potential attendees as possible on July 9th. The second public hearing took place at the Marriott. A note was prominently placed in the front lobby at the originally scheduled location to redirect interested families to the Marriott.

In addition, after the two public hearings were held, five online information sessions were conducted (7/14/14 - 7/18/14) to ensure information regarding the school reached as many students and families throughout the state as possible.

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

On Wednesday 6/25/14 at 5:20 PM CST, Fritz Steiger, ARCA Board Secretary, sent an email to superintendents throughout the state notifying them of the two scheduled public hearings. Email addresses were gathered from the Arkansas Department of Education website. After the email was sent, six email addresses were returned as not having been delivered. Therefore, new email addresses were located for those recipients and a new email was sent to ensure that the superintendents received the information regarding the public hearing. Copies of the email are provided in Attachment 2.

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

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. The last publication date of the notice was no less than seven days prior to the public meeting.
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
 - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Legal Structure of the Governing Board and Sponsoring Entity

ARCA will be governed by an independent Board of Directors specially trained and supported to serve in this role. The Board will be responsible for negotiating and overseeing all contracted services, including those provided by Connections Academy (a division of Connections Education, collectively referred to as Connections throughout this application), the proposed provider of educational products and services.

ARCA has applied for non-profit 501(c)(3) status to ensure its eligibility to open a public charter school in Arkansas (documentation provided in Attachment 1). The application was received by the IRS on May 30, 2014. The school will conduct its affairs as a governmental entity exempt from federal income taxes under Section 115 of the United States Internal Revenue Code or any successor law.

Dennis Beck, Board President, is currently an Assistant Professor at the University of Arkansas where he has taught Theoretical Foundations of Educational Technology, Grant Writing in Instructional Technology and maintained an active research agenda in the areas of K-12 virtual school leadership, virtual schooling and special education students, and social studies technology integration. He received the 2013 Southeastern Conference Visiting Faculty Travel Grant and the 2011 New Faculty Teaching Excellence Award from the University of Arkansas. He earned his Ph.D. in Curriculum and Instruction, Educational Technology from the University of Florida and a B.S. in Economics from Pennsylvania State University.

Virginia Walden Ford, Board Treasurer, is Executive Director of the Arkansas Parent Network, working to make more educational choices available to Arkansas parents. Virginia was the recipient of the Heritage Foundation's prestigious 2004 Salvatori Prize for American Citizenship, the Black Alliance for Educational Options' (BAEO) 2004 Vision Award and the 2005 Leonard F. DeFiore Parental Choice Advocate Award from the National Catholic Education Association (NCEA) and the 2008 John T. Walton Champions for School Choice Award from the Alliance for School Choice.

Fritz Steiger, Board Secretary, is a consultant and advisor with a focus on management and business development. He just completed a two-year project with his former employer, Walmart, where he headed up an Oral History Project capturing the stories of early pioneers in the company's history. He has also served in the non-profit arena having established several policy organizations including the Texas Public Policy Foundation-a free market think tank, The Justice Foundation-a public interest law firm, Children's Educational Opportunity Foundation-a San Antonio scholarship program for inner-city low income children, and Children First America-a national educational reform foundation. He is a graduate of the University of Arkansas with a B.S. in Agricultural Economics.

Relationship between Board of School and Board of the Sponsoring Entity

The Board of the school (ARCA) is the same as the Board of the sponsoring entity (Arkansas Connections Academy, Inc.). ARCA will be a body corporate and is not a division or part of the Arkansas Department of Education (ADE). The relationship between ARCA and the ADE will be based on the terms of the charter. The Board anticipates having a positive and effective relationship with the ADE and the State Board of Education (SBE).

Board of Directors Roles and Responsibilities

The Board will have all the powers and duties permitted by law to manage the business, property, and affairs of the school and to adopt policies by which the school will be governed. The Board will be responsible for assuring that the school operates according to its charter and applicable law.

ARCA will be a fully autonomous, fully accountable public charter school. The Board will have the tools and resources necessary to ensure that combination of autonomy and accountability. The Board will oversee the charter and use the appropriate access to student performance data (abiding by student data privacy laws and regulations) as well as frequent reporting on school operations and finance to carry out its tasks. The Board will monitor such data closely to ensure that the school is meeting its academic performance goals and remaining operationally effective and fiscally sound. The entire Board will have academic performance as its purview; the Treasurer will serve as first reviewer for fiscal data; and the Board will appoint members to monitor operations issues such as staffing and facilities during both the start-up and implementation phases. The Board will hold its partners and vendors accountable for performance, and will in turn be accountable to the ADE.

The operating structure of ARCA will be similar to that of a traditional educational environment. The Board will oversee and work with the Principal and administrative team who in turn will supervise the teaching staff while implementing the policies and procedures of the Board. The Board will oversee the management of the charter school and be legally accountable for its operations. The Board will set policy and hires contractors, including those providing the school's management, curriculum, technology, and instructional services. Additionally, the Board will be responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill the school's obligations to the ADE and the school's stakeholders. The Board will meet approximately ten times per year in open session to fulfill its duties, and may from time to time create subcommittees or task forces to carry out special tasks.

ARCA's instructional leader will be the Principal, who is selected by the Board and serves at its pleasure but will be employed and supervised by Connections under the guidance of the Board. The Principal will build consensus and inspire teachers to teach, students to learn, and parents to engage in their child's learning while following the mission of the school. The Principal is responsible for the overall school operation working with parents, students, support staff and teachers. The Board evaluates the Principal annually and, based on that evaluation, approves the Principal's compensation. The Board is supported in the evaluation process by a Connections School Leadership Team member, who meets in Executive Session with the Board to facilitate that evaluation. Since the Board hires and evaluates the Principal, and retains the power to fire the Principal, the Board has influence over the Principal.

Policies and procedures for Board Operation, including Board Composition, Member Term Length, and Member Selection

Board Composition

The Board may consist of parents, educators, business and community leaders who are committed to bringing a high-quality, highly accountable online public school to Arkansas. The founding members may recruit additional members to form a diverse and well-balanced Board. The Board will be deemed to be public agents authorized by the State Board of Education to supervise and control the charter school.

The Board will be comprised of no fewer than three and no more than seven voting members. No member of the Board will be an employee or independent contractor or otherwise be compensated by ARCA or its partner, Connections. Upon approval, the Board intends to recruit a parent of an enrolled student to serve on the Board.

Each Board member brings unique skills and expertise to support ARCA and make decisions regarding

operations of the school, including budgeting and curriculum. ARCA will be a statewide school and as such the Board members have community ties across the state. There will be a wide range of expertise on the Board demonstrating the capacity for initial start-up operations and the successful launch of the school for fall 2015.

The officers will be a President, a Treasurer, and a Secretary. All will be voting Board members. Once each new Board member is seated, the members will choose officers in accordance with the Bylaws.

Member Term Length

Members will serve staggered terms of one, two, or three years. At the end of their term, Board Members may renew for a three-year term.

Member Selection

The Board is self-perpetuating with new members selected as membership terms expire. Any member of the greater Arkansas community may seek election to the Board of Directors, with the exception of employees of ARCA, employees of the school's anticipated support partner, Connections, and any person who has been convicted of a felony. The Board anticipates selecting members through an involved review process which includes identifying and interviewing interested candidates to ensure eligibility to serve on the Board and to ensure the person is supportive of the school's mission. During an open meeting, the Board will meet with the candidate as described in the bylaws. The Board members shall be elected at any duly organized meeting of the Board of Directors by a majority of the Directors then in office. Directors shall take office immediately at the annual meeting or other meeting at which they are elected.

Roles and Responsibilities

The Board sets policy and hires contractors, including those providing the management, curriculum, technology, personnel, and instructional services. The Board will be responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill the charter agreement. The Board will:

- Create and monitor the vision/mission of the school.
- Set Board and school policy.
- Govern the operations of the school.
- Oversee, protect, and defend the legal interests of the school.
- Exercise sound legal and ethical practices and policies. The Board will ensure that the school adheres to the same safety, civil rights, and disability rights requirements as are applied to all public schools operating in Arkansas.
- Manage assets, revenue, and liabilities wisely and in compliance with applicable state and federal laws.
- Ensure adequate resources for administration, teachers, and students and manage them effectively.
- Advocate good external relations with the State Board of Education, Office of Charter Schools, community, school districts, media, neighbors, parents, and students.
- Hire contractors, negotiate service agreements, and hold contractors accountable for performance under such agreements.
- Comply with state and federal reporting requirements.
- Practice strategic planning.
- Assess the school's performance.

Members will have the opportunity to attend national conferences such as the annual International Association for K-12 Online Learning's (iNACOL) Virtual School Symposium on blended and online learning and the National Charter School Conference as well as training sessions conducted by groups such as Greater Capacity Consortium and Above Board Training. Training topics will include charter school basics, non-profit management, conflicts of interest, budgeting and financial oversight, effective meetings, policy development, and human resources oversight. Board members will participate in national conferences to network with other charter school board members and further their development as effective board members. Once the charter is approved, the Board expects to attend trainings and meetings as may be appropriate to governing the school.

In addition to the Board, school administrators and staff will support the school. School administrators and staff will be employed by Connections, through the professional services agreement, but serve at the pleasure of the Board. The school will be staffed with the following positions:

- Principal

- Assistant Principals
- Administrative Assistants
- Manager of Special Education
- Manager of Counseling
- Qualified Teachers
- Advisory Teachers/School Counselors
- Special Education Teachers

The school will also be supported by volunteer parents serving as Community Coordinators.

Involving Parents, Staff, Students and Community

Administrators, faculty, parents, students and community members will provide leadership and input in decision-making for the school. The Board will meet approximately ten times per year in open, public session to ensure transparency in operation.

Administrators lead the school, lead the goal setting and improvement planning process, and create a positive education environment conducive to student academic success and teacher professional growth. Administrators ensure compliance with applicable state and federal law and regulations.

Faculty members participate in the leadership of the school through professional learning communities (PLCs) and provide direct feedback and guidance to administrators. Extensive professional development ensures faculty members are familiar with best practices for online instruction and also provides an opportunity for instructors to provide input to the school. Faculty members will be responsible for serving students in Special Education and English Language Learners (ELL) Teachers also influence the curriculum and instruction direction of the school by:

- Collaborating with the Curriculum team to review planning documents.
- Reviewing and providing feedback on unit and lesson content.
- Evaluating lesson/assessment alignment.
- Providing suggestions for Curriculum Based Assessments and LiveLesson session content.

Parents actively participate in the school and the Board. The Board may create ad hoc parent/Learning Coach advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. Parents are also encouraged to be involved with the Board's activities. The schedule and agenda for all Board meetings will be posted to the website. ARCA will make all Board minutes available to families on request and will report on Board activities in the school newsletter. The Board will aim to have at least one member of the Board be the parent of a student. The Board will also have a public comment policy to support parent interaction.

Volunteer parents will also serve as Community Coordinators and develop a vibrant and active school community. In addition to facilitating family get-togethers and formal field trips, the Community Coordinators provide an important communication link between families and the school, ensuring through phone conferences and news updates that school staff are attuned to parent community needs and vice versa. Students will have the opportunity to participate in regular field trips and outings. Field trips will be held throughout the state, so that all students may join. Once students have enrolled, administrators will select field trip locations based on the location of students throughout the state. Field trips may include visits to the Arkansas Arts Center in Little Rock, the Arkansas River Valley Nature Center in Fort Smith, the Garvan Woodland Gardens in Hot Springs, the Heifer Ranch & International Learning Center in Perryville, and the University of Central Arkansas Archives in Conway. <http://www.arkansas.com/kids/parents-teachers/field-trips.aspx>

Community Coordinators and staff will reach out to community-based organizations and businesses to coordinate face-to-face community service and field trip opportunities. ARCA will draw upon the deep and diverse community connections represented on the Board whose members represent business and education entities across the state to ensure that students have multiple opportunities to benefit.

Parental feedback is also an important hallmark of the school's outreach and information sessions in the community. The school will take full advantage of this valuable communication with families to ensure that the

school reflects their unique needs and creative ideas.

Parent satisfaction will be a main focus of the Board. ARCA families will be given an annual opportunity to participate in a thorough parent satisfaction survey, conducted by an independent market research firm and overseen by the Board. The school will aim for at least 90% of families to agree that the curriculum is high quality and that they are satisfied with the educational program and instruction.

Students provide feedback on courses and teachers. Students and parents provide input on an ongoing basis via Connections' StarTrack mechanism for lesson feedback. A StarTrack box invites rating on a five-star scale and an opportunity to provide text feedback on virtually every lesson in the curriculum and on the homepage. The ratings and feedback will be analyzed and used by the school to drive improvements.

Community members are crucial to the planning process of the school, as well as its operation. The Board has actively solicited feedback from the community. The school will take full advantage of valuable community partnerships to ensure that the school reflects unique and creative ideas.

The school will actively seek out community organizations to partner with and provide real connections for students to the community. As part of the planning process for the school, the following community organizations were contacted to see if they would be interested in collaborating:

- Arkansas Hospitality Association
- Northwest Arkansas Council
- William J Clinton Presidential Library
- Pea Ridge National Military Park
- Arkansas Studies Institute
- Janet Huckabee Arkansas River Valley Nature Center
- Fort Smith National Historic Site
- Little Rock Central High School National Historic Site

Information was provided to educate and inform these groups about this unique school model and look for opportunities to work together. The Board plans on continuing these discussions after the school has been approved and identify specific activities in which the school may participate.

- A. (1)** The Board will have final decision-making authority for the school in the areas of finance and purchasing.
(2) and (3) The Principal will have final decision-making authority in the areas of student discipline and hiring and firing of staff, with the advice and recommendations of the Board.
(4) The Board will have final decision-making authority in the hiring and firing of a school Principal.

The Board will govern ARCA independently of Connections (and other support partners) and maintain responsibility for ensuring that the charter school program meets all educational, fiscal and programmatic goals outlined in the charter. The Board, with input and guidance from school leadership, will decide matters related to the operation of the school, including budgeting, curriculum and operating procedures. The Principal will run the day-to-day operations of the school.

The Principal, consulting with the Board and following the school's Board-approved Employee Handbook, will be the final decision maker in employment matters. Connections will ensure that all personnel undergo required background checks before they are employed in the school. The Board will approve pay scales, performance criteria, a performance appraisal system, and disciplinary policies for all employees.

The Board will ensure that the school adheres to the same safety, civil rights, and disability rights requirements as are applied to all public schools operating in Arkansas (with the exception of any waivers that are granted). The Board will also be responsible to ensure that the public as well as students, parents and employees have the ability to communicate appropriately with the Board in keeping with state law and regulation.

The need for new policies may be suggested by parents, the school staff, or others, but development of those policies will be the responsibility of the Board with advice from its counsel. The Board will be well-informed regarding Charter School Law, ADE Policy, and operating policies established by the Charter Office in the Division of Learning Services. Such knowledge is imperative in order for the Board to make appropriate policy

decisions that will affect the operation of the school and the work environment for students and staff.

An employee of ARCA or Connections is not eligible to serve on the Board. The Board is a completely independent entity from Connections. Upon the filing of a Form 1023 Application for 501(c)3 status, the IRS began a rigorous review of the organization in order to make the decision to award tax exempt status to the charter school corporation. ARCA is not related to nor is it a part of a holding company system; it is a non-profit entity controlled and governed by the Board which does not include, and will never include, an employee or former employee of Connections. By conferring this status to the school, the IRS will validate the independence of the school's corporation.

B. The Board plans to partner with Connections to recruit the Principal (the final decision-maker identified in A3) and provide human resource services, including recruiting, to ensure ARCA is staffed by well-trained and effective online learning professionals. Daily management of the school will be the Principal's responsibility while overall governance is the responsibility of the Board. The Board will annually evaluate the Principal based upon performance. Annual performance will be based upon meeting school goals, staff evaluations, and input from Connections based upon their experience interacting with the Principal and supporting other successful online school programs nationwide. The Board will adopt pay scales, performance criteria, a performance appraisal system, and disciplinary policies for the Principal.

C. ARCA will be accountable to the parents. The parents will participate annually in a survey to provide feedback and input to the school. There will also be a parent grievance resolution process to ensure needs are met and issues are addressed.

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

Applicant Response:

Arkansas Connections Academy (ARCA) will offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality online school. ARCA will provide a complete public school experience for students in grades K-12 focusing on the students' academic growth, social and emotional needs, and post-secondary goals. The school will embody multiple hallmarks of excellence: a rigorous curriculum aligned to the Arkansas Curriculum Frameworks, the Common Core State Standards and the Next Generation Science Standards; Arkansas-certified teachers; and an educational management system designed to provide accountability through data collection, analysis, and reporting.

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

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Bentonville Public School District		
District Status	Needs Improvement District		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	89.88%	88.99%	85.9%
Targeted Achievement Gap Group	77.30%	77.59%	77.9%
African American	83.63%	79.99%	75.0%
Hispanic	85.13%	82.33%	83.9%
White/Caucasian	90.39%	90.16%	86.8%
Economically Disadvantaged	80.92%	80.59%	75.8%
English Language Learners/ Limited English Proficient	72.94%	72.87%	92.1%
Students with Disabilities	46.33%	55.35%	76.3%

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Bentonville Public School District	
Campus Name	RE Baker	
Grade Levels	K-4	
Campus Status	Needs Improvement School	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	90.94%	93.52%
Targeted Achievement Gap Group	70.72%	79.29%
African American	N/A	N/A
Hispanic	N/A	N/A
White/Caucasian	91.17%	94.10%
Economically Disadvantaged	84.17%	81.67%
English Language Learners/ Limited English Proficient	N/A	N/A
Students with Disabilities	44.23%	64.11%

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Bentonville Public School District	
Campus Name	Old High Middle School	
Grade Levels	Grades 5 and 6	
Campus Status	Needs Improvement School	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	84.87%	81.41%
Targeted Achievement Gap Group	70.06%	66.73%
African American	84.62%	53.85%
Hispanic	82.58%	78.79%
White/Caucasian	84.72%	82.32%
Economically Disadvantaged	76.19%	70.13%
English Language Learners/ Limited English Proficient	N/A	N/A
Students with Disabilities	30.99%	45.01%

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Bentonville Public School District		
Campus Name	Bentonville High School		
Grade Levels	Grades 9-12		
Campus Status	Needs Improvement School		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	88.88%	91.57%	85.9%
Targeted Achievement Gap Group	71.36%	81.51%	77.9%
African American	78.12%	88.54%	75.0%
Hispanic	N/A	85.71%	83.9%
White/Caucasian	89.94%	93.45%	86.8%
Economically Disadvantaged	76.17%	86.87%	75.8%
English Language Learners/ Limited English Proficient	48.57%	71.33%	92.1%
Students with Disabilities	34.15%	65.07%	76.3%

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

Applicant Response:

Valid, Reliable, and Verifiable Data Substantiate an Educational Need for the Charter

Per the ADE's guidance, we are providing two sets of data for comparison in this application. The first set, provided in the tables herein, pertains to the Bentonville Public School District where the physical teaching/learning center building will be located. In the second, provided in Attachment 14, we provide data for the statewide average.

ARCA will operate as a statewide online public school, meaning its positive impact will not be constrained to just the Bentonville Public School District. As such, in this section of our application, we address the statewide data provided in Attachment 14. We also address the benefits specific to the groups of students in each school district statewide, including Bentonville, who need a flexible and personalized online public school option. In the subsequent section, which asks for a demonstration of need in districts not represented in the previous charts, we consider the statewide benefits provided by ARCA.

ARCA proposes to operate a statewide online school enrolling students in grades K-12 living throughout the state. The school will address an unmet need for students to be educated outside of traditional brick-and-mortar schools, substantiated by the dramatic growth of online charter schools across the country. As indicated by the statewide data, students who are not performing at proficient levels may have outside factors that are making their current settings not the ideal ones for learning (students who are economically disadvantaged, English Language Learners (ELL) and Students with Disabilities. According to Keeping Pace 2013, "State virtual schools operated in 26 states in SY 2012-13, serving 740,000 course enrollments," and "Multi-district fully online schools served an estimated 310,000 students in 30 states in SY 2012-13." (http://kpk12.com/cms/wp-content/uploads/EEG_KP2013-lr.pdf)

It is difficult for a school district to be an optimal fit for the learning needs of each and every student. There are groups of students in each district who have unique circumstances that make an online school the best option, including the following:

- Students in rural communities, spending several hours on a school bus each week, who lack access to public school options. According to the University of Arkansas, 44 percent of Arkansans are classified as rural.

(<http://192.168.1.1:8181/http://www.uaex.edu/publications/pdf/mp511.pdf>)

- Students who are far ahead of or far behind their peers in school, including students at risk of academic failure and those coping with social issues who may particularly benefit from personalized instruction.
- Students who are homebound due to illness or physical or social/emotional disability.
- Students with special learning needs. Arkansas reported in 2013 that 11% of students qualified to receive special education and 7% were Limited English Proficient students. (<https://adesrc.arkansas.gov/ReportCard/View?lea=AR&schoolYear=2013>) As seen previously in the charts, these students significantly lag in proficiency rates.
- Students with family livelihood responsibilities. Almost 60% of Arkansas students participated in the free and reduced lunch (FRL) program in 2011-2012, representing a large population that may need flexibility for the parents' or students' work. (<http://www.arkansased.org/about-ade/fast-facts>) Participation rates in the FRL program are higher in rural areas. This implies students who most need flexibility often have the longest trips to and from school.
- Students pursuing artistic or athletic careers or career development opportunities that require a flexible schedule.

In the 2013-2014 school year, there were 474,995 public school students across Arkansas. <http://www.arkansased.org/about-ade/fast-facts> Most of these students are limited in their options. In the majority of districts, families have extremely limited choice and are assigned to their closest school, regardless of fit. Families in some districts have limited choices based on local charter school availability. Again, depending on space, up to 3,000 Arkansas students are able to enroll in the state's sole full-time online public school option. A choice of a second online school will also push both online public schools to innovate and improve.

As indicated in the statewide data provided in Attachment 14, students who are economically disadvantaged, English Language Learners (ELL) and Students with Disabilities do not perform as well as their peers. Schools supported by Connections demonstrated their high quality in surrounding states, and are the top-performing online schools in neighboring Texas and Louisiana. <http://ritter.tea.state.tx.us/perfreport/account/2013/statelist.pdf>, <http://www.louisianabelieves.com/data/reportcards/2013/> Schools supported by Connections have performed particularly well in two of the most difficult to serve populations as demonstrated previously - economically disadvantaged and students with disabilities. Among all schools supported by Connections, low-income students in nearly 80% of school grades outpace the statewide reading averages for low-income students. Schools supported by Connections also have substantial experience serving students with disabilities. Nationally, these schools serve an average of 9.8% of students with IEPs, with percentages as high as 18% (Commonwealth Connections Academy in Pennsylvania). Reading and other areas where schools supported by Connections meet or exceed state averages are particularly impressive because of the unique student population that attends online schools (usually something in a student's traditional educational experience is not going well for a family to explore alternatives).

There is strong demand in Arkansas for alternatives, and particularly online education. Without any marketing or parental outreach efforts, over 2,400 families have expressed interest in learning more about our program once available. The Board anticipates that a broad range of students from across the state will enroll when information about the school is widely available. ARCA's student population may have an over-representation of students who are struggling academically and students who are academically gifted and prone to dropping out of traditional public schools due to the lack of a tailored program.

By providing opportunities to students who may have otherwise been unsuccessful in their educational goals, ARCA will increase the number of students who have a strong academic foundation and a love of learning. Supporting students at risk of dropping out or not moving onto college or career choices will ultimately positively impact the state's high school graduation rate, postsecondary enrollment, and economic future.

Please view the videos at the following URL for personal stories from online school students attesting to how online schooling helped them succeed and how the flexible schedule helped them to achieve academically while dealing with medical issues or pursuing artistic or athletic careers:

- Tori is a cancer survivor and high school student who has aspirations to become a speech pathologist. <http://www.connectionsacademy.com/our-program/students/tori-hornick.aspx>
- Beau is a high school student who chose to attend an online school to avoid the negative bullying he experienced in his brick-and-mortar school.

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

Applicant Response:

In addition to supporting students in each individual district, ARCA will also meet the needs of students and families statewide. A high-quality online school can leverage excellent teachers and curriculum to meet the needs of students across the state that need this option. Online programs bring new courses, particularly college-level and career/technology education, to students who previously lacked access to these courses, improving educational opportunity across the state.

Full-time online schools bring new educational options to students. ARCA will bring opportunities similar to what is currently provided at a school supported by Connections Academy in Louisiana (LACA). Students have access to:

- Advanced Placement® (AP) courses, including several in STEM subjects such as calculus, statistics, computer science, biology, and environmental science
- Foreign languages, including many Arkansas students are usually not offered such as Chinese, Japanese, German, French, and American Sign Language
- Technology courses, such as Emergent Computer Technology, Engineering Design, and Game Design
- Career/technical courses allowing students to explore future career interest in business, law, criminal justice, medicine, management, and marketing

The ever-expanding course catalogue provided by Connections rivals those of the largest districts and it will be available statewide. Students at schools supported by Connections experienced great success in AP coursework, with 50% of student tests being scored 3 or higher in the 2011-2012 and 2012-2013 school years. Supporting students who lack access to college-prep/career options or are at-risk of dropping out will ultimately positively impact the state's high school graduation rate, postsecondary enrollment, and economic future.

In addition to these courses, ARCA can offer students anywhere in the state dozens of clubs and activities and access to resources that will help prepare them for the global economy they will be living and working in as adults. The personalized approach at ARCA will help students develop critical skills, including independent thinking, problem solving, and collaborating with people in their community and potentially across the globe.

Students will have access to more than 22 clubs and activities through which they can explore interests beyond the classroom, develop leadership skills, and make friends within the school. Clubs and activities include online and in-person meetings. Some of the clubs and activities include:

- **Art Club:** The club sparks students' creativity by exploring art, photography, and graphic design. Students explore the nuances of each medium and have the opportunity to create and share their own creative designs. Optional LiveLesson sessions let students interact with art experts.
- **Chess Club:** Club members learn, socialize, and play in an atmosphere of friendly competition. After completing an online tutorial for either beginner or advanced players, students are matched with competitors of the same skill level and games begin. Students can even play in a national tournament on an exclusive Connections site. The 2013 winner beat the UMBC Grandmaster twice!
- **Environmental Club:** Students work together to learn about and discuss environmental issues at the local, national, and global level. Each week features a project students can work on at home to help the environment. Special guest speakers participate in the club as well, adding breadth to the club.
- **Robotics Club:** The club guides students through the exciting world of robots. Students define what a robot is (and what it is not), study the myths that surround robots, examine how robots are used in movies and stories, and consider how robots assist humans. Experts in the field of robotics help students learn more

about artificial intelligence and what the future holds for humans and machines. A club in a school supported by Connections in Pennsylvania won the state engineering competition for a third year in a row, competing against brick-and-mortar and other virtual schools, and took second place in the national competition, proving that the program is an ideal combination of real-world face-to-face learning and virtual education.

- **Student Leadership and Service Club:** Students take on roles in both leadership and service. The group meets twice a month to discuss service projects and hear from guest speakers active in different aspects of professional leading.
- **Student Newspaper:** The Monitor is the student-managed, student-staffed monthly newspaper. As they work together, students learn about group dynamics, organization strategies, and team building exercises while researching and writing stories on current events, sports, entertainment, and fashion.

In addition to clubs and activities, ARCA will produce monthly newsletters that celebrate student and school successes, showcase student work, provide tips from teachers, and highlight upcoming events. Connections also produces an online yearbook, in which students are encouraged to participate. ARCA will apply for a chapter of the National Honor Society. Of schools supported by Connections nationwide, 19 are members of the National Honor Society and 15 are members of the National Junior Honor Society.

Students who have demonstrated outstanding talent in the performing arts, competitive sports, or math and science will have the opportunity to flourish in the school's proposed Specialty Academies Programs devoted to fostering focused growth. The Specialty Academies Programs will give students the opportunity to network with other students in their fields of interest. The programs will also provide guest speakers, collaborative projects, activities, and competitions to help students excel in their areas of interest.

ARCA will focus on post-secondary plans for high school students. Graduates of schools supported by Connections have been accepted at Hendrix College, the University of Arkansas, Williams Baptist College, Old Dominion University, Savannah College of Art and Design, LaGrange College, Xavier University of Louisiana, the University of Notre Dame, the United States Air Force Academy, Southern Methodist University, the University of Tennessee, and hundreds of other colleges. The counselor will work with post-secondary institutions to arrange college explorations for ARCA students.

All of these features will help students statewide and ensure ARCA does its part to improve state data.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

Innovations Distinguishing ARCA from Other Schools

ARCA's instructional methods, educational philosophy, and program include many unique elements. ARCA anticipates contracting with Connections for specific educational and operational support, always with the oversight and approval of the Board. The Connections' approach includes the following:

- **Assessment Objective Performance Reports (AOPR):** These reports will provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. They identify the objectives students should master by the end of that grade level based upon the Arkansas Curriculum Frameworks, the Common Core State Standards and the Next Generation Science Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.
- **Curriculum-Based Assessments:** The program will use curriculum-based assessments or CBAs, via telephone conversation, as a quick and effective way to gather additional information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts, and verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed.
- **Connexus® Education Management System (EMS):** Connexus will be the platform for organizing and supporting the school's entire educational environment. This proprietary, web-based software 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 will be automatically provided.

- **Intervention Indicators:** Intervention Indicators will be displayed on the teacher home page on Connexus to facilitate teachers' ability to identify which of their students may be in need of an instructional intervention. These indicators are data-driven codes and are the first phase of a multi-phase initiative to facilitate teachers' abilities to ensure that all students learn at high levels of achievement. These codes will be used to identify at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions.
- **Longitudinal Evaluation of Academic Progress (LEAP):** LEAP is a technology-facilitated pre-, mid-, and post-test that will be used for students in grades K-8. The LEAP will provide essential diagnostic information for developing and planning instruction. It will provide an early read on a student's performance on state-mandated tests, and report key accountability data on student progress.
- **Learning Coach:** A parent, extended family member, or similarly qualified adult designated by the parent/guardian will work in person as a Learning Coach with the student under the guidance of the certified teacher. The Learning Coach and student will interact with the teacher via telephone, WebMail message, LiveLesson sessions, and in-person meetings. The school will provide a unique login and ongoing training to help the Learning Coach carry out this important role while making optimal use of the available technology tools and professional teacher support.
- **LiveLesson® Session:** A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with individual or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect™.
- **Multi-tiered Intervention:** The school will employ a multi-tiered intervention model so that every student has access to the resources they need to be successful: Tier 1 - Core Instructional Program; Tier 2 - Supplemental Programs and Supports; Tier 3 - Alternative Support Programs. Student Support Teams will meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.
- **Personalized Performance Learning™ (PPL):** This instructional process creates a unique learning experience for each student. During enrollment, Academic Placement Advisors and School Counselors will review students' past records and performance to properly place them in courses. A Personalized Learning Plan (PLP) will then be developed collaboratively by the teacher, Learning Coach, and student to maximize achievement and to tailor curriculum and instruction. Throughout the year, teachers will monitor students' progress and adjust their learning programs to focus on areas where students need to improve and areas in which they can build on their strengths.
- **Progression Plan:** A Progression Plan, automated in Connexus, will define and track requirements that must be accomplished to meet a goal. Teachers and counselors will use four-year academic, progression plans for students to ensure they are on target for graduation and for meeting their college and career goals. In the future, progression plans will also be used to track speech therapy goals or completion of courses in middle school.
- **SSTAIR™:** This instructional model deeply links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting standardized test performance. The SSTAIR program targets Essential Skills/Standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and then tracks students' response to the implemented interventions by skill/standard. SSTAIR is an acronym for Skills, Standards, Assessment, Intervention, and Response.
- **StarTrack™:** This integrated rating system allows every student, Learning Coach, and teacher to rate each lesson in which they engage from a low of one star to a high of five stars and give detailed feedback.
- **Student Status/Escalation Process:** The school will track and report ongoing student progress based on the objective numeric data generated by Connexus. Staff members will analyze attendance, participation, performance, assessment submissions, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in statuses other than "On -Track" in order to ensure students continue to gain the full benefits of this educational option and are being educated appropriately through this unique school choice.
- **Teachlet® Tutorials:** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, and are incorporated into most lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.
- **WebMail:** This proprietary email system is securely located within Connexus. Students, Learning Coaches,

and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

Students learn best in a safe, positive environment in which they are respected, accepted, valued and nurtured as unique individuals and challenged to achieve their full potential. In addition, students succeed academically when the instruction is tailored to their unique needs and when they are supported by adults who are committed to their success. The centerpiece of instruction at ARCA will be the Personalized Learning Plan (PLP), which provides for individualized instruction tailored to the learning needs of each student. The PLP is an extensive document developed at the beginning of the school year by the Arkansas-certified program teacher in consultation with the student and the student's Learning Coach.

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

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

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Proficiency: Official published state test proficiency rates for school will meet or exceed state average	Arkansas Criterion-Referenced Assessments	0.85 ratio of school results to state average across all tested subject-grade levels. Ratio calculated for each	End of School Years 2- 5
		subject-grade, and overall average weighted by number of each test taken by students at the school.	
Growth: Students returning in grades 4-8 will demonstrate proficiency or improvement from below basic to basic in	Arkansas Criterion-Referenced Assessments for literacy and mathematics, Grades 4-8	70% of reading and math tests taken by students returning in grades 4-8 will result in proficient scores or	School Years 3-5
reading and math		in improvement from below basic to basic scores.	

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

Applicant Response:

Clear, Measurable, and Attainable Goals in Reading and Mathematics

As shown in the previous table, ARCA will have very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several academic and non-academic measures.

Attaining the Goals Demonstrate that ARCA is Meeting the Identified Educational Need and Fulfilling its Mission

By attaining these goals the school will fulfill its mission of offering students throughout the state access to a quality education. Reaching these goals will allow ARCA to support a complete public school experience for students in grades K-12 focusing on the students' academic growth, social and emotional needs, and post-secondary goals.

The school administration will use Connexus, the propriety Education Management System (EMS) provided by Connections to closely monitor the school's overall success and ensure students are on track for success on the state assessments. The Principal, in collaboration with ARCA staff and the Connections administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous improvement. The Board will approve these school goals and the performance of the Principal and staff is evaluated in part by using the school goals.

As a public school, ARCA will measure and report the academic achievement of all students annually, as well as ongoing progress and performance of cohorts and the school as a whole. ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing. Results of these assessments will be reported through the ADE. In addition, state assessment data is logged in Connexus to complete a data snapshot of student academic performance. The Board and school leadership will also include the results of the state-mandated testing in the evaluation of the school's overall performance.

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices will follow a traditional model. Teachers will have primary responsibility for administering assessments and providing feedback to administrators. The school Principal will oversee the assessment program and work with education specialists in evaluating and making recommendations for changes. The Board will have ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and Board-approved school policy.

Valid and Reliable Assessment Tools to Measure Goals

Periodic Progress Reports and External Evaluations: The school will account for its progress against its student performance measures to all stakeholders, including parents/guardians, the ADE, and the community periodically. In addition, the Board may contract with an outside evaluator (such as a college or university) to assess the school's overall performance against its mission on a longer-term basis.

Annual Goal Report: At least once annually, the school will account for its progress against student performance measures to the Board for presentation at a public board meeting.

All Required Reports: Connexus is fully customizable to meet district, county, and state reporting needs in the form best suited for integration with existing information systems.

Ongoing Communication with Learning Coaches: At ARCA, communication with parents and Learning Coaches will be frequent and purposeful throughout the school year and communicate formative and summative progress. Communication will serve three main objectives: to help the teacher monitor the student's progress, to keep parents "in the loop" with current school happenings, and to help ARCA grow and improve from parent

feedback. Scheduled phone calls, LiveLesson sessions, and face-to-face meetings will all be used to help teachers gauge student's mastery of concepts and to determine appropriate instructional recommendations. The student's teacher will conduct follow-up conversations by parent-teacher/teacher-student conferences, at least on a weekly basis using WebMail messages, LiveLesson sessions, feedback when grading, Message Board postings, phone conversations, and/or face-to-face interactions.

Assessment Approach

In keeping with the school's mission and overall educational priorities, ARCA will utilize ongoing online and offline assessments to measure student progress and a technology-based assessment tool to measure student gains over the school year. The Board understands and will ensure the school will comply with the statewide system of assessment and accountability and the assessment requirements applicable to all Arkansas public schools.

The following paragraphs describe the specific assessments ARCA will use to evaluate the progress of students and cohorts over time as well as the school as a whole.

Each student will be assigned an Advisory Teacher/School Counselor who, in collaboration with the Learning Coach, develops a PLP for each student and closely tracks their overall academic progress. Student academic progress will be tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material. They will also track other parameters of student success, such as attendance and participation.

Assessment Objective Performance Reports (AOPR): This report provides real-time student performance data on essential skills and standards based upon individual math and language arts assessment items. The report will identify the objectives students should master by the end of that grade level based upon the Arkansas Curriculum Frameworks and the Common Core State Standards and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

Placement: Prior to the beginning of the academic year (or the student enrollment date when later), each new student will take part in a placement process that includes review of previous school records and state assessment results, review with parents, and use of placement tests as needed. Academic Placement Advisors and School Counselors then determine a grade-level and/or course placement in consultation with parents/guardians using state-specific information such as progression plans and graduation requirements.

Yearly Progress: LEAP (for students in grades K-8) provides essential diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on state-mandated tests, and reports key accountability data on progress throughout the academic year. The school will use Scantron for students in grades 9-11 for pre-, mid-, and post-tests.

Ongoing Informal Assessments: Students will engage in several formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding requiring students to apply and integrate new skills in a thoughtful manner, and regular online quizzes and tests to measure understanding of newly presented material.

Unit Assessments and Offline and Online Portfolio Assignments: Throughout each logical unit of study, students are required to complete a series of offline and online assessments. Offline assessments include written compositions, science lab reports, short-answer questions and essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and a unit test. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback, while offline assessments provide valuable reflection, feedback, and expertise from certified teachers. Student progress reports and grades will include a combination of quizzes, tests, work samples, and teacher feedback.

Curriculum-Based Assessments: The school will use curriculum-based assessments (CBA) as a quick and

effective way to gather additional information on students' understanding of concepts, through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher.

Baseline Achievement Data: Whenever possible, state standardized test results will be integrated into an incoming student's basic information in Connexus. Likewise, results for state standardized tests that students take while enrolled at ARCA, which are proctored face-to-face at a physical location, will be included in Connexus, along with internal pre-, mid-, and post-test data. This data will be used to track student progress from year to year and within the year, and to inform course placement and instructional needs of students.

Response to Intervention: Data is used throughout the school year to implement, for all students, a Response to Intervention model. Students who are struggling with the curriculum are identified by teachers and assigned Tier 1 (adaptions) and Tier 2 (supplements) interventions. This process is facilitated by Connexus which uses data to help identify students' intervention needs. A teacher's Home Page shows, for each student, an icon indicating if interventions have been identified and if they have been assigned. The teacher can use his or her professional judgment to override these indicators and log the decision and rationale within Connexus. Also, the school has a Student Support Team (SST) and an on-going process of identifying student intervention needs, assigning those interventions, tracking their success, and escalating, if necessary, from Tier 1 to Tier 2 and ultimately Tier 3 (alternative placement, most of which involve an IEP). All efforts are made to meet each student's needs within the general education program.

6. Describe the educational program to be offered by the charter school

Applicant Response:

Grade Levels and Maximum Enrollment, by Year

ARCA anticipates enrolling 1,000 students in grades K-12 in Year 1; 2,000 students in Year 2; and 3,000 students in Year 3.

Educational Program

ARCA's instructional model (high-quality teaching, individualized instruction, and parental involvement) has been directly correlated to top student achievement. The individualized focus of an online school, along with the one-on-one learning environment, often has a positive impact on students' ability to succeed. Online education allows flexible class sizes since classroom management, distractions, and other factors are not an issue in an online classroom. The individualization of the Personalized Learning Plan (PLP), the use of technology, and the design of the curriculum creates the ability to assign class loads based upon desired student outcomes, interaction requirements, and course design.

High-quality Teaching: ARCA will employ highly qualified teachers, as required by law, who are trained in online delivery and individualized instruction. Teachers will teach students, evaluate assignments and work products, provide instructional assistance, assign and score assessments activities, and provide feedback on the student's performance. They also grade students in each subject and make promotion or retention decisions. Depending on the needs of the learner, teacher contact with the student varies and may be as frequent as several times a day.

In his landmark study correlating test data with teacher quality, Harold Wenglinsky Wenglinsky, Harold, How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality, Educational Testing Service, 2000. of the Educational Testing Service showed a direct link between good teaching and higher test scores. While past research on the impact of good teaching occurred before online schools were available as study sites, more recent research focusing specifically on online learning echoes the critical importance of teacher quality.

In April 2009, John Watson and Butch Gemin on behalf of the International Association for K-12 Online Learning (iNACOL) published the *Management and Operations of Online Programs* as part of the series Promising

Practices in Online Learning. The authors noted, "Most programs agree that new online teachers must 1) put their role as a facilitator of student learning above other aspects of teaching, 2) have the ability to adapt and manage change, 3) have a high level of content mastery, and 4) be ready to make the shift to online instruction. Watson, J. and Gemin, B., (April 2009) Promising Practices in Online Learning: Management and Operations of Online Programs: Ensuring Quality and Accountability. Evergreen Consulting Associates, iNACOL (http://www.inacol.org/research/promisingpractices/iNACOL_PP_MgmtOp_042309.pdf)

For example, 2005's *A Synthesis of New Research on K-12 Online Learning* NCREL Synthesis of New Research on K-12 Online Learning, 2005, North Central Regional Education Laboratory/Learning Point Associates. (www.ncrel.org/tech/synthesis) shows that the unique ability of an online teacher to communicate one-on-one with students and offer personalized feedback is key to student success in virtual learning environments.

Individualized Instruction: Students will work with rigorous curriculum aligned to not only the Arkansas Curriculum Frameworks but also the Common Core State Standards. Instruction is customized to best fit individual needs. Instruction focuses on the individual student and learning and frequent formative assessments and teacher-directed curriculum-based assessments. Students, parents, and teachers use accurate and timely data allowing students' academic growth to be tracked over time. Individualizing instruction allows for multiple pathways for achievement. Teachers work with students individually on their PLP maximizing their potential by challenging academic strengths and diagnosing and addressing academic weaknesses. Teachers tap into a wide array of resources and modify lessons as needed for each student.

Students clearly benefit from instruction that is individualized in terms of pace, content, sequence, and style. According to Michael Abell's article, "Individualizing Learning Using Intelligent Technology and Universally Designed Curriculum," published in the *Journal of Technology, Learning, and Assessment*, "A learning environment such as this should emulate the unique learning style of the individual student." Abell, M. (2006). Individualizing learning using intelligent technology and universally designed curriculum. *Journal of Technology, Learning, and Assessment*, 5(3). Retrieved [date] from (<http://www.jtla.org>)

In their 2010 article, "Learning Styles in the Age of Differentiated Instruction," authors Timothy Landrum and Kimberly McDuffie note, "Matching the skills and strengths children bring to bear with their life, vocational, and independent living goals provides a framework for planning an instructional program... To summarize, instruction is individualized when (a) it is planned in a way that builds on what individual students currently know and can do and targets meaningful goals regarding what they need to learn next; and (b) accommodations and modifications to teaching and testing routines are made in order to provide students with full and meaningful access to the content they need to learn." Timothy J. Landrum & Kimberly A. McDuffie (2010): Learning Styles in the Age of Differentiated Instruction, *Exceptionality: A Special Education Journal*, 18:1, 6-17 (<http://dx.doi.org/10.1080/09362830903462441>)

Dorraine Fenner, Sueha Kayyal Mansour, and Natalie Sydor noted in their 2010 *Action Research Project* submitted to the Graduate Faculty of the School of Education at Saint Xavier University in Chicago that, "Applying differentiation to leveled learners allowed students to grow academically... Using modified activities according to their own learning style allowed students to progress. Differentiation provided students with different options, which allowed students to improve. Students enjoyed the amount of control they were given pertaining to the assignment... Differentiated assignments allowed students to grow academically according to their ability level." Fenner, D., Mansour, S., and Sydor, N. (2010). The Effects of Differentiation and Motivation on Students Performance. School of Education at Saint Xavier University, Chicago IL

Parent Involvement: A parent, or another caring adult, will serve as a Learning Coach and play an active role in the learning process by providing input and communicating regularly with teachers. Regular feedback through surveys and the StarTrack system encourages summative and formative feedback for the learning process and the program. Training will also be provided to parents to ensure that they have the necessary tools and supports to be successful Learning Coaches.

Decades of research show that parent participation in education is very closely related to student achievement. Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1, 1-22. In an article published in 2010, titled "Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis," in the *Journal of Prevention & Intervention in*

the Community, authors David R. Topor , Susan P. Keane , Terri L. Shelton, and Susan D. Calkins noted that, "Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence." Topor, David R., Keane, Susan P., Shelton, Terri L., & Calkins, Susan D. (2010). Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis, *Journal of Prevention & Intervention in the Community*, 38:3, 183-197 (<http://dx.doi.org/10.1080/10852352.2010.486297>)

Carrie A. Semke and Susan M. Sheridan researched the effects of parental involvement on student academic achievement in their working paper published in 2011, *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature*, and found, "Parental participation and cooperation in their child's educational affairs is related to several outcomes deemed important in educational arenas: increased student achievement and academic performance, stronger self-regulatory skills, fewer discipline problems, better study habits, more positive attitudes toward school, improved homework habits and work orientation, and higher educational aspirations (Aeby, Thyer, & Carpenter- Aeby, 1999; Galloway & Sheridan, 1994; Grolnick & Slowiaczek, 1994; Ma, 1999; Masten & Coatsworth, 1998; Trusty, 1999)." Semke C. A., & Sheridan, S. M. (2011). *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature* (R2Ed Working Paper No. 2011-1). Retrieved from the National Center for Research on Rural Education website: (<http://r2ed.unl.edu>)

There are multiple ways for parents to be involved in education. A Stanford study points out one avenue of parent involvement and its impact. The study found that using parents as tutors brought significant and immediate changes in student's I.Q. scores. Another study showed that parental involvement increased students' motivation to learn including school engagement, goal achievement, and even motivation to read. Gonzalez-DeHass, A. R., Willems , P. P., & Doan Holbein, M. F. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17, 2, 99- 123.

Ample Resources to Ensure that Students Achieve Academic Goals and Excel Research-based Curriculum

The proposed research-based American Psychological Association's Learner-Centered Psychological Principles: A Framework for School Reform and Redesign (<http://www.apa.org/ed/governance/bea/learner-centered.pdf>) curriculum fosters breadth and depth of understanding in subject areas. The content is aligned to the Arkansas Curriculum Frameworks, the Common Core State Standards and the Next Generation of Science Standards. The curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials. Content and assessments are accurate and unbiased. The content is appropriate for the learner (age, ability, background, reading level, style). The curriculum includes opportunities for developing problem-solving and critical thinking skills and real-world applications, collaboration and independent study, and developing oral and written communication skills. The curriculum promotes active learning through interactive elements in each course (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on.

Specialty Academy Programs

Connections offers three different specialty programs with a focus on sports, the visual and performing arts, and science and technology. These specialty academies are virtually facilitated programs designed for enrolled middle and high school students who are actively involved in competitive sports, the visual and performing arts, or advanced STEM coursework (science, technology, engineering, and mathematics). These programs provide students in grades 6-12 the opportunity to network with other students in their fields of interest, meet engaging guest speakers, and take part in projects and competitions to help students excel in their areas of interest.

Juilliard eLearning

Connections and the Juilliard School of Music recently launched a new partnership. Juilliard eLearning is the world-famous conservatory's first-ever group of online courses, presenting an exciting new option for teaching music and related courses for students in elementary, middle, and high school. The curriculum is constructed around and aligned to national standards, and was designed and developed in partnership with members of the Juilliard staff and alumni. Lessons provide student with a strong foundation in music theory and composition, while interactive multimedia tools, demonstrations, recordings, and video performances help students immerse

fully in music.

LiveLesson Sessions and Teachlet Tutorials: LiveLesson sessions allow teachers and students to interact with one another in real time in an online classroom. Teachers will use the LiveLesson session tool as needed to convene groups of students together to focus on particular learning topics, and may also use LiveLesson sessions for independent student work groups to collaborate on activities, via voice over IP, chat, electronic whiteboard, and shared web surfing. Threaded discussions on course-based message boards are also used as appropriate by grade level to provide important opportunities for collaboration and interaction among students.

Teachlet tutorials increase the effectiveness of the instructional model. Teachlet tutorials, highly interactive, asynchronous tutorials, are incorporated into most lessons and provide students a dynamic, fun, and engaging way to learn the concepts they need to complete the lesson. They incorporate graphics, video, and audio to show students the concepts and ideas they will need to complete the lessons. In addition, the high school courses will incorporate graded asynchronous online discussions, which are required for all students. These discussions provide important opportunities for collaboration and interaction among students, increase writing skills, and provide opportunities for a “real-world” audience.

Accreditation: Connections Education (of which Connections Academy is a division) is accredited by AdvancED. Accrediting agency serving 27,000 public and private school districts (<http://www.advanc-ed.org/>). In addition, in an effort to ensure transferability of credits, ARCA will, within the first two to three years of operation, apply for accreditation through the Southern Association of Colleges and School Council on Accreditation and School Improvement (SACS CAS) similar to other school supported by Connections in South Carolina, Georgia, Louisiana, Oklahoma, Texas, and Florida. Also, high school AP courses are approved by the College Board, and many high school core and elective courses are approved for use towards initial eligibility by the National Collegiate Athletic Association (NCAA) Eligibility Center. ([http://www.connectionsacademy.com/Libraries/PDFs/NCAA Approved Course List.pdf](http://www.connectionsacademy.com/Libraries/PDFs/NCAA%20Approved%20Course%20List.pdf))

Accessibility: ARCA will provide equal opportunity and treatment, and make accommodations or modifications to avoid disability-biased discrimination. ARCA will abide by federal regulations found in IDEA as well as Sections 504 and 508 of the Rehabilitation Act.

Length of School Day and School Year: ARCA will follow a traditional school year calendar that includes 180 school days (currently exceeding Arkansas requirements) during which instruction is provided by school staff with 200 work days for teachers. The Board will approve the school calendar annually. ARCA will observe any special observance days as required by state law. To support the mission of an online school, the school calendar may be extended to allow families more flexibility in completing work, or to provide extra learning time for students who are at risk (generally not by more than two weeks). Although there is flexibility in an online school program regarding when instruction occurs, students are still expected to follow the school calendar.

The calendar includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days). Student learning may continue during any days when the school is closed as student's still have access to their online course, learning content, and personalized learning plan. ARCA is requesting a waiver from Standards for Accreditation 10.01.4 Required Time for Instruction. Students in an online school are able to work on their own schedules. 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. A school calendar and typical student schedule for the 2015-2016 school year are provided in Attachments 4 and 5.

The instructional time commitment required of students is comparable to that of a traditional school day. Since online school learners will not face the distractions and interruptions of a typical school setting - from lining up in the hallway to waiting out the teacher's handling of disruptive peers - students often use their learning time much more efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting will be an integral part of the learning day at ARCA; the application of discrete skills, extended projects, and remedial and enrichment activities will be part of the daily routine for students and their Learning Coaches. Activities vary based upon student needs, coursework, and personal schedules. Learning is integrated within individual activities as well as LiveLesson sessions and phone calls with teachers. Learning can occur when students learn best.

For teachers, the school day is not limited to certain hours for start and end times. However, the teaching staff will be available during the hours of operation, typically 8:00 a.m. - 4:00 p.m. Teachers will work primarily from a teacher center. Teachers collaborate to share ideas, information, and teaching techniques with the families who are always welcome to visit.

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

Applicant Response:

Through its use of the Connections' curriculum and instructional design, ARCA will be aligned with leading research and national standards on effective online course development and instruction (National Standards for Quality Online Courses). All courses are backward designed and aligned to state standards, including Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) as appropriate. The research underscores the importance of integration of tools for student-to-teacher and student-to-student interaction and the central role of highly qualified, specially trained professional teachers. Smith, Rosina, Clark, Tom, and Blomeyer, Robert, *A Synthesis of New Research on K-12 Online Learning*, Learning Point Associates/North Central Regional Educational Laboratory; Naperville, IL; 2005. In addition, the school will follow the National Standards for Quality Online Teaching which focus on teacher use of assessments, data, and ongoing communication to bring out the best in each unique online learner. The National Standards for Quality Online Teaching, International Association for K-12 Online Learning (iNACOL), (http://www.inacol.org/cms/wp-content/uploads/2013/02/iNACOL_TeachingStandardsv2.pdf , 2011). The proposed curriculum and instructional design accommodate the range of learning styles and is designed for individualized pacing, balanced with optimal interaction. The rigorous program includes both fundamental skills and higher-order thinking, which together prepare students for further education as well as lifelong, independent learning.

Curriculum Development Approach - Each course in the curriculum is mapped to the Common Core State Standards and/or the Arkansas Curriculum Frameworks. With these standards in mind, the Connections curriculum development team employs 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 their 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.

Connections utilizes ADDIE, a five-phase curriculum development framework consisting of Analysis, Design, Development, Implementation, and Evaluation, to guide and inform curriculum development and maintenance. Each step has an outcome that feeds into the next step in the sequence.

- *Analysis* - During analysis, the curriculum team identifies the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. This step also considers the learning environment, any constraints, the delivery options, and the timeline for the project.
- *Design* - During this systematic process of specifying learning objectives, detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface, and content are determined.
- *Development* - In this step, production and actual creation of the content, assessments, and learning materials based on the Design phase occurs.
- *Implementation* - During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated.
- *Evaluation* - This phase consists of (1) formative and (2) summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.

These key principles are reflected in a consistent instructional design for all courses, allowing for ease of use by students and Learning Coaches.

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

A) Guidance program;

Applicant Response:

The guidance program will serve all students and will be delivered by a certified school counselor (or counselors), with the support of the national director of counseling from Connections. This program will be contracted through the professional services agreement with Connections. The counseling program will offer individual and group counseling, as needed, and will focus on academic development, personal and social growth and college and career readiness activities through a variety of communication tools (LiveLesson sessions, phone, Message Boards, Virtual Library, newsletters and face-to-face events). The counseling team will communicate with students and parents to ensure postsecondary plans are established, and students are following through on actions which will help them to realize their post-graduation goals.

High school students will have access to the national counseling LiveLesson session program, which delivers weekly guidance curriculum lessons, and national college admissions sessions throughout the school year. In addition, students will be encouraged to enroll in College Planning (grades 9-12) and Career Explorations (grades 6-12) clubs, which include regular LiveLesson sessions with a College counselor. ARCA will also offer Student Development courses (for example: Career Exploration, College Prep with SAT/ACT, Critical Thinking and Study Skills, Life Management Skills, and Internship and Work Study).

The counselor will also plan additional sessions for students which will address Arkansas-specific student needs. The counselor will be a resource to students, families and school staff in ensuring that all students are safe. She or he will ensure all school staff are trained on student distress protocols. Additionally, she or he will actively seek resources in the communities which families may need to address the personal and social needs of the child. Connections bases counseling programs on the American School Counselor Association framework, encouraging membership for all professional school counselors, and abiding by their legal and ethical standards of practice.

B) Health services;

Applicant Response:

The health services program will serve all students.

Nurse

ARCA is applying for a waiver from 6-18-706. Should the waiver not be approved, ARCA will contract with a qualified nurse to support the students.

ARCA is applying for a waiver from 6-18-1501 et seq. for mandated eye and vision requirements. If required, ARCA will contract with local vision providers for health screenings and to provide students with services. These providers will be engaged at reduced or no cost to the families.

Physical Education

This program will be contracted through the professional services agreement with Connections. ARCA will ensure students participate in a planned physical education program designed to optimize their physical, mental, emotional, and social development. Teachers will encourage students to engage in a variety of physical activities and sports they enjoy and could pursue throughout their lives. The physical education program supports state standards and aims to accomplish the following goals:

- Maintain physical, social, and emotional health in students by practicing healthy behaviors and goal setting
- Engage students in a physically active lifestyle
- Be age and developmentally appropriate and taught at each grade level
- Focus on the acquisition of important personal, interpersonal, and life skills
- Be coordinated and managed by an education professional

- Engage parents and community members
- Be periodically reviewed, evaluated, updated, and improved

To ensure students utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle and apply health-related and skill-related fitness concepts and skills, students will be enrolled in a comprehensive, sequential physical education program that includes:

- The Presidential Fitness Challenge.
- Health, safety, and physical education in all grades (unless otherwise specified by state requirements and/or students' educational plans).
- Grade K-8 physical education courses integrating: Connections Physical Fitness Program, the Personal Fitness Program, and Yoga. The courses provide students the option to start with one program and choose another as they proceed through the course or to participate in the same program throughout the course. Course content generally includes nutrition guidelines and tips for leading a healthy lifestyle.
- High School core and elective courses in physical education, personal fitness, and health fitness and nutrition, and include an optional yoga component.

Completion of physical education lessons will be monitored through Connexus' escalation system to ensure participation, lesson completion and on-track performance in accordance with predetermined metrics. Teachers will monitor students' participation and performance using the escalation system, the school's Grade Book, and Curriculum-Based Assessments. To track students' day-to-day physical activities and ensure participation, Connections developed a proprietary "Activity Tracker" tool that enables students to personalize an electronic log to track activity type, duration, and frequency, such as jogging, aerobic training, flexibility training, yoga, etc. The activity type and time requirements will be auto-populated by grade and state requirements. Students will export the data to their teacher, and the data will be used to verify that students have engaged in physical fitness activities and have met the requirements.

C) Media center;

Applicant Response:

ARCA is applying for a waiver from 6-25-101 et seq. Should the waiver not be approved, ARCA will hire or contract with the required trained and certified library media services program personnel and administer a library media services program as specified in 6-25-103. The media center will be available for use by all students.

This program will be contracted through the professional services agreement with Connections. Extensive educational media resources will be available online via the Internet to online school students including the Connections' Virtual Library. While some hard copy resource materials will be housed at the teaching/learning center, the school will not provide a traditional brick-and-mortar library or media center for students. All resources will be provided online with guidance on how to utilize online resources provided by teachers.

D) Special education;

Applicant Response:

The Board anticipates contracting this program to Connections. ARCA will, through its policies and procedures, comply with all applicable requirements of IDEA, 20 U.S.C. 1400 et. seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). ARCA will also comply with Arkansas Procedural Requirements and Program Standards and provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, and planning educational programs, and placement in accordance with state and federal regulations.

ARCA is committed to serving all students with disabilities, including currently or newly identified students with disabilities. There are many similarities and differences between the approach to special education in an online school and that of a traditional school. Enrollment of students with disabilities, as well as types of disabilities, in online schools is similar to that of students with disabilities within the state, both in numbers and in the

disabilities served.

ARCA will comply with all state and federal policies regarding enrollment of special education students. After submitting the initial application to the school, all families will be asked if their child has had an IEP within the last three years and if that IEP is currently active. The Manager of Special Education will review the student's special education documentation (IEP and Evaluation Report) and recommend course placement, and upon enrollment, ARCA will provide services in the online setting comparable to those in the IEP from the previous district. Special education staff will work closely with the general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum in the Least Restrictive Environment. To support enrolled students with IEPs, the school will:

- Conduct IEP team meetings, including the parents, for all new students to adopt or amend the IEP, or conduct an Annual Review. Prior Written Notice detailing the decisions of the IEP team will be provided to parents along with Parental Rights.
- Hold annual reviews of the IEP, including reviewing progress within the existing IEP, reevaluating whether the student is benefiting from the program, and creating new IEP goals. A full continuum of special education and related services will be provided, including but not limited to assistive technology and accessibility tools. Program adjustments will be made based on student performance at ARCA.
- Conduct triennial evaluations, or more frequent as appropriate, or, if no new data is needed, conduct a review of the records.

Training is provided throughout the year for the Manager of Special Education and teachers. A Connections mentor with experience in online implementation of special education and corresponding regulations will be assigned to ARCA. Connections will provide extensive training for the entire school leadership team regarding the identification of students suspected of having a disability, and types of services available for all students with disabilities. To identify students entering without prior special education identification, the Principal and general and special education staff will regularly review teacher observations, assessment results, and other data to identify any possible special education needs among students, together with the Connections Student Services Team. Parents will provide input.

Section 504 Eligible Students: Section 504 of the Rehabilitation Act of 1973, commonly referred to as §504, is a statute designed to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those of non-disabled students. An eligible student under §504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. §504 plans are typically written for students who are not receiving services under IDEA but who require accommodations and modification to their instructional program. §504 plans may also be written for students who need modified instructional materials or assistive technology due to their disability. Preexisting §504 plans will remain in place for new students and will be updated periodically. School personnel will be alert for and will identify §504-eligible students and will complete a §504 plan for each identified eligible student.

E) Transportation;

Applicant Response:

ARCA is applying for a waiver from 6-19-101 et seq.

As ARCA will be an online school serving students throughout Arkansas, routine transportation will not be necessary. Students will not require transportation services for regular school activities which will occur primarily in their homes and immediate vicinities. The only mandatory school events that may require students to report somewhere other than their home or immediate neighborhood will be: a) special orientation sessions, and b) state standardized tests, which students will take at proctored locations.

As a statewide online school, ARCA's obligation to provide transportation services will be limited to those students whose IEP and/or 504 Plan requires services to be provided that are typically provided outside the home. ARCA will utilize three options for providing students with access to these services.

1. ARCA will compensate a service provider to provide services in the student's home whenever possible.
2. For parents who prefer students to receive services outside the home, or when a service provider is not available to provide services inside the home, ARCA will provide mileage reimbursement to parents who are

available to transport the student.

3. In all other circumstances, ARCA will contract with one or more third party transportation providers at no cost to the student or caretaker to transport the student to the service provider location.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

ARCA is applying for a waiver from 6-48-101 et seq.

The Board intends to contract this program to Connections through the professional services agreement. ARCA will provide academic support, student success plans, interventions, and counseling to students who are experiencing academic, social or emotional issues, to help the students make continued progress in the students' educational pathway and achievement. ARCA will assist students with achieving their highest potential through flexible educational experiences designed to enhance students' academic growth and foster life-long learning. Highly qualified instructors will deliver rigorous curriculum and innovative strategies in a non-traditional setting through the use of technology. ARCA will assess student learning with continuous assessments and will use data to address students' specific needs. Furthermore, ARCA will strive to eliminate barriers for students and will provide interlocking structured academic and behavioral Response to Intervention (RTI) supports. Moreover, ARCA will provide performance-based education for students to move at their own pace. Credit recovery courses, dual-enrollment, flexible scheduling, intervention classes, and college and career classes will be available as the school grows. Students will have access to a school counselor and other services based on their needs. Should a student need a more restrictive placement, ARCA will work with the student's local district to find an appropriate alternative placement.

G) English Language Learner (ELL) instruction

Applicant Response:

This program will be contracted with Connections. ARCA will establish a Language Assessment Committee to ensure that all English Language Learner (ELL) students are identified, served, assessed, and exited from services. In hiring the staff, consideration will be given to selecting ESOL/TESOL certified leaders and teachers. ELL roles will be distributed to those staff with proper certification. The committee (consisting of a teacher with proper ELL certification, content teachers, and an administrator) and the education of all ELL students will be overseen by an ELL-endorsed teacher. Administrators and teachers will understand state and federal requirements regarding identifying and educating ELL students. As part of its contract with Connections, staff will have access to experts in special education who will support the school and its efforts to identify and educate ELL students.

All incoming families will be required to fill out a Home Language Survey (HLS), which will be retained in the student's record. If the parents list a language other than English on the HLS, students will be flagged. These students' records will be reviewed to determine the need for further language testing to identify their specific level of English proficiency. If a newly enrolled student has transferred from another district within Arkansas or a state that uses Language Assessment Scale (LAS)/English Language Development Assessment (ELDA), he or she may have already participated in the yearly language proficiency assessment (ELDA). If the ELDA test was administered within the last calendar year, the ELL Lead will use those test results to determine the student's English language proficiency. If none of the student's records indicate former LAS or ELDA testing, a trained test administrator will administer the LAS. The results of the LAS will determine whether the student will or will not be identified as an ELL student. Once identified as an English Language Learner, the student will be placed in a Sheltered English Instruction (SEI) program. This program includes English as a Second Language (ESL) Classes and Sheltered Content Classes. ELL services also include supplementary instructional support software and progress monitoring.

The ESL classes will be provided via LiveLesson sessions by an Arkansas ELL-endorsed teacher. Instruction will be aligned to standards and based on scientific research for English Language acquisition. The targeted and individualized instructional support provided in the LiveLesson sessions will focus on helping students attain English proficiency in reading, writing, listening, and speaking. ELL students will also be provided with additional

supplementary instructional support software and progress monitoring throughout the school year using various progress monitoring tools and curriculum-based measures. ELL teachers will also work with content teachers to ensure that grade level content is made comprehensible for ELL students and the development of academic language skills are promoted in content classes. In addition, all teachers will consult with Learning Coaches to guide instructional support and will modify content lessons and/or assessments as needed.

In sheltered content classes, grade level content is made comprehensible for ELL students, and the development of academic language skills is promoted. A teacher with proper ELL certification will work with content teachers, learning coaches, and students to ensure content material is adapted and accessible for all ELL students.

In order to provide a SEI program, ARCA's ELL teachers, content teachers who instruct ELLs, and administrators who supervise them will participate in training to earn an SEI Teacher Endorsement. In addition, all content teachers who instruct ELL students will receive professional development and coaching in the Sheltered Instruction Observation Protocol (SIOP) model.

ARCA will notify parents/legal guardians of the initial screening test results and the program placement decisions within 30 days of the beginning of the school year or within two weeks if the student enrolls during the school year. ARCA will provide these parent notifications both in English and in a language that the parents can understand, to the extent feasible. ARCA will also inform parents of the rights to opt out. Although parents may choose not to participate in the language programs, ARCA will still be required to ensure that the students' language and academic needs are being met. Upon choosing to opt out, students will be placed in mainstream English classes. Students who opt out of services must continue to participate in the state's annual language proficiency assessment. ARCA will continue to notify parents of the assessment results.

H) Gifted and Talented Program.

Applicant Response:

ARCA is applying for a waiver from 6-20-2208(c)(6) and 6-42-101 et seq. If the waiver not be approved, ARCA will administer a program complying with 6-42-101 et seq. and will expend revenues in accordance with 6-20-2208(c)(6).

Regardless of whether or not the waiver is approved, ARCA will provide services to address the needs of gifted and talented students. This program will be contracted through the professional services agreement to Connections via the Gifted and Talented program for elementary and middle school students and the Honors/Advanced Placement® (AP) program for high school students. Both programs have a history of success, as demonstrated by a national survey of families with students enrolled in gifted or AP classes at a school supported by Connections. In the survey conducted from January 14 to February 28, 2014 by Shapiro (an independent market research company) 94% of parents stated they were satisfied with the courses and instruction and 93% said the courses are high quality.

The placement process will ensure gifted students are provided with the most appropriate curriculum, pacing, and teaching approaches from day one. Founded on the ADE Gifted and Talented Program Approval Standards, the identification process will make use of a multi-criterion approach for identifying gifted students from school entry through grade 12. An identification team of five members, chaired by a gifted education specialist, will identify gifted students by using objective and subjective measures. At no point will a cut-off score be used to include or exclude a student from the program.

Students may be placed in different curriculum levels for different subjects, thus allowing them to specialize in their areas of strength. Students will be able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students may encounter in a brick-and-mortar setting.

ARCA will also offer a focused gifted program for selected grades that will include specially designed gifted courses in language arts, mathematics, and science which will be taught by highly qualified and gifted endorsed teachers. Grouped together with other gifted learners, students in these courses will cover the same educational standards as they would in the standard offerings, but with more challenging assignments covered at an accelerated pace. These courses will offer additional activities that will build upon lesson topics by promoting higher-level thinking and understanding. These students will also be provided with opportunities to

work collaboratively and to interact with other gifted learners, particularly through LiveLesson sessions.

ARCA will also offer an exclusive online version of Junior Great Books®. Gifted students will enjoy age-appropriate works and participate in online literary inquiry and discussions together with other high-ability students.

The gifted math program allows a student to accelerate their learning with the potential of working two years above his/her peers.

The high school program will offer a rigorous college preparatory curriculum through the provision of dozens of Honors courses and 16 AP courses. Students with special interests will also be able to design their own focused course of study through an "Independent Study" course. These courses will provide advanced students with opportunities to participate in extension projects, investigations, and activities centered on integrated skills application and higher-level thinking and understanding. Placement within these courses will be made through careful review by school counselors and in close consultation with students and parents.

In addition to providing specialized education to students on the basis of general intellectual ability and specific academic aptitude, ARCA will also provide programs for those who excel with regards to artistic ability. Through student portfolios, self-referrals, or referral by parents, peers, or members of the community, gifted students may be placed in the Visual and Performing Arts Academy. A student may also be referred to a club or activity within their field of interest and/or giftedness.

Gifted program availability and enrollment information will be communicated to families and the ARCA community through website postings and school wide communications. Opportunities for community involvement in the gifted and talented program, including but not limited to annual committee meetings, will also be communicated through these mediums.

All staff will be provided with opportunities to attend monthly gifted and talented professional development sessions in order to further their own practice and understanding of gifted education.

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

Applicant Response:

Specific Geographical Area Served by ARCA

ARCA will be open to all students statewide. As requested by the Charter School Program Advisor, we provided a list of school districts in Attachment 13. ARCA will actively recruit students to reflect the statewide racial and ethnic balance. Through extensive community outreach and full disclosure about the school's program, ARCA will attract those students and families who are most committed to student success in a virtual school setting. ARCA will utilize a broad-reaching student recruitment effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, ARCA may focus on certain subgroups for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process.

There is strong demand for online schooling throughout Arkansas. Without any marketing or parental outreach efforts, over 2,400 families have expressed interest in learning more about a statewide, online school. In addition, two public hearings were held on 7/11/14 and 7/12/14 and five online information sessions were held from 7/14/14 - 7/18/14 during which information was shared about the proposed public charter school. The Board anticipates that a broad range of students from across the state will enroll when information about the school is widely available. However, the student population may be over-represented with students who are struggling academically or students who are academically gifted and prone to dropping out of traditional public schools due to a lack of a challenging program in their current settings.

Information on the School Districts likely to be Affected by ARCA, including Data on the Expected Number of Students to Transfer to ARCA

While ARCA will enroll students statewide, experience from Connections in other states where they support schools indicates that no single district will be severely impacted. For example:

- In Oregon, 5,093 students from 163 of the 206 school districts in the state have enrolled in the school representing 0.9% of statewide public school enrollment.
- In Georgia, 4,869 students from 169 of the 180 school districts in the state have enrolled in the school, representing 0.3% of statewide public school enrollment.
- In Louisiana, 1,547 students from 76 of the 76 school districts in the state have enrolled in the school, representing 0.2% of statewide public school enrollment.
- In Oklahoma, 1,028 students from 212 of the 517 school districts in the state have enrolled in the school, representing 0.2% of the statewide public school enrollment.
- In South Carolina, 4,347 students from 83 of the 83 school districts in the state have enrolled in the school, representing 0.6% of the statewide public school enrollment.

ARCA anticipates enrolling 1,000 students in Year 1; 2,000 students in Year 2; and 3,000 students in Year 3. We anticipate students from every county to enroll, with the number of students from each county aligning with state population.

Students whose instructional needs will be effectively met by ARCA include: students who are in rural communities and have limited public school options; students who are far ahead of or far behind their peers in school, including students at risk of academic failure and those coping with social issues who may particularly benefit from personalized, full-time virtual instruction; students pursuing artistic or athletic careers or career development opportunities requiring a flexible schedule; students who are homebound due to illness or disability; and students with special learning needs.

As a public school, ARCA will not charge tuition. Outreach communications will inform families that the school is tuition-free. As a public school, ARCA will be non-sectarian in its programs, admission policies, employment practices, and all other operations. Admission to the school will not be determined according to the place of residence of any pupil, or his/her parent or guardian within Arkansas.

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

Applicant Response:

ARCA will follow the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. (http://www.arkansased.org/public/userfiles/Legal/Legal-current%20Rules/ade_282_standards_0709_current.pdf) ARCA will maintain reports and records necessary for effective planning, operation, and education. ARCA will submit timely and accurate reports to ADE appraising student performance.

Timeline for Data Compilation

The school will begin compiling data in the spring of the current school year and will finalize all reports during the summer following the school year. All reports and information will be final, available and disseminated by November 15 of each year for the previous school year.

Disseminating Annual Report to Stakeholders

- ARCA will develop, with appropriate staff and community participation, a comprehensive plan. Goals will be compatible with state and national educational goals and address state needs. ARCA will file the plan with the ADE.
- ARCA will provide and publish, in a newspaper with general statewide circulation before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. In addition, ARCA will notify parents of the report via email.
- ARCA will systematically and, at least annually, explain its policies, programs, and goals to the community in a public board meeting and provide opportunities for parents and other members of the community to ask questions and make suggestions.

Measuring, Analyzing, and Reporting Academic Progress

As mentioned previously, ARCA will have very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several academic and non-academic measures. The school administration will use Connexus to watch each of these variables closely to monitor the school's overall success. The Principal, in collaboration with the staff and with the Connections administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous improvement. The Board will approve these school goals and the performance of the Principal and staff is evaluated in part by using the school goals.

As a public school, ARCA will measure and report the academic achievement of all students annually, as well as ongoing progress and performance of cohorts and the school as a whole. ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing. Results of these assessments will be reported through the ADE. In addition, state assessment data is logged in Connexus to complete a data snapshot of student academic performance. The Board and school leadership will also include the results of the state-mandated testing in the evaluation of the school's overall performance.

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices will follow a traditional model. Teachers will have primary responsibility for administering assessments and providing feedback to administrators. The Principal will oversee the assessment program and work with education specialists in evaluating and making recommendations for changes. The Board will have ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and Board-approved school policy.

11. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

Enrollment Criteria - Eligible students must reside in Arkansas and submit a valid proof of residency such as a recent mortgage statement, current lease, or utility bill (gas, electric, or water) showing service or property address. ARCA has an expected enrollment of 1,000 students for the 2015-2016 school year. Per current state law, only 500 non-prior public school students may enroll. Prior public school students are defined as having attended an Arkansas public school for the first three quarters of the previous school year. The school requires all incoming students to include a most recent report card, unofficial transcript, or prior academic history to verify prior public schooling. The parent, guardian, or other responsible person will submit the child's social security number. If the parent objects to the use of this number, they may request that ARCA assign the child a nine-digit number as designated by the ADE. Students must meet minimum/maximum age requirements or qualify for an exception as noted in state regulations. Kindergarten students must turn five on or before August 1 of the year in which they are seeking initial enrollment. First grade students, initially enrolling, must be six on or before October 1. The maximum age of a student to enroll is 21. Prior to completing enrollment, a birth certificate, a statement by the local registrar or a county recorder certifying the child's date of birth, passport, or United States military identification must be provided. Prior to admission, a copy of the student's up-to-date immunization record or the appropriate and current exemption form must be provided. ARCA has the right to not enroll any student that is currently expelled.

Equal Opportunity Student Recruitment Plan - Student recruitment and enrollment policies need to be balanced with the mutual goals of ensuring that families are aware of their choices with the Board's need to be fiscally conservative. Enrollment will generally begin in March for the school year starting in August, with reasonable public notice given at least 30 days before the enrollment application deadline and according to all Arkansas rules and regulations. Upon approval of the charter, ARCA will actively recruit families that represent the full cultural, demographic and socioeconomic range of Arkansas. ARCA will use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

- **Direct Mail:** ARCA will conduct direct mail campaigns announcing the school to families.
- **Information Sessions:** ARCA will conduct multiple Information Sessions across the state to assure that families from a variety of communities are able to attend. Information sessions may also be online and families may attend from home via their computers.
- **Website:** Connections will create and maintain a website with a special link to ARCA. The website will include enrollment and school information and also create opportunities for parent-to-parent communication through Ask-A-Parent (an opportunity provided through the Connections website to [χροννηχτ ωιτη α παρευτ](#) of a student enrolled in a school supported by Connections).
- **Telephone/email information service:** ARCA will launch and maintain a toll-free information line and an email information service to answer parents' questions.
- **Community and youth services partnerships:** ARCA will provide information about the charter school to the community that may include youth-serving organizations.
- **Media Outreach:** ARCA will make use of paid media, primarily advertisements in local newspapers and radio service announcements.
- **Search Engines and Social Media:** ARCA will be linked to leading Internet search engines with local reference capability to help Arkansas families looking for an online school option find this high-quality charter school (Facebook, Twitter, and other social media sites).

Open and Fair Admissions Process - ARCA will be open to all students statewide on a space available basis and will not discriminate in its admission policies or practices. ARCA admissions procedures will comply with IDEA 2004 and Civil Rights protections. ARCA will comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act and will comply with the same Federal and State audit requirements as do other public schools in Arkansas. The school will comply with the McKinney-Vento Act regarding homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents. All students who enroll in ARCA will be full-time public school students. As a public school, ARCA will not charge tuition.

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

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

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

- Yes
- No

Describe procedures for conducting the lottery process, including the timeline for enrolling, the date of the lottery and the way in which students will be placed on waiting lists. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

Tentative Open Enrollment and Lottery Dates:

Open Enrollment begins: Monday March 2, 2015

Lottery Determination Date/Close of Open Enrollment: Thursday May 14, 2015

Lottery If Needed: Monday May 18, 2015

Random and Anonymous Lottery - As an online school, ARCA will not be subject to the same facility space restrictions a brick-and-mortar school might face in accommodating as many students as may wish to attend. Each year the school will conduct an open application period. If it becomes necessary, ARCA will conduct a random selection process that is in keeping with state and federal guidelines.

No applicants will be enrolled during the open application period. During this period applicants who are interested in enrolling must begin and proceed through the enrollment process with the exception of course placement. After accounting for returning students and their siblings, if a random lottery is needed, ARCA will post the date and time of the lottery on its website enrollment page. Attendance is not required.

Lottery selection allows for fair and equitable selection of students in the event more students apply than can be accommodated. Sibling preference in the lottery process helps committed families handle the logistics of successful participation in the online school. The random selection process provides all applicants who have completed all enrollment tasks by a specified, publicly-announced deadline, an equal chance of being admitted. ARCA will notify students with preferences of their right to enroll and then shall conduct a random selection process to fill remaining openings. ARCA will give preference to students who were enrolled in the school in the prior year (once enrolled, students will not be required to reapply); and siblings of students presently enrolled.

ARCA will post the date and time of the lottery on its website Enrollment page. The lottery will be conducted in three clusters: Grades K-5, 6-8, and 9-12. The order in which those clusters are drawn and the total number of students selected for each cluster may vary each year in consideration of the school's overall enrollment limit, the expected number of returning students and any of their siblings who complete an enrollment application during the open application period, and/or other operational factors. This allows for as many students that are interested in enrolling the opportunity to enroll up to the overall enrollment limit each year. If the number of applicants exceeds the overall allowed amount, then the school will revert to determining which grade cluster has exceeded its limit and conduct a lottery accordingly for the oversubscribed grade clusters.

For each grade cluster, a computer program 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 have been filled, students not selected will be placed on a waiting list in the order in which they completed stage two based on the automated Connexus waitlist time/date stamp. Waitlisted siblings of selected students will be given the first priority to enroll. The parents of selected students will receive an email confirmation within five business days after the lottery and must confirm student attendance by a set deadline. Students without confirmed attendance by the set deadline will forfeit their slots to the next eligible students on the waiting list.

ARCA will continue to accept applications after the open application period. If the school is oversubscribed these students will be placed on the waiting list in order they complete the applicable enrollment process steps, including course placement. These students will be allowed to enroll based on the availability of space in their grade cluster and their place on the waiting list. Students who complete the entire process first will be offered the space first, after siblings. 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 they completed 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.

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

Applicant Response:

It will not be necessary for ARCA to utilize a weighted lottery as there is no history of discriminatory practices and the lotteries, if necessary, are public and monitored for fairness. The current racial/ethnic demographics of students attending the 28 schools supported by Connections nationwide are representative of similar demographics to the 26 states in which the schools are located. Currently schools supported by Connections serve students of the following races/ethnic groups, as reported by families during the enrollment process: 78% White, 15% Black/African American, 3% Asian, 3% American Indian or Alaskan Native, and 1% Native Hawaiian or Other Pacific Islander. Additionally, 13% of families identified their ethnicity as Hispanic/Latino and 87% Non-Hispanic/Latino. Based on these figures, it is evident that schools supported by Connections do not include discriminatory practices in the enrollment process and furthermore encourage families regardless of their socio-economic circumstances to enroll. ARCA will continue this in adherence with state and federal regulation and anticipates enrolling students of similar demographics to the public school population in Arkansas.

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

Applicant Response:

We have provided prior charter involvement forms for the Board of Directors (Dennis Beck, Virginia Walden Ford, and Fritz Steiger) and for members of the team from our proposed partner, Connections (Earl Grier and Bryce Adams) in Attachment 9.

Dennis Beck has previous involvement with Pennsylvania Leadership Charter School (West Chester, PA).

Virginia Walden Ford has previous involvement with Premier Public Charter School (Little Rock, AR) and Booker T. Washington Public Charter School (Washington DC).

Fritz Steiger has previous involvement with the Benton County School of the Arts (Rogers, AR).

Earl Grier has previous involvement with the following schools supported by Connections:

- Wyoming Connections Academy (WCA)
- Michigan Connections Academy (MICA)
- Georgia Connections Academy (GACA)
- Louisiana Connections Academy (LACA)
- Ohio Connections Academy (OCA)
- South Carolina Connections Academy (SCCA)
- Indiana Connections Academy (INCA)
- Kansas Connections Academy (KCA)
- MTS Minnesota Connections Academy (MTSMCA)
- Commonwealth Connections Academy (CCA)
- Iowa Connections Academy (IACA)

Bryce Adams has previous involvement with the following schools supported by Connections:

- Texas Connections Academy @ Houston (TCAH)
- Oklahoma Connections Academy (OKCA)
- Louisiana Connections Academy (LACA)

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

Applicant Response:

Staffing Plan

Staffing levels are described in full-time equivalent units (FTE). FTE represents the total number of hours worked divided by the maximum number of hours in a full-time schedule for that position allowing for fractional representation of some positions.

FTE Staffing for 2015-2016 (280 students in grades K-5/720 students in grades 6-12/total of 1,000 students)

1 Principal
1 Assistant Principal
2 Administrative Assistants
1 Manager of Special Education
1 Manager of Counseling
6.6 Teachers (K-5)
20.5 Teachers (6-12)
2.8 Advisory Teachers/School Counselors
2.7 Special Education Teachers
38.6 TOTAL STAFF
30.7:1 Student-to-teacher ratio

FTE Staffing for 2016-2017 (560 students in grades K-5/1,440 students in grades 6-12/total of 1,000 students)

1 Principal
3 Assistant Principals
4 Administrative Assistants
1 Manager of Special Education
1 Manager of Counseling
13.3 Teachers (K-5)
41.1 Teachers (6-12)
5.7 Advisory Teachers/School Counselors
5.5 Special Education Teachers
75.6 TOTAL STAFF
30:1 Student-to-teacher ratio

Salary Scales

The Board anticipates hiring staff in the following salary ranges. The Board reserves the right to alter the scales accordingly based on personnel experience.

Principal: \$65,000 - \$95,000/year (includes bonus)

Assistant Principal: \$55,000 - \$70,000/year (includes bonus)

Administrative Assistants: \$25,000 - \$35,000/year

Manager of Special Education: \$48,000 - \$70,000/per year (includes bonus)

Manager of Counseling: \$45,000 - \$65,000/per year base (includes bonus)

Teachers (K-5 and 6-12): \$34,000 - \$42,000/per year (includes bonus)

Advisory Teachers/School Counselors: \$34,000 - \$42,000/per year (includes bonus)

Special Education Teachers: \$34,000 - \$42,000/per year (includes bonus)

Job Descriptions

Ideally, candidates for these positions will meet the requirements listed. However, requirements for these positions might change based on other strengths of potential candidates.

Principal/School Director/Operations Director (contracted position)

The Principal will manage teachers as they teach students and consult regularly with Learning Coaches,

ensuring that each student successfully completes his/her instructional program. The Principal is responsible for overall school operation working with parents, students, staff and teachers.

- Administrative credential required
- Minimum of 5 years teaching experience and some administrative/management experience
- Online teaching experience is preferred.
- Advanced degree is preferred
- Excellent communication skills, both oral and written
- Demonstrated ability to work well in fast paced environment
- Technologically proficient

Assistant Principal (contracted position)

The Assistant Principal will work collaboratively with the Principal. He/she will manage all of the site-based, non-academic school operations. He/she will work closely with the enrollment, technical support, materials management, fulfillment, finance, human resources, payroll, and facilities management functions. He/she will manage a range of special projects.

- Administrative certification
- 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, both oral and written
- Technologically proficient

Administrative Assistant (contracted position)

The Administrative Assistant will be responsible for daily administrative tasks of the school such as answering phones and email, receiving visitors, assisting the Principal and teachers with administrative tasks, filing and other duties as assigned.

- 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, both oral and written
- Demonstrated ability to work well in fast-paced team environment

Manager of Special Education (contracted position)

The Manager of Special Education will oversee all aspects of educational service delivery for students with special education needs. The Manager will ensure that the school operates in compliance with all state and federal regulations, and data are being collected, stored, and updated in a manner that meets all compliance expectations. The Manager will ensure that the school is providing appropriate programs in the least restrictive environment for all students with special needs. This will include managing the pre-referral and IEP processes, maintaining student data, communicating with parents, locating and contracting with service providers, and ensuring that the school operates in compliance with special education law and procedures at all times. The Manager may also have a reduced teaching load.

- 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, both oral and written
- Demonstrated ability to work well in fast paced environment
- Technologically proficient

Manager of Counseling (contracted position)

The Manager of Counseling will work with the leadership team to ensure that each student successfully completes his/her instructional program. The Manager will provide direction to staff and will assist students and parents in understanding and meeting graduation requirements, course selection and scheduling, post-secondary school planning, and crisis intervention.

- Minimum of 5 years teaching experience, some counseling/management experience

- Arkansas Counseling Credential endorsement
- Advanced degree
- Technologically proficient
- Excellent communication skills, both oral and written
- Demonstrated ability to work well in fast paced environment

K-5 and 6-12 Teachers (contracted position)

Certified teachers will teach students and support the instructional programs. They will consult regularly with Learning Coaches to ensure that each student successfully completes his/her instructional program. In hiring the staff, consideration will be given to selecting ESOL/TESOL certified leaders and teachers and ELL roles will be distributed to those staff with proper certification.

- Highly qualified and certified to teach in Arkansas (appropriate to grade and subject level responsibilities)
- Strong technology skills
- Excellent communication skills, both oral and written
- Demonstrated ability to work well in fast paced environment
- Ability to work some occasional evening hours, as needed to support some families

Advisory Teacher/School Counselor (contracted position)

The Advisory Teacher/School Counselor will assist students and Learning Coaches with course selection, scheduling and will be the initial point of contact for student concerns that span multiple subject areas as well as non-academic issues. The Advisory Teacher/School Counselor will become an expert on course and credit requirements to establish counseling processes. The Advisory Teacher/School Counselor may also carry a teaching load in addition to advisory duties.

- Arkansas teacher certification in a secondary content area or grade level or Arkansas Counseling certification
- Strong technology skills
- Excellent communication skills, both oral and written
- Excellent attention to detail and organizational skills
- Demonstrated ability to work well in fast-paced environment

Special Education Teachers (contracted position)

The Special Education Teacher will teach students with special needs and manage instructional programs for students with special needs. They will consult regularly with Learning Coaches and students to ensure that each student successfully completes his/her instructional program. Special Education Teachers will participate in all steps of the IEP process. They will work closely with other teachers and district/state professionals to ensure that the school's special education program is successful and operating in compliance with federal and state regulations. The Special Education Teacher will utilize technology to deliver online instruction and teach students.

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

Connections Support Services

Connections will provide the following support products and services as described in the Professional Service Agreement.

- Aligned Curriculum
- Connexus Access
- Enrollment Processing
- Course Placement
- Recruitment and Community Education
- Management of Instructional Materials
- Professional Development
- Special Education Support Service
- Student Records Support
- Professional and Technical Support Services

- Human Resources
- Facilities Support
- Finance Support

Finance Support (contracted position)

The school will contract with Connections for finance support. The school will follow a financial and accounting plan compliant with generally accepted accounting principles (GAAP) and will provide an accurate accounting of all of its finances, ensure sufficient information for audit purposes, and provide data in the format needed for accurate and timely annual financial reports. ARCA will comply with Federal monitoring requirements for any Federal funds it receives. Each month, the Board will receive a set of detailed financial statements that will include a revenue and expense statement, a balance sheet, invoice detail (vendor, amount, date, purpose), any grant fund expenditures, cash receipts from all sources, and a transaction listing.

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

Applicant Response:

The Board is responsible for the completion and results of all accounting reports as required by law, regulation, or the charter, including a report of budgeted and actual expenses. The Board will provide any information required by the ADE or its auditors.

The Board designated Virginia Walden Ford, one of its members, to serve as the Treasurer of the school. The Treasurer has the oversight responsibility for all funds and securities and for monies due and payable from any source, including the deposit of monies in the banks, trust companies, or other depositories as will be selected in accordance with the provisions of the Bylaws.

The Treasurer will receive supporting documentation for all invoices as well as a transaction listing of all activity in the school's bank account. In addition to reviewing the actual monthly and year-to-date results for the school, the Treasurer will review a monthly projection for the balance of the school year in order to provide the Board with visibility to the projected financial position of the school at the end of the fiscal year. This report will be reviewed at each Board meeting to ensure that the school has sufficient funds to meet all of its obligations and to stay on a sound financial footing. Potential shortfalls will be identified with sufficient time to make adjustments in the school's operations to ensure that a sufficient fund balance is always available at the end of each school year.

ARCA will use industry-standard accounting software to ensure proper bookkeeping. ARCA will also establish policies and procedures and will institute rigorous financial controls including the following:

- ARCA will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by a designee of the Board. The designee will review the proposed expenditure for approval and to determine whether it is consistent with the Board's adopted budget. Supporting documentation will be required for all expenditures.
- To ensure fiscal responsibility and compliance, the Board will meet regularly to review the operations and financial performance of the school.
- ARCA will maintain its accounts at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments. Access to these accounts will be limited to individuals designated by the Board.
- Each month, ARCA will produce a set of detailed financial statements that include a statement of activities, a balance sheet, bank reconciliations, invoice detail, payroll registers, any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity. The Treasurer will be provided with access to such financial documents for review as an increased measure of oversight and governance.

The Board will use a sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. A detailed revenue and expense statement will be reviewed at each Board meeting and will serve as the vehicle to authorize future expenditures, along with the adopted budget and other policies.

Plan for Managing Procurement Activities

The Board will follow all state regulations regarding procurement activities that are not waived (the Board is asking for waiver to A.C.A. §6-21-301 et seq. Acquisition of Commodities Generally which requires bidding on contracts over \$10,000). Members have experience operating businesses and schools and are familiar with standard procurement processes including the Request for Proposal process. The Board will work with legal counsel to ensure all required procurement steps are completed and that all regulations are met.

Personnel who will Perform Business Duties

ARCA intends to contract with Connections for business support and assistance with performing various financial functions. Connections will be required to provide financial reports and supporting documentation for all expenditures to the Treasurer and the Board as a whole. The Charter School Financial Services team at Connections currently performs this similar function for 28 other charter schools 17 other states and has an



exemplary audit record. Functions performed by this team, under the direction of the various boards, include:

- Preparing financial reports and disclosures to meet the reporting needs of multiple schools in various states.
- Performing daily accounting activities and general ledger maintenance to record charter school financial activity.
- Providing accounting and financial/legislative audit support services for schools reporting under non-profit and governmental GAAP.
- Monitoring federal/state accounting and regulatory requirements unique to various states to ensure school compliance.
- Assisting with developing internal control design, and providing support for the implementation of school financial processes and procedures.
- Assisting with financial budgeting and forecasting functions on behalf of the schools.
- Providing training sessions to school management to increase their awareness of financial and compliance matters unique to their school.

Connections will work closely with the Treasurer and the Board to deliver information in a manner that ensures proper oversight is maintained over the school's financial operations.

Timeline and Process by which the Board will Review and Adopt an Annual Budget

On an annual basis and prior to any deadline specified in the charter, ARCA will present a balanced budget (i.e., not resulting in a cumulative net asset deficit) for the following fiscal year to the ADE or its auditors.

Developing ARCA's annual budget will be an iterative process incorporating input from key stakeholders including the designated members of the Board including the Board Treasurer and the school's Principal. A preliminary budget based on initial assumptions will be presented to the Board for approval before the start of the school year. Once the beginning enrollment and updated per-pupil funding figures are known, a revised budget will be prepared. On a monthly basis, the budget will be compared to actuals and a reforecast will be prepared. This process will provide the Board with the ability to change the financial direction of the school at any point.

Balanced Two-Year Budget

A balanced two-year budget estimate is included in Attachment 6. The budget does not rely on one-time grants or other funds not presently guaranteed. It includes costs for all personnel, programs, and expenses.



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

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

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

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

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

Applicant Response:

The school's mission is to offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality online school. ARCA will provide a complete public school experience for students in grades K-12 focusing on the students' academic growth, social and emotional needs, and post-secondary goals. The school will embody multiple hallmarks of excellence: a rigorous curriculum aligned to the Arkansas Curriculum Frameworks, the Common Core State Standards and the Next Generation Science Standards; Arkansas-certified teachers; and an educational management system designed to provide accountability through data collection, analysis, and reporting. In order to achieve its mission, the school must remain fiscally sound.

The completed budget template, provided in Attachment 6, is carefully aligned to the mission of the school and demonstrates a school with sound financial planning.

Revenue is limited to State Charter School Aid. Enrollment figures have been based on the projections for the initial size of the school and subsequent school growth and are consistent with demand in Arkansas for full-time virtual education.

Expenditures are based upon reasonable estimates of anticipated expenses and are aligned to the school's mission and performance goals. A majority of the school's expenses will be variable instead of fixed.

Personnel assumptions are based on staffing ratios that have been found to be effective in other online schools and according to best practices in teaching in an online environment. The budget provides for a student-to-teacher ratio (on an FTE basis) of approximately 30.5:1. Substitute teachers are usually not required in an online environment, as the staff of the school can typically cover when a colleague is absent. ARCA does intend, however, to identify some substitute teaching resources to address longer-term absences if needed.

For expenditures other than personnel, the budget assumes that expenses will be consistent with the full-time online schools supported by ARCA's proposed partner, Connections. Unless specifically itemized in the budget template, it was assumed that products and services will be provided by Connections under their Standard Fee Schedule (included as Attachment 16 of this application). In the completed budget template, the anticipated

expenses can be found under the following expenditure types:

- Administration
- Regular Classroom Instruction
- Special Education
- Fiscal Services
- Maintenance and Operations

For Administration, the budgeted Connections expenditure covers expenses such as:

- School Launch Support
- School Oversight
- School Leader Support and Development
- Legislative, Policies, Rules and Regulations Monitoring
- Accreditation Support
- Research and Analysis
- School Handbook Support
- Outreach Support
- Enrollment Services
- Academic Placement Services
- Student Records Management
- Professional Development and Training
- External Reporting Support
- State Testing Support
- Accountability Support
- Grant Identification, Writing, and Administration
- General Board Support
- Governance Training
- Authorizer Compliance and Reporting Support
- Human Resources Support

For Regular Classroom Instruction, the budgeted Connections expenditure covers expenses such as:

- Core and Elective courses
- Gifted and Talented Curriculum
- Advanced Placement (AP) courses
- Career Technology Education (CTE) courses
- Clubs and Activities
- Specialty Academies
- Connexus Education Management System (EMS)
- LiveLesson (Online Classroom)
- Staff Instructional Technology, and Software
- Student Instructional Technology, and Software
- Supplemental Instructional Support Programs

Connections' courses include 1,800 Teachlet proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated "e-text" electronic textbooks are licensed from a variety of leading publishers including Pearson, Perfection Learning, and others, while non-proprietary technology-based content is licensed from "best of breed" providers such as Grolier Online®™ Houghton Mifflin Harcourt, and Discovery Education™. In addition, the instructional design includes interactive LiveLesson sessions and threaded discussions.

For Special Education, the budgeted Connections expenditure covers expenses related to special populations such as:

- 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

For Fiscal Services, the budgeted Connections expenditure covers expenses such as:

School Financial Services

- Federal Programs Support
- Payroll
- Accounts Payable
- Cash Flow Protection
- School Business Support
- Internet Subsidy Management and Payment Processing

For Maintenance and Operations, the budgeted Connections expenditure covers expenses related to:

- Systems Administration
- Telecommunications Support
- Networking & Internet Connectivity
- MIS Help Desk
- Facilities Support Services
- Insurance/Risk Management Support
- Purchasing Support

Minimum Number of Students Required for Financial Viability

Although ARCA can budget for a lower enrollment level, the revenue would not support some of the features proposed in this application. Any changes to the model presented in this application would require much discussion and a decision by the Board.

In the event that enrollment is less than anticipated, the school would remain financially viable and the model would remain consistent with the adopted budget. Most expenses of the school are anticipated to be variable instead of fixed. This will ensure the majority of expenses will flex up and down with enrollment, thus cushioning the impact of lower than estimated revenue due to an enrollment shortfall. Therefore, unlike a brick-and-mortar charter school, there is no minimum number of students required for financial viability.

Contingency Plan to provide the Education Program outlined in the program if fewer students than necessary for viability enroll and/or attend

As stated, most expenses of the school are anticipated to be variable instead of fixed. As an added measure Connections has pledged to protect ARCA from deficits by offering “service credits” (discounts on Connections'-provided products and services) as needed. A letter from the Connections' CFO is provided in Attachment 12. These factors ensure that the school would remain financially viable and that the model would remain consistent with the adopted budget.

Plans to Pay for Unexpected but Necessary Expenses

The budget includes a contingency fund balance which should allow for unexpected but necessary expenses. Also, the proposed partner protects the school from cash flow volatility by awaiting reimbursement of charges until the school has the funds available to make payment and by allowing the school to pay in installments.

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

Applicant Response:

Annually, the Board will arrange for an audit of ARCA's financial statements in accordance with Government Auditing Standards and the OMB Circular A-133. The financial statements will be presented using a fund basis format which will include, at a minimum, the general fund and the special revenue fund presented separately with and all other funds presented in the aggregate. These statements will be prepared in accordance with Generally Accepted Accounting Principles and applicable ADE requirements.

ARCA requests the first year financial statement audit to be performed by a licensed Certified Public Accountant in in good standing with the Arkansas Division of Legislative Audit. If approved, Randy L. Milligan, CPA (Partner, Thomas & Thomas, LLP) in Little Rock is the preferred CPA firm.

The audit will be completed and filed with the ADE and the Arkansas Division of Legislative Audit within nine months (Ark Code 6-20-1801).

The Board will review the results of the audit and all comments provided by the auditor in accordance with requirements specified under Ark. Code 6-1-101 and, if needed, develop a corrective action plan to amend any material weakness noted by the auditor.

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

- Yes
- No

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

Applicant Response:

Identified Facility

ARCA will lease permanent space for administrative and teaching staff in Bentonville to serve as the teaching/ learning center where administrative and teaching staff will work. Currently, the Board has an agreement in place with Regus to lease office space at 609 SW 8th Street in Bentonville. (<http://www.regus.com/locations/business-centre/arkansas-bentonville-bentonville-plaza>) In addition, the Board has discussed securing a second office space if needed in Bentonville after the charter is approved. The teaching/learning center will include at least one conference room with doors for use in IEP conferences and other special education related activities.

Having the teachers located in physical centers allows for expanded professional development opportunities, ensures quality control and visibility into the teaching process by school administration, and promotes collaboration amongst teachers to excel student achievement. The teaching/learning centers can also host parent teacher conferences as needed.

ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing throughout the state based on the geographic location of the student population.

As the school grows, the Board may explore additional satellite teaching/learning centers throughout the state that are allowed under current rules and regulations. This would allow regional teaching/learning centers where families may visit and teachers could be involved in local school field trips and state testing.

Remodeling or Adapting Facility

The facility will be appropriate and adequate for the school's program, the targeted population, and the public.

Online education requires minimal build out and can be accomplished in the timeframe needed. Criteria used to analyze facilities include:

- Central location - easy access from major roadways, allowing students and staff from various areas to reach the facilities easily. The facilities will have adequate space for teacher cubicles, a Principal's office, a conference room, and a break room/kitchenette.
- A certificate of occupancy, air-conditioning, heating and illuminated fluorescent lights, male and female bathrooms and parking, handicapped accessible, and fully equipped with sprinklers and other fire safety

equipment.

- Necessary infrastructure to support the computer network.
- In compliance with or capable of modification to bring them into compliance with all local building, zoning and health and safety requirements.
- Meet all local minimum Americans with Disabilities Act (ADA) standards.
- Ample parking accommodations.
- Comprised of approximately 20% office space and 80% open area for cubicles.
- Secure location for storing testing materials and protected student data.

ARCA has Access to the Necessary Resources to Fund the Facility Plan

The facility has been accounted for in the budgeting process.

Lease Terms

While the lease has not yet been negotiated with Regus or approved by the Commissioner of Education, the Board anticipates doing so once the charter is approved. Certain key terms will likely be included in the lease. These include, but are not limited to:

- Early termination provision in the event of charter revocation or non-renewal
- Turnkey demo and build-out of space by landlord at landlord's expense
- Options for renewal
- Rights of First Offer or First Refusal, when possible, on contiguous space
- Inability of landlord to re-locate the premises
- Rent abatement in the event of diminution of space
- Insurance terms consistent with ARCA's policies
- Pre-approval for tenant's improvements (voice/data/electric)

ARCA's demos and build-outs will encompass setting up a typical office environment. The landlord will provide turn-key solutions with standard building finishes, pursuant to a CAD test fit provided to landlords by ARCA. Given this method of securing space, ARCA plans to primarily provide the space layout and understand the landlord's amortization schedule for tenant improvements.

Continued operation, Maintenance, and Repair of Facility

ARCA will take the necessary steps to secure the Certificate of Occupancy for the teaching/learning center.

The lease for the selected teaching/learning center provides for janitorial service.

The facilities will comply with all applicable state and local health and safety requirements. ARCA will follow applicable city planning review procedures.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

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

Applicant Response:

Regus is publicly-traded on the London Stock Exchange. To the best of their management's knowledge, they do not have any ties to members of the Bentonville Public School District board, employees of Bentonville Public School District, Arkansas Connections Academy, Inc., or employees/directors/administrators of Arkansas Connections Academy, Inc.

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

Yes

No

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

Applicant Response:

The facility will meet all Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) requirements. The property is zoned C-2 (General Commercial) which permits standard office use as well as multiple other uses specified in the attached statement of permissible uses for the facility (Attachment 15). There are no alcohol sales within 1,000 feet of the facility.

18. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

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

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

Applicant Response:

The following Board Members, who are volunteers and not receiving any pay for being on the Board or working on this application, were identified in Section A of the application:

- Dennis Beck, Board President
- Virginia Walden Ford, Board Treasurer
- Fritz Steiger, Board Secretary

The following people work for and are paid by the Board's support partner, Connections, and were identified in Section A of the application:

- Earl Grier, Connections Education Vice President
- Bryce Adams, Connections Education, Senior Director
- Lyn McCullen, Connections Education Director

None of the Board Members have a family or financial relationship with any other individual specifically identified by name in Section A of the application, or any individual or entity with whom Arkansas Connections Academy, Inc. or ARCA have contracted, or intends to contract, to provide any services or products for ARCA; or Regus, the owner of the facilities to be used.

None of the Board Members receive compensation or benefits directly or indirectly from Arkansas Connections Academy, Inc., ARCA, or Connections. None of the Board Members are an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

None of the Board Members have a family member (spouse, sibling, parent or child, or the spouse of a sibling,

parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

The Connections staff support team, Earl Grier, Bryce Adams, and Lyn McCullen do receive compensation from Connections. These individuals were involved in the application process at the behest of the Board.

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

Applicant Response:

The Board is committed to the highest standards of ethical conduct. The purpose of a Conflict of Interest policy is to protect ARCA when the Board is contemplating entering into a transaction or arrangement that might impermissibly benefit the private Financial Interest of an Officer or Director of the Board. In addition, the Conflict of Interest policy provides the Board with a procedure which, if observed, will allow a transaction or arrangement to be treated as valid and binding even though Board Director has, or may have, a Conflict of Interest with respect to the transaction.

The Board places great importance on making clear any existing or potential Conflicts of Interest. All such Conflicts of Interest shall be declared by the member concerned and noted in the Board meeting minutes.

Duty to Disclose

In connection with any transaction or arrangement that might give rise to a Conflict of Interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity to disclose all material facts to the Board. The Interested Person must make this disclosure at the start of the regularly scheduled Board meeting following discovery of the Financial Interest; provided, however, that no action can be taken on such disclosure unless the issue was identified in the posted agenda for the meeting where required by the Open Meetings Law.

Determining Whether a Conflict of Interest Exists

After disclosure of the Financial Interest and all material facts, and after any discussion with the Board, the interested Board member shall not participate in the discussions or vote on the matter. The remaining Board members and Board Counsel will determine whether a Conflict of Interest exists.

Procedures for Addressing the Conflict of Interest

1. If the Board determines that a Financial Interest of a Board member constitutes a Conflict of Interest, the Board Chair (or acting Board Chair if the sitting chair is the Interested Person) shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement giving rise to the conflict.
2. After exercising due diligence, the Board shall determine whether it can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a Conflict of Interest.
3. If a more advantageous transaction or arrangement is not reasonably attainable, and the State's Ethics Laws do not prohibit or invalidate the proposed transaction, the Board or committee shall determine by a majority vote whether the proposed transaction or arrangement is in the School's best interest, for its own benefit, and whether the transaction is fair and reasonable to the School. Based on this determination, the Board shall decide whether to enter into the proposed transaction or arrangement.
4. The Board shall make its determination using the Rebuttable Presumption Checklist (Property) as a guide.

Violations of the Conflict of Interest Policy

1. If the Board or committee has reasonable cause to believe that a member has failed to disclose an actual or possible Conflict of Interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the response of the member and making such further investigation as the Board deems warranted under the circumstances, the Board determines that the member has in fact failed to disclose an actual or possible Conflict of Interest, the Board shall take appropriate corrective action.

Records of Proceedings

The minutes of the Board shall document the Conflict of Interest and contain:

- The names of the persons who disclosed or otherwise were found to have a Financial Interest giving rise to an actual or possible Conflict of Interest, the nature of the Financial Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's decision as to whether a Conflict of Interest in fact existed.

- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken on the subject.

Compensation

1. A voting member of the Board who receives direct or indirect compensation from the School for services that are necessary for carrying out ARCA's purposes (other than serving as a Board Director), where this is permitted by law or not otherwise prohibited, is precluded from participating in discussions or votes pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives direct or indirect compensation from ARCA for services is precluded from participating in discussions or votes pertaining to that member's compensation.
3. When setting compensation for any individual, the Board committee with jurisdiction over compensation matters shall set such compensation using the Rebuttable Presumption Checklist (Compensation).
4. No Board member is precluded from providing information to the Board of Directors or any committee of the Board regarding member compensation.

Annual Statements

Each Director and member of the Board shall annually sign the Conflict of Interest Disclosure Statement, which affirms that the Board member:

- Has received a copy of the Conflict of Interest Policy
- Has read and understands the Policy
- Has agreed to comply with the Policy
- Understands that ARCA is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Periodic Review

The Board shall conduct periodic reviews to ensure that ARCA operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its status as an organization exempt from federal income tax.

The periodic reviews shall, at a minimum, address the following subjects:

- Whether compensation arrangements and benefits are reasonable and the result of arm's-length bargaining and do not result in inurement or impermissible private benefit.
- Whether partnership and joint venture arrangements and third party transactions conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the ARCA's charitable purposes, and do not result in inurement or impermissible private benefit.
- Whether agreements with employees and third-party payers further the ARCA's charitable purposes and do not result in inurement or impermissible private benefit.

In conducting the periodic reviews provided for above, ARCA may use outside advisors. The use of outside advisors does not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

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

Applicant Response:

ARCA is asking for a waiver from the Food Services requirement, including the School Breakfast Program (6-8-705). Since ARCA serves students statewide primarily out of their homes, the school will not be offering a food service program. Parents will be fully informed of this fact prior to their students' enrollment in the school so that they may make the best school choice for their family. The school does not intend to participate in the National School Lunch program.

For purposes of demographic documentation, however, ARCA will request during the enrollment process that families who qualify for Free or Reduced Price Meals, based on past eligibility for these services or current family income, to identify themselves. The purpose of collecting this information is to ensure that the school will be prepared to arrange supplemental educational resources available to students and the school that have income-based eligibility requirements. Parents will be fully informed that volunteering this information will not entitle their family to meal service. ARCA staff will refer families who qualify for Free or Reduced Price Meals to local social service agencies for food assistance upon request. In the event that the federally funded lunch program is changed to permit the distribution of direct assistance to families, ARCA will be prepared to seek funds to provide this service.

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

Applicant Response:

Plan for Involving Parents and Guardians in ARCA's Education Programs

ARCA values parental engagement. Parents will serve as Learning Coaches and play an active role in the learning process, providing input and communicating regularly with teachers. ARCA will promote the significant role of parents by providing training for parents and multiple avenues for communication. Regular feedback through surveys and the StarTrack system encourages summative and formative feedback for the learning process.

Parents will have multiple opportunities to shape the overall school experience. During the life of the school, they can volunteer to serve as Community Coordinators, arranging field trips and other face-to-face activities. Community Coordinators will often develop group projects, typically with a charitable or community service goal for students to participate in face-to-face as well as online.

Before the school opens and throughout the school year, parents can also join Club Orange. This exciting club brings together currently enrolled parents who reach out to their local communities to spread the word about ARCA with parents of prospective students. Club Orange members:

- Support and grow ARCA
- Spread the word to other families who would benefit from an online education option
- Receive a membership kit with rewards, tools, and ideas to help promote ARCA

Frequent and purposeful communication with parents and Learning Coaches help the teacher monitor the student's progress, keep parents informed of current school happenings, and help the school grow and improve from parent feedback. Scheduled phone calls, LiveLesson sessions, WebMail messages, and face-to-face meetings will all be used to help conduct parent-teacher conferences. ARCA will regularly provide templates for communication and distribute important information in collaboration with the Principal through school newsletters, the school's website's home page, and must read WebMail messages to ensure parents will be informed. Teachers will document all communication with parents and/or students in the log section of Connexus, which allows for detailed tracking of interactions as well as seamless support for students and their families from multiple individuals.

Families are encouraged to participate in various back-to-school and end-of-the-year events such as picnics or bowling leagues as well as educational field trips offered throughout the year. These activities and events are organized through the school staff and Community Coordinators throughout the state. Families are notified through WebMail and the school newsletters.

Involve the Parents, Employees and Broader Community in Carrying Out the Terms of the Charter

It takes active involvement of all stakeholders to ensure the success of ARCA and its students, and the successful fulfillment of the school's charter. Parents, employees, and community members will be actively involved in the planning on the future of the school 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.

We will survey parents and employees annually to evaluate the school on a number of 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 relevant and required 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.

21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the rationale for each waiver requested that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

Applicant Response:

A.C.A. §6-10-106 Uniform dates for beginning and end of school year

A.C.A. §6-16-102 School day

A.C.A. §6-18-211 Mandatory attendance for students in grades nine through twelve

A.C.A. §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.

A.C.A. §6-10-110 Fire marshal program

A.C.A. §6-10-121 Tornado safety drills

A.C.A. §6-10-122 Automated external defibrillators required

A.C.A. §6-10-123 School-based automated external defibrillator and cardiopulmonary resuscitation programs

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

A.C.A. §6-15-1302 Emergency plans for terrorist attacks

A.C.A. §6-17-102 Emergency first aid personnel

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

A.C.A. §6-19-101 et seq. Transportation except A.C.A. §6-19-103 Directors exempt from liabilities

A.C.A. §6-21-106 Fire hazards inspection prior to closing for breaks

A.C.A. §6-21-117 Leased academic facilities

A.C.A. §6-21-806 Academic Facilities Master Plan Program - School districts

A.C.A. §6-48-101 et seq. Alternative Learning Environments

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

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

ADE Rules - School Fire Marshal

ADE Rules - Student Discipline and School Safety Policies

Students will not be physically present at or need transportation to/from 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 policies in consultation with Connections Education and independent Board counsel.

A.C.A. §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.

A.C.A. §6-15-1004 Qualified teachers in every public school classroom

A.C.A. §6-17-302 Public school principals - Qualifications and responsibilities

A.C.A. §6-17-309 Licensure - Waiver

A.C.A. §6-17-401 Teacher's license requirement

A.C.A. §6-17-427 Superintendent license - Superintendent mentoring program required

A.C.A. §6-17-802 Twelve-month contracts for vocational agriculture teachers

A.C.A. §6-17-902 Definitions [Arkansas Teachers' Salary Law]

A.C.A. §6-17-919 Warrants void without valid certificate and contract

ADE Rules - Licensure - Educator Licensure

ADE Rules - Business Manager Qualifications

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, Highly Qualified Arkansas teachers, and support staff. All staff will be subject to background checks and the Code of Ethics for Arkansas Educators.

A.C.A. §6-17-201 et seq. Personnel Policies

A.C.A. §6-17-901 et seq. The Arkansas Teachers' Salary Law except A.C.A. §6-17-913 Audit of Accounts

A.C.A. §6-17-1111 Life and disability insurance - Employee eligibility - Allocation of costs

A.C.A. §6-17-1117 Health insurance

A.C.A. §6-17-1201 et seq. The Teachers' Minimum Sick Leave Law

A.C.A. §6-17-1301 et seq. The School Employees' Minimum Sick Leave Law

A.C.A. §6-17-1501 et seq. Teacher Fair Dismissal Act

A.C.A. §6-17-1701 et seq. Public School Employee Fair Hearing Act

A.C.A. §6-17-2201 et seq. Classified School Employee Minimum Salary Act

A.C.A. §6-17-2301 et seq. Personnel Policy Law for Classified Employees

A.C.A. §6-17-2401 et seq. Teacher Compensation Program of 2003

A.C.A. §6-20-2208(c)(1) Monitoring of expenditures

ADE Rules - Personnel Policies and Salary Schedules

The Board will contract with Connections Education to hire, employ, compensate, provide benefits to, and dismiss staff based on school need, staff effectiveness, and student outcomes. The Board will maintain its own personnel policies and grievance procedures.

A.C.A. §6-16-1203(a)(2) Teacher skills and training

A.C.A. §6-17-701 et seq. Professional development

A.C.A. §6-17-2801 et seq. Teacher Excellence and Support System

ADE Rules - Leader Excellence and Development System (LEADS)

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

ADE Rules - Teacher Excellence and Support System Emergency Rule - Effective July 1, 2014

Standards for Accreditation 10.01.3 Required Time for Instruction and School Calendar

Standards for Accreditation 15.04 Professional Development and In-Service Training

The Board and Connections Education will ensure staff is properly trained and receives necessary professional development in both staff's academic subjects and education technology. The Board and Connections Education will evaluate and support staff for effectiveness.

A.C.A. §6-11-129(a)(1)(A)(ii), (vii), and (viii) Data to be accessible on website

A.C.A. §6-13-109 School superintendent

Staff will be employed by Connections Education as part of its contract with the Board.

A.C.A. §6-17-117 Noninstructional duties

Standards for Accreditation 10.02 Class Size and Teaching Load

ADE Rules - Distance Learning 7.10

ARCA educators will utilize Connections Education 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. ARCA proposes the following specific alternative maximum student-to-teacher ratios:

- Kindergarten (10.02.2) - 55:1
- Grades 1-3 (10.02.3) - 55:1
- Grades 4-6 (10.02.4) - 45:1
- Grades 7-12 (10.02.5) - 45:1

A.C.A. §6-17-111 Duty-free lunch period

A.C.A. §6-18-705 Breakfast program

A.C.A. §6-20-701 et seq. School Lunch Program

ADE Rules - Nutrition and Physical Activity Standards, and Body Mass Index

Standards for Accreditation 21.0 Auxiliary Services

As an online school, ARCA will not serve meals. ARCA will provide instruction in physical education and nutrition.

As students are not physically present, Body Mass Index will be recorded and reported by Learning Coaches.

A.C.A. §6-20-2208(c)(6) Monitoring of expenditures

A.C.A. §6-42-101 et seq. Gifted & Talented Children (general)

A.C.A. §6-42-109 Reports by school districts

ADE Rules - Gifted And Talented Program Approval Standards

Standards for Accreditation 18.01 Gifted and Talented Education

The Board will contract with Connections Education to offer a gifted and talented program, though not as prescribed by A.C.A.

A.C.A. §6-47-201(c) Administration in elementary schools

A.C.A. §6-47-302(b) Implementation in elementary and secondary schools - Courses offered

A.C.A. §6-47-406(f) Public school district and charter school distance learning program

As a provider to students across the country, Connections is able to provide courses and teachers from outside the state. If this waiver is approved, these teachers will only teach non-core courses. ARCA further requests a waiver from ADE approval of distance learning courses that are not part of the required curriculum so that ARCA students may access all Connections elective courses.

A.C.A. §6-18-706 School nurse

A.C.A. §6-25-101 et seq Public School Library Media and Technology Act

Standards for Accreditation 16.02 Media Services

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.

A.C.A. §6-18-1001 et seq. Public School Student Services Act

Standards for Accreditation 16.01.03 Guidance and Counseling

ARCA will design and implement its own guidance/counseling, psychological, social work, career, group conflict resolution, and health services programs.

A.C.A. §6-13-601 et seq. School District Boards of Directors Generally

A.C.A. §6-13-1301 et seq. Site-Based Decision Making

A.C.A. §6-14-101 et seq. School elections

ADE Rules - Training for School Board Members

The 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.

A.C.A. §6-21-410 Illegal acts involving school officials

A.C.A. §6-24-106 Administrators

A.C.A. §6-24-107 Employees

A.C.A. §6-24-111 Restrictions on employment of present and former administrators

The Board will contract with Connections Education to employ administrative and other staff. These employees will be eligible for benefits provided by Connections Education rather than participating in the Arkansas Teacher Retirement System and public employee insurance programs.

A.C.A. §6-21-301 et seq. Acquisition of Commodities Generally

A.C.A. §6-21-406 Conditions for offering textbooks for adoption, sale, or exchange

A.C.A. §6-21-413 Instructional materials selection committee

ADE Rules - Instructional Materials

The Board will contract with Connections Education for products, instructional materials, and services at a fair market rate. As part of this agreement, Connections Education will ensure ARCA staff is provided with all necessary materials.

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.

A.C.A. §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

A.C.A. §6-10-115 Period of Silence

A.C.A. §6-16-105 United States flag

A.C.A. §6-16-106 Arkansas flag

A.C.A. §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.

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 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 will attract and enroll students across the 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. Students could enroll in ARCA from every school district in the state, meaning that no particular school district would be severely or adversely affected. Additionally, up to 500 students may previously have been enrolled in private, parochial, or home schools. ARCA is aware of Section 40 of Act 293 of 2014, which limits enrollment in open-enrollment virtual charter schools to 3,000 students with a prior public school enrollment requirement placed on 2,500 of those. These students would have no impact on the desegregation efforts of any public school district. Even if all 1,000-3,000 students do come from public school districts, this is a small fraction of the approximately 460,000 Arkansas public school students. Until recently, desegregation litigation affected the Little Rock, the North Little Rock, and the Pulaski County Special School Districts. Recently, however, the Little Rock and North Little Rock School Districts were declared unitary by the Federal District Court for the Eastern District of Arkansas, and the Pulaski County Special School District, though court supervision remains on other issues, was declared unitary with regards to student assignment. The Little Rock School District, in particular, has continued to argue that open-enrollment public charter schools located within Pulaski County hamper the district's desegregation efforts. This argument has been rejected by the Federal District Court, and earlier this year, the Court approved a settlement agreement entered into by all parties, thus ending this litigation. As part of this settlement agreement, the Little Rock School District agreed to dismiss with prejudice an appeal from Court's decision that charter schools do not impact desegregation efforts in Pulaski County.

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 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 plans to operate a teaching/learning center in Bentonville within the boundaries of the Bentonville Public School District. Even assuming that the majority of the 1,000-3,000 students who enroll in ARCA come from the Bentonville Public School District and its six contiguous districts, which again is not likely, it's hard to imagine that 1,000-3,000 students could affect the racial makeup of the nearly 56,000 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. This data is based on that published by the ADE Data Center for the 2013-2014 school year. The Rogers and Decatur School Districts have a student body of approximately 50% white students, again with Hispanic students making up the highest minority concentration. 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. 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 Public School District, where administrative offices will be housed, the six contiguous districts to the Bentonville Public School District, or any other 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 will be used to design and implement student supports and interventions. ARCA will use Connexus to collect and analyze data. 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 appropriate levels of staffing at the school.

Additionally, the Board will be responsible for ensuring that all aspects of the financial and programmatic accountability systems meet the obligations to 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).
- *Stakeholder feedback:* The Board will take into account and hold the school responsible for implementing constructive and actionable stakeholder feedback, including feedback received from parents and students via StarTrack. This integrated rating system allows every student (along with every teacher and Learning Coach) to rate each lesson from one star (low) to five stars (high) and give comments. Ratings are used by curriculum staff to identify areas of strength, as measured by student learning outcomes, as well as areas in need of improvement. This same tool is also used to measure the school's success. The StarTrack system will be fully embraced by students, teachers, and the school's leadership as a dynamic means to provide real-time feedback on the quality of the curriculum and the school.
- *Parent satisfaction:* The Board is focused on parent satisfaction. Parents enroll students in online schools for a variety of reasons. ARCA will measure parental satisfaction and use the data to improve the school. ARCA families will be given an annual opportunity to participate in a thorough parent satisfaction survey, conducted by an independent market research firm and overseen by the Board. The school will aim for at least 90% of families to agree that the curriculum is high quality and that they are satisfied with the educational program and instruction.
- *School growth:* ARCA has a responsible plan for school growth (balancing the desire to serve as many students as possible each academic year with growing the school) that positions both the students and ARCA for future success. The school hopes to responsibly grow from 1,000 students (Year 1) to up to 3,000 (Year 3) through a combination of parent outreach, high student retention rates, and word-of-mouth recommendations and referrals by current ARCA families.
- *Compliance with state and federal laws:* The Board will ensure the school is compliant with all applicable state and federal laws regarding public education and specifically charter schools, including ADE policies. This compliance will include the timely and accurate reporting of required state data.
- *Fiscal accountability:* The Board is fully committed to fiscal accountability, including cost control, responsible growth, and regular audits. At a minimum on a monthly basis, the Board Treasurer will review all invoices and expenditures, the Board will review a re-forecasted budget in order to adjust to unexpected financial events on a timely basis and continually examine processes to make sure best practices are being followed and solid financial accountability is being upheld.

ARCA is partnering with an experienced organization, Connections, which will help assure that the school can open on time the first year. In the event that enrollment is less than anticipated, the school would remain financially viable and the model would remain consistent with the adopted budget. Most expenses of the school are anticipated to be variable instead of fixed. This will ensure the majority of expenses will flex up and down with enrollment, thus cushioning the impact of lower than estimated revenue due to an enrollment shortfall. Therefore, unlike a brick-and-mortar charter school, there is no minimum number of students required for financial viability.

Attachment 1 – Arkansas Connections Academy 501(c)(3) Application

- Application to the IRS for exemption under 501(c)(3)
- Confirmation of FEDEX delivery
- Articles of Incorporation
- Employer Identification Number



May 28, 2014

VIA FEDEX

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

Re: Arkansas Connections Academy, Inc.
EIN: 46-5766559
Form: 1023

Dear Sir or Madam:

Enclosed please find an Application for Recognition of Exemption (Form 1023) and a Power of Attorney (Form 2848) for Arkansas Connections Academy, Inc., along with a check for \$850 made payable to the Department of Treasury to cover the applicable filing fee.

Thank you in advance for your prompt review of Arkansas Connections Academy, Inc.'s exemption application. Pursuant to the Power of Attorney filed herewith, please contact me directly with any questions regarding the organization.

Sincerely,

A handwritten signature in black ink that reads 'Kevin Davis'.

Kevin M. Davis

KMD
Enclosures

Form **2848**
 (Rev. March 2012)
 Department of the Treasury
 Internal Revenue Service

Power of Attorney and Declaration of Representative

▶ Type or print. ▶ See the separate instructions.

OMB No. 1545-0150

For IRS Use Only

Received by:

Name _____

Telephone _____

Function _____

Date / /

Part I Power of Attorney

Caution: A separate Form 2848 should be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address Arkansas Connections Academy 1001 Fleet Street, 5th Floor Baltimore, MD 21202	Taxpayer identification number(s) <p style="text-align: center;">46-5766559</p> Daytime telephone number <p style="text-align: center;">619-238-1900</p> Plan number (if applicable)
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hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address Kevin M. Davis Procopio, Cory, Hargreaves & Savitch LLP 525 B Street, Suite 2200, San Diego, CA 92101	CAF No. _____ PTIN _____ Telephone No. 619-238-1900 Fax No. 619-235-0398
Check if to be sent notices and communications <input checked="" type="checkbox"/>	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address Jon Schimmer Procopio, Cory, Hargreaves & Savitch LLP 525 B Street, Suite 200, San Diego, CA 92101	CAF No. 0200-08066 R PTIN P01314525 Telephone No. 619-238-1900 Fax No. 619-235-0398
Check if to be sent notices and communications <input type="checkbox"/>	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____
	Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>

to represent the taxpayer before the Internal Revenue Service for the following matters:

3 Matters

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, etc.) (see instructions for line 3)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions for line 3)
Income Tax	Form 1023	2013-2016

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. **Specific Uses Not Recorded on CAF**

5 Acts authorized. Unless otherwise provided below, the representatives generally are authorized to receive and inspect confidential tax information and to perform any and all acts that I can perform with respect to the tax matters described on line 3, for example, the authority to sign any agreements, consents, or other documents. The representative(s), however, is (are) not authorized to receive or negotiate any amounts paid to the client in connection with this representation (including refunds by either electronic means or paper checks). Additionally, unless the appropriate box(es) below are checked, the representative(s) is (are) not authorized to execute a request for disclosure of tax returns or return information to a third party, substitute another representative or add additional representatives, or sign certain tax returns.

Disclosure to third parties; Substitute or add representative(s); Signing a return; _____

Other acts authorized: _____ (see instructions for more information)

Exceptions. An unenrolled return preparer cannot sign any document for a taxpayer and may only represent taxpayers in limited situations. An enrolled actuary may only represent taxpayers to the extent provided in section 10.3(d) of Treasury Department Circular No. 230 (Circular 230). An enrolled retirement plan agent may only represent taxpayers to the extent provided in section 10.3(e) of Circular 230. A registered tax return preparer may only represent taxpayers to the extent provided in section 10.3(f) of Circular 230. See the line 5 instructions for restrictions on tax matters partners. In most cases, the student practitioner's (level k) authority is limited (for example, they may only practice under the supervision of another practitioner).

List any specific deletions to the acts otherwise authorized in this power of attorney: _____

6 **Retention/revocation of prior power(s) of attorney.** The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you do not want to revoke a prior power of attorney, check here **YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.**

7 **Signature of taxpayer.** If a tax matter concerns a year in which a joint return was filed, the husband and wife must each file a separate power of attorney even if the same representative(s) is (are) being appointed. If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

▶ **IF NOT SIGNED AND DATED, THIS POWER OF ATTORNEY WILL BE RETURNED TO THE TAXPAYER.**


Signature

5/29/14
Date

Incorporator

Title (if applicable)

Fritz Steiger

Print Name

PIN Number

Print name of taxpayer from line 1 if other than individual

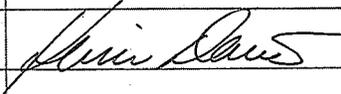
Part II Declaration of Representative

Under penalties of perjury, I declare that:

- I am not currently under suspension or disbarment from practice before the Internal Revenue Service;
- I am aware of regulations contained in Circular 230 (31 CFR, Part 10), as amended, concerning practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
 - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
 - b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
 - c Enrolled Agent—enrolled as an agent under the requirements of Circular 230.
 - d Officer—a bona fide officer of the taxpayer's organization.
 - e Full-Time Employee—a full-time employee of the taxpayer.
 - f Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
 - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
 - h Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - k Student Attorney or CPA—receives permission to practice before the IRS by virtue of his/her status as a law, business, or accounting student working in LJTC or STCP under section 10.7(d) of Circular 230. See instructions for Part II for additional information and requirements.
 - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ **IF THIS DECLARATION OF REPRESENTATIVE IS NOT SIGNED AND DATED, THE POWER OF ATTORNEY WILL BE RETURNED. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN LINE 2 ABOVE.** See the instructions for Part II.

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

Designation— Insert above letter (a-r)	Licensing jurisdiction (state) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable). See instructions for Part II for more information.	Signature	Date
A	California	259693		5/29/14
A	California	220387		

Form 1023 Checklist

(Revised December 2013)

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

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

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

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

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

- Employer Identification Number (EIN)

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

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

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

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

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

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

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

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

Form
(Rev. December 2013)
Department of the Treasury
Internal Revenue Service**1023****Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

(00)

OMB No. 1545-0056

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

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

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

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

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Arkansas Connections Academy, Inc.			
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
1001 Fleet Street	5th Floor	46-5766559	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
Baltimore, MD 21202		06	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 619-238-1900	
a Name: Kevin M. Davis		c Fax: (optional) 619-235-0398	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website:			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		05 / 28 / 2014	
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 12-2013)

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Pg. 2, Art. 5
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Pg. 2, Art. 6
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: _____

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Please see attached.			

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Please see attached.			

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Please see attached.			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? **Yes** **No**
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? **Yes** **No**
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. **Yes** **No**
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. **Yes** **No**
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. **Yes** **No**
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. **Yes** **No**
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**
- | | |
|---|--|
| <input type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input type="checkbox"/> email solicitations | <input type="checkbox"/> accept donations on your website |
| <input type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> Other |
- Attach a description of each fundraising program.
- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**
-
- 5** Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**
- 6a** Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**
- b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.
-
- 7a** Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**
- b** Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**
- c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.
-
- 8** Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**
-
- 9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**
- b** Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**
- c** Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**
- d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**
-
- 10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a** Do you or will you operate in a **foreign country** or **countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- | | | | |
|----|--|--|---|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)
		Current tax year	(a) From 07/01/13 To 06/30/14	(b) From 07/01/14 To 06/30/15	(c) From 07/01/15 To 06/30/16	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	Please		See	Attached	
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)					
	8 Total of lines 1 through 7					
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)					
	10 Total of lines 8 and 9					
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 Unusual grants					
	13 Total Revenue Add lines 10 through 12					
Expenses	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages					
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)					
	21 Depreciation and depletion					
	22 Professional fees					
	23 Any expense not otherwise classified, such as program services (attach itemized list)					
	24 Total Expenses Add lines 14 through 23					

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End: **6/30/14**

		(Whole dollars)
Assets		
1	Cash	0
2	Accounts receivable, net	0
3	Inventories	0
4	Bonds and notes receivable (attach an itemized list)	0
5	Corporate stocks (attach an itemized list)	0
6	Loans receivable (attach an itemized list)	0
7	Other investments (attach an itemized list)	0
8	Depreciable and depletable assets (attach an itemized list)	0
9	Land	0
10	Other assets (attach an itemized list)	0
11	Total Assets (add lines 1 through 10)	0
Liabilities		
12	Accounts payable	0
13	Contributions, gifts, grants, etc. payable	0
14	Mortgages and notes payable (attach an itemized list)	0
15	Other liabilities (attach an itemized list)	0
16	Total Liabilities (add lines 12 through 15)	0
Fund Balances or Net Assets		
17	Total fund balances or net assets	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. Yes No
If you are unsure, see the instructions.
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
- The organization is not a private foundation because it is:
- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a Request for Advance Ruling: By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

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

.....
(Type or print name of signer)

.....
(Date)

.....
(Type or print title or authority of signer)

For IRS Use Only

.....
IRS Director, Exempt Organizations

.....
(Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).
- (i) **(a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____
- (b)** Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) **(a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b)** For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. **Yes** **No**

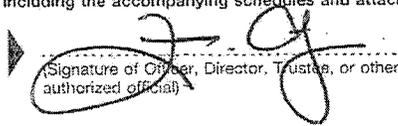
Part XI **User Fee Information**

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

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

Please Sign Here


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

Fritz Steiger
(Type or print name of signer)

5/28/2014

(Date)

Incorporator
(Type or print title or authority of signer)

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

Form **1023** (Rev. 6-2006)

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. **Yes** **No**
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. **Yes** **No**
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. **Yes** **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. **Yes** **No**
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? **Yes** **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. **Yes** **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. **Yes** **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. **Yes** **No**
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? **Yes** **No**
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. **Yes** **No**
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. **Yes** **No**

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Part 1, Question No. 7

Kevin M. Davis
Procopio, Cory, Hargreaves & Savitch LLP
525 B Street, Suite 2200
San Diego, CA 92101
619-238-1900

Form **2848**
 (Rev. March 2012)
 Department of the Treasury
 Internal Revenue Service

Power of Attorney and Declaration of Representative

▶ Type or print. ▶ See the separate instructions.

OMB No. 1545-0150

For IRS Use Only

Received by:

Name _____

Telephone _____

Function _____

Date / /

Part I Power of Attorney

Caution: A separate Form 2848 should be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address Arkansas Connections Academy 1001 Fleet Street, 5th Floor Baltimore, MD 21202	Taxpayer identification number(s) <p style="text-align: center;">46-5766559</p> Daytime telephone number <p style="text-align: center;">619-238-1900</p> Plan number (if applicable)
--	--

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address Kevin M. Davis Procopio, Cory, Hargreaves & Savitch LLP 525 B Street, Suite 2200, San Diego, CA 92101	CAF No. _____ PTIN _____ Telephone No. 619-238-1900 Fax No. 619-235-0398 Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Check if to be sent notices and communications <input checked="" type="checkbox"/>	
Name and address Jon Schimmer Procopio, Cory, Hargreaves & Savitch LLP 525 B Street, Suite 200, San Diego, CA 92101	CAF No. 0200-08066 R PTIN P01314525 Telephone No. 619-238-1900 Fax No. 619-235-0398 Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Check if to be sent notices and communications <input type="checkbox"/>	
Name and address	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>

to represent the taxpayer before the Internal Revenue Service for the following matters:

3 Matters

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, etc.) (see instructions for line 3)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see instructions for line 3)
Income Tax	Form 1023	2013-2016

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. **Specific Uses Not Recorded on CAF**

5 Acts authorized. Unless otherwise provided below, the representatives generally are authorized to receive and inspect confidential tax information and to perform any and all acts that I can perform with respect to the tax matters described on line 3, for example, the authority to sign any agreements, consents, or other documents. The representative(s), however, is (are) not authorized to receive or negotiate any amounts paid to the client in connection with this representation (including refunds by either electronic means or paper checks). Additionally, unless the appropriate box(es) below are checked, the representative(s) is (are) not authorized to execute a request for disclosure of tax returns or return information to a third party, substitute another representative or add additional representatives, or sign certain tax returns.

Disclosure to third parties; Substitute or add representative(s); Signing a return; _____

Other acts authorized: _____ (see instructions for more information)

Exceptions. An unenrolled return preparer cannot sign any document for a taxpayer and may only represent taxpayers in limited situations. An enrolled actuary may only represent taxpayers to the extent provided in section 10.3(d) of Treasury Department Circular No. 230 (Circular 230). An enrolled retirement plan agent may only represent taxpayers to the extent provided in section 10.3(e) of Circular 230. A registered tax return preparer may only represent taxpayers to the extent provided in section 10.3(f) of Circular 230. See the line 5 instructions for restrictions on tax matters partners. In most cases, the student practitioner's (level k) authority is limited (for example, they may only practice under the supervision of another practitioner).

List any specific deletions to the acts otherwise authorized in this power of attorney: _____

6 **Retention/revocation of prior power(s) of attorney.** The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you **do not** want to revoke a prior power of attorney, check here **YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.**

7 **Signature of taxpayer.** If a tax matter concerns a year in which a joint return was filed, the husband and wife must each file a separate power of attorney even if the same representative(s) is (are) being appointed. If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

► **IF NOT SIGNED AND DATED, THIS POWER OF ATTORNEY WILL BE RETURNED TO THE TAXPAYER.**


Signature

5/29/14
Date

Incorporator

Title (if applicable)

Fritz Steiger

Print Name

PIN Number

Print name of taxpayer from line 1 if other than individual

Part II Declaration of Representative

Under penalties of perjury, I declare that:

- I am not currently under suspension or disbarment from practice before the Internal Revenue Service;
- I am aware of regulations contained in Circular 230 (31 CFR, Part 10), as amended, concerning practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
 - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
 - b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
 - c Enrolled Agent—enrolled as an agent under the requirements of Circular 230.
 - d Officer—a bona fide officer of the taxpayer's organization.
 - e Full-Time Employee—a full-time employee of the taxpayer.
 - f Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
 - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
 - h Unenrolled Return Preparer—Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - k Student Attorney or CPA—receives permission to practice before the IRS by virtue of his/her status as a law, business, or accounting student working in LITC or STCP under section 10.7(d) of Circular 230. See instructions for Part II for additional information and requirements.
 - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

► **IF THIS DECLARATION OF REPRESENTATIVE IS NOT SIGNED AND DATED, THE POWER OF ATTORNEY WILL BE RETURNED. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN LINE 2 ABOVE.** See the instructions for Part II.

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

Designation— Insert above letter (a-r)	Licensing jurisdiction (state) or other licensing authority (if applicable)	Bar, license, certification, registration, or enrollment number (if applicable). See instructions for Part II for more information.	Signature	Date
A	California	259693		5/29/14
A	California	220387		

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Part II, Question 1: Articles of Incorporation

The Articles of Incorporation of Arkansas Connections Academy, an Arkansas nonprofit public benefit corporation, filed in the office of Secretary of State of the State of Arkansas on May 28, 2014, is provided with this response. As explained in the Attachment to Part IV, Arkansas Connections Academy was required to file this Form 1023 application prior to its first board meeting on upon the date of filing its Articles of Incorporation. Arkansas Connections Academy will supplement this application with the certified articles once the application has been assigned for review by the U.S. Internal Revenue Service.

We, the undersigned, acting as incorporators of a corporation under the Arkansas Non profit Act (Act 1147 of 1993), adopt the following Articles of Incorporation of such corporation.

- 1: The name of the corporation is:**
ARKANSAS CONNECTIONS ACADEMY, INC.

- 2: The corporation is:** PUBLIC - BENEFIT CORPORATION

- 3: Will this corporation have members:** NO

- 4: Power of the corporation:**
A. IRS (501)(C)(3) SUGGESTED LANGUAGE:
10/29/2007:
 NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT, OR BE DISTRIBUTABLE TO ITS MEMBERS, TRUSTEES, OFFICERS, OR OTHER PRIVATE PERSONS, EXCEPT THAT THE CORPORATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF THE PURPOSES SET FORTH IN PREVIOUS ARTICLES HEREOF. NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE THE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE IN, OR INTERVENE IN (INCLUDING THE PUBLISHING OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OR IN OPPOSITION TO ANY CANDIDATE FOR PUBLIC OFFICE. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON (A) BY A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY

FUTURE FEDERAL TAX CODE, OR (B) BY A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

5: The purpose for which this corporation is organized:

A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007:
 SAID CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE, RELIGIOUS, EDUCATIONAL, AND SCIENTIFIC PURPOSES, INCLUDING, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.)

6: Distribution of assets on dissolution:

A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007:
 UPON THE DISSOLUTION OF THE CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY A COURT OF COMPETENT JURISDICTION OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS AS SAID COURT SHALL DETERMINE WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

7: Corporation's initial registered agent:

Name CORPORATION SERVICE COMPANY
Street Address 300 SPRING BUILDING, SUITE 900, 300 S. SPRING ST.
City: LITTLE ROCK
State: AR
ZIP: 72201-

8: The name and address of each Incorporator is as follows:

Name 1 FRITZ STEIGER
105 NW 2ND ST.,
Address SUITE 207A,
1 BENTONVILLE, AR
72712

Name 2
Address
2

Name 3
Address
3

Name 4
Address
4

Name 5
Address
5

Name 6
Address
6

Name 7
Address
7

Name 8
Address
8

Name 9
Address
9

Name 10
Address
10

**THIS FILING HAS A
DELAYED
EFFECTIVE DATE OF
MAY 28TH,
2014.
**

Optional Info:

**Signature of an
Incorporator:**

FRITZ STEIGER

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Part II, Question 5: Bylaws

Arkansas Connections Academy will adopt bylaws at the first meeting of its board of directors. As explained in the Attachment to Part IV, Arkansas Connections Academy was required to file this Form 1023 application prior to its first board meeting. Arkansas Connections Academy will supplement this application with the adopted bylaws once the application has been assigned for review by the U.S. Internal Revenue Service. The bylaws will provide the information required by Part II, Question 5 concerning how its board members were elected at its first board meeting and will be elected going forward.

APPLICATION FOR RECOGNITION OF EXEMPTION

Arkansas Connections Academy, Inc.

EIN: 46-5766559

Attachment Part IV

Arkansas Connections Academy, Inc. (the "School") is applying to the U.S. Internal Revenue Service ("IRS") for tax exemption pursuant to Section 501(c)(3) of the Internal Revenue Code ("IRC"), as a publicly supported organization that is organized and operates exclusively for educational purposes as described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi). IRS Regulation 1.501(c)(3)-1(d)(3)(i) defines "education" as "the instruction or training of the individual for the purpose of improving or developing his capabilities."

The School is an Arkansas nonprofit public benefit corporation that was formed on May 28, 2014, "exclusively for charitable, religious, educational and scientific purposes." (See Articles of Incorporation, provided as Attachment Part II, Question 1.) The School plans to achieve its corporate purposes through the creation and operation of an online public charter school in the State of Arkansas in the 2015-2016 school year. The Department of Education for the State of Arkansas has required that the School submit its charter petition by May 30, 2014, with proof of having filed a Form 1023. In order to do so, the School submits this Form 1023 application to the IRS on May 29, 2014, so that the School can include the FedEx delivery confirmation with a copy of this Form 1023 application as part of its charter petition for review by the Arkansas Department of Education. Due to this tight deadline, the School has been unable to hold the initial, or organizational, meeting of its board of directors at which the School would elect its board of directors, adopt bylaws, a conflict of interest code, approve its charter petition and budget, and other formation matters. The School will supplement its Form 1023 application with these supporting documents once the application has been assigned for review.

Once the School's charter petition is approved by the Arkansas Department of Education, the School plans to provide its charitable and educational program through an online public charter school that is open for enrollment by all students who reside within the State of Arkansas in Grades K through 12, commencing the 2015-2016 school year. The School understands that it is the current position of the IRS that charter schools offering an online curriculum do not qualify for tax exemption pursuant to IRC Sections 509(a)(1) and 170(b)(1)(A)(ii). Accordingly, the School requests that the IRS grant its tax exemption as a publicly supported charitable and educational organization pursuant to IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Part V, Question 1a, 1b, 1c and 3a

As explained in Part IV, Arkansas Connections Academy was required to submit this Form 1023 application prior to the first meeting of its board of directors. Consequently, Arkansas Connection Academy must supplement this application with the names, titles, addresses, amount of compensation, qualifications, hours worked, duties, and resumes of its officers and directors, highest paid employees and highest paid independent contractors once this application has been assigned for review by the U.S. Internal Revenue Service.

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Part V, Question 5a: Conflict of Interest Policy

As explained in Part IV, Arkansas Connections Academy was required to submit this Form 1023 application prior to the first meeting of its board of directors. Consequently, Arkansas Connection Academy must supplement this application with the conflict of interest policy adopted by its board of directors once this application has been assigned for review by the U.S. Internal Revenue Service.

The adopted conflict of interest policy will provide the information required by Part V, Question 5a concerning:

- The procedures followed to assure that persons who have a conflict of interest will not have influence over Arkansas Connections Academy for setting their own compensation; and,
- The procedures followed to assure that persons who have a conflict of interest will not have influence over Arkansas Connections Academy regarding business deals with themselves.

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Part VI, Question 1.a

As explained in Part IV, Arkansas Connections Academy plans to open and operate an Arkansas public charter school for students who are residents of the State of Arkansas and otherwise eligible to enroll in grades K-12.

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Part VI, Question 2

As explained in Part IV, Arkansas Connections Academy plans to open and operate an Arkansas public charter school for students who are residents of the State of Arkansas and otherwise eligible to enroll in grades K-12. Accordingly, the educational services provided by the School are limited to students in such grades and within such geographic boundaries.

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Part VIII, Question 4a

As the operator of an Arkansas public charter school, Arkansas Connections Academy may, from time to time, submit applications for federal and/or state grants and foundation grants.

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Part VIII, Question 5

As described in Part IV, Arkansas Connections Academy plans to open and operate a public charter school under Arkansas law pursuant to a charter granted by the Department of Education for the State of Arkansas, which is a government agency as a political subdivision of the State of Arkansas.

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Part VIII, Question 7b

Arkansas Connections Academy plans to negotiate and enter into an educational products and services agreement with the following entity, or a subdivision of the following entity:

Connections Academy LLC
1001 Fleet Street, 5th Floor
Baltimore, MD 21202

Connections Academy LLC (“CA”) is a for-profit entity that provides innovative educational services outside of the traditional classroom, emphasizing accountability and performance for students and staff. CA has a rigorous independent study educational curriculum and experience working with numerous other charter schools.¹

Despite the anticipated business relationship with CA, the board of directors of Arkansas Connections Academy will retain ultimate control and authority over the operation of the public charter school opened and operated by Arkansas Connections Academy. Further, none of the members of the board of directors of Arkansas Connections Academy will have business or family relationships with CA.

¹ It is Arkansas Connections Academy’s understanding that other charter schools for which CA provides educational support services have been approved, or are in the process of review, for Code section 501(c)(3) status.

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Part VIII, Question 15

Arkansas Connections Academy will open and operate a public charter school under Arkansas law pursuant to a charter granted by the State of Arkansas Department of Education, which is a government agency as a political subdivision of the State of Arkansas. As explained in Part VIII, Question 7b, Connections Academy LLC will provide certain educational products and services to Arkansas Connections Academy. Despite this business relationship, the board of directors of Arkansas Connections Academy will retain ultimate control and authority over the operation of the public charter school.

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Part IX

As explained in Part IV, Arkansas Connections Academy was required to submit this Form 1023 application prior to the first meeting of its board of directors. Consequently, Arkansas Connection Academy must supplement this application with the required financial data once this application has been assigned for review by the U.S. Internal Revenue Service.

APPLICATION FOR RECOGNITION OF EXEMPTION
Arkansas Connections Academy, Inc.
EIN: 46-5766559

Attachment Schedule B, Section I, Questions 1.b and 2.a

As set forth above in response to Part VIII, Question 5, Arkansas Connections Academy plans to open and operate a public charter school under Arkansas law pursuant to a charter granted by the Department of Education for the State of Arkansas, which is a government agency as a political subdivision of the State of Arkansas. The public charter school will provide charitable and educational services to students in grades K-12 throughout the State of Arkansas. Please see the School's response to Part IV for further information.

REF. #	INV. #	DATE	INVOICE AMOUNT	INVOICE DESCRIPTION	AMOUNT PAID
296182	05/28/14	05-28-14	850.00	114716-00	850.00

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 ORDER OF

Department of Treasury

From: [DeJesus, Sarai](#)
To: [Davis, Kevin M.](#)
Subject: FW: FedEx Shipment 770137599884 Delivered
Date: Friday, May 30, 2014 1:18:13 PM
Attachments: [image001.jpg](#)
[image002.jpg](#)
[image003.jpg](#)

Best regards,
Sarai

From: trackingupdates@fedex.com [mailto:trackingupdates@fedex.com]
Sent: Friday, May 30, 2014 4:35 AM
To: DeJesus, Sarai
Subject: FedEx Shipment 770137599884 Delivered

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Your package has been delivered

Tracking # [770137599884](#)

Ship (P/U) date:
**Thursday,
5/29/14**

Delivery date:
**Friday, 5/30/14
7:30 AM**


Kevin Davis
PROCOPIO CORY
ETAL LLP
San Diego, CA
92101
US


Delivered

**Attn: Extracting
Stop 312**
Internal Revenue
Service
201 West Rivercenter
Blvd
COVINGTON, KY
41011
US

Shipment Facts

Our records indicate that the following package has been delivered.

Tracking number: [770137599884](#)
Status: Delivered: 05/30/2014
07:30 AM Signed for
By: .SCHEIDT
Reference: 114716-000000
Signed for by: .SCHEIDT
Delivery location: COVINGTON, KY
Delivered to: Receptionist/Front
Desk
Service type: FedEx First Overnight

Packaging type: FedEx Envelope

Number of pieces: 1

Weight: 0.50 lb.

Special handling/Services: Deliver Weekday

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STATE OF ARKANSAS



Mark Martin

ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Arkansas Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation

of

ARKANSAS CONNECTIONS ACADEMY, INC.

filed in this office May 30, 2014 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.



In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 30th day of May, 2014.

Mark Martin

Arkansas Secretary of State



We, the undersigned, acting as incorporators of a corporation under the Arkansas Non profit Act (Act 1147 of 1993), adopt the following Articles of Incorporation of such corporation.

- 1: The name of the corporation is:**
ARKANSAS CONNECTIONS ACADEMY, INC.
- 2: The corporation is:** PUBLIC - BENEFIT CORPORATION
- 3: Will this corporation have members:** NO
- 4: Power of the corporation:**
A. IRS (501)(C)(3) SUGGESTED LANGUAGE:
10/29/2007:
 NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT, OR BE DISTRIBUTABLE TO ITS MEMBERS, TRUSTEES, OFFICERS, OR OTHER PRIVATE PERSONS, EXCEPT THAT THE CORPORATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF THE PURPOSES SET FORTH IN PREVIOUS ARTICLES HEREOF. NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE THE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE IN, OR INTERVENE IN (INCLUDING THE PUBLISHING OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OR IN OPPOSITION TO ANY CANDIDATE FOR PUBLIC OFFICE. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON (A) BY A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE

CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR (B) BY A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C) (2) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

5: The purpose for which this corporation is organized:

A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007:
 SAID CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE, RELIGIOUS, EDUCATIONAL, AND SCIENTIFIC PURPOSES, INCLUDING, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.)

6: Distribution of assets on dissolution:

A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007:
 UPON THE DISSOLUTION OF THE CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY A COURT OF COMPETENT JURISDICTION OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS AS SAID COURT SHALL DETERMINE WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

7: Corporation's initial registered agent:

Name CORPORATION SERVICE COMPANY
Street Address 300 SPRING BUILDING, SUITE 900, 300 S. SPRING ST.
City: LITTLE ROCK
State: AR
ZIP: 72201-

8: The name and address of each Incorporator is as follows:

Name 1 JENNIFER FLINN
Address 124 W. CAPITOL AVE., SUITE 1 1500, LITTLE ROCK, AR 72203

Name 2
Address
2

Name 3
Address
3

Name 4
Address
4

Name 5
Address
5

Name 6
Address
6

Name 7
Address
7

Name 8
Address
8

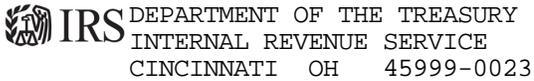
Name 9
Address
9

Name 10
Address

Optional Info:

**Signature of an
Incorporator:**

JENNIFER FLINN



Date of this notice: 05-28-2014

Employer Identification Number:
46-5766559

Form: SS-4

Number of this notice: CP 575 A

ARKANSAS CONNECTIONS ACADEMY INC
% ASHLI GOBLE
1001 FLEET ST FL 5
BALTIMORE, MD 21202

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-5766559. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1120

09/15/2014

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is ARKA. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Attachment 2 – Public Hearing Documentation

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

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.

As evidence of meeting this requirement we are including:

- **Copies of the notice posted on 6/20/14, 6/27/14, and 7/4/14 in the Arkansas Democrat Gazette, a newspaper with circulation statewide**
- **A copy of the notice as provided by the Arkansas Democrat Gazette**
- **A copy of the flyer distributed by Board Members**

- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.

As evidenced by the notices, they were not published in the classified or legal notice section of the newspaper.

- C. The last publication date of the notice was no less than seven days prior to the public meeting.

The last publication date was 7/4/14, which was not less than seven days prior to the public hearings, which were held on 7/11/14 and 7/12/14.

- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous

As evidence of meeting this requirement we are attaching:

- **A copy of the email that was sent by Fritz Steiger, Board Secretary, to Superintendents on 6/25/14 at 4:20 PM CST**
- **A copy of the second email that was sent on 6/27/14 at 12:26 PM CST to the six email addresses that had been returned as undeliverable in the previous email**

Notice of Public Hearing Published 6/20/14

NLR

Continued from Page 1A
criteria for the new attendance zones.

The board set as its top priority that each of the attendance zones be contiguous, meaning that each school would serve its students within one area and not any distant satellite area or pocket of students in another part of the city. The board also asked the planners such a racial and socioeconomic mix of pupils at the schools and that the zones be drawn so that the schools are used effectively with neither over-crowding nor under-enrollment.

Deborah Rhoden, one of the committee members, said the committee worked hard at its task, even considering the 1994 Brown v. Board of Education Supreme Court decision against racially separate schools in Topeka, Kan. She said that was done in hopes of finding ways to move the North Little Rock district beyond its terms of racial desegregation of its schools.

"Most of our neighborhoods are not very diverse," Rhoden told the board. "The committee agreed over and over that the map we are creating with you tonight is the best, simplest scenario but, by no means, is it perfect."

She would have been more personal during a public meeting, she said. She noted that the schools to be served by the attendance zones have some white majority populations and black and white enrollment and an insufficient mix of students based on family income.

"The meeting got — I wish it could be ending soon," she said.

The anticipated racial makeup of the elementary schools is projected to range from 66.7 percent black at Crestwood Elementary to 67.6 percent black at Meadow Park Elementary.

The white enrollment is expected to range from 4.1 percent at Seventh Street Elementary to 25 percent at Crestwood. The Hispanic enrollment is projected to

Ex-Bryant school chief gets helm at NLR high

CYNTHIA HENWELL
Arkansas Democrat-Gazette
Dorothy Rutherford, a former superintendent of the Bryant School District, will be the new principal of North Little Rock High School-West Campus as the result of a 3-0 vote of the North Little Rock School Board.

Rutherford, who will replace interim Principal Ken Kimpel at the school, stepped as the Bryant superintendent earlier this year as part of a separation agreement between him and the district's School Board. The Bryant board has never said publicly why it wanted to remove Rutherford from the position.

North Little Rock Superintendent Kelly Rodgers said in an interview after the North Little Rock board vote that Rutherford was the top choice of a coalition of district teachers and administrators who interviewed a half-dozen candidates for the position, which will pay \$93,077 annually. Rutherford earned \$26,000 as an interim superintendent of the Bryant district.

RH, Rodgers said his own decision to recommend Rutherford to the board was a difficult one. The Bryant board named Rutherford on March 10. Ultimately the board and Rutherford came to a "separation agreement" the weekend of May 13 regarding his departure from the district.

After careful checking with other superintendents and the Arkansas Department of Education staff, including a state legislative joint hearing Wednesday, Rodgers said that Rutherford is a man of integrity. He said he would be recommending anything came out against Rutherford.

After careful checking with other superintendents and the Arkansas Department of Education staff, including a state legislative joint hearing Wednesday, Rodgers said that Rutherford is a man of integrity. He said he would be recommending anything came out against Rutherford.

Ex-Bryant school chief gets helm at NLR high

"It is 100 percent the right person to lead our school at this time," Rodgers said. "This campus is undergoing major changes, and he is an exceptional leader who fits the needs of the district and this campus," he said.

North Little Rock High School-West Campus is undergoing an estimated, \$90 million building renovation and expansion. The school now serves grades 10-12 but will become a high-through-12th-graders in the city.

Asked why Rutherford had to resign, Rodgers said it was his understanding — from others besides Rutherford and Bryant School Board members — that the resignation was based on financial matters and happened to Bryant under Rutherford's leadership.

State auditors found that a former Bryant district treasurer — Richard Sipe — opened a revenue credit card and made other fiscal decisions and transactions that went unrecorded by Rutherford.

"There's no talking to say there was no wrongdoing," Rodgers said about Rutherford. "He stood up and said, 'This has gone wrong.' At that point they started investigating financial issues in Bryant."

"Simply put, from everything we could tell, it was an unfortunate situation that occurred with bias in that district," Rodgers said.

Rutherford, who is a former assistant principal at Little Rock Central High and principal at Little Rock's J.A. Roe High, said Thursday night that he was pleased to be hired.

"I'm ready to get back to work with kids," he said. "The excited about what they've got going in North Little Rock. I think North Little Rock is headed on the right path."

Ex-Bryant school chief gets helm at NLR high

Patrick Lander, another committee member, told the board that he personally believes the plan as presented to and approved by the board is a workable plan that will allow for the future growth of the elementary school enrollment in the projected growth areas of the city.

"I do think it achieves a greater sense of neighborhood schools, which were part of the village campaign that brought us to this exciting point," he added, referring to the 2012 public vote to raise the property tax rate to finance the school building improvements.

"I do think that demographically we are creating a challenge for the future," Lander added. "While all but one of our schools will qualify for federal Title I funds, I don't know that if you look at the demographics of each of the individual schools that it is an accurate reflection of community and the work our children will grow up in."

Stephan W. Jones, an attorney for the school district, said in an earlier letter to Superintendent Kelly Rodgers that he saw no legal problems with the attendance zones or the anticipated racial makeup of the school enrollments.

The North Little Rock district was only recently released from federal court monitoring of its desegregation efforts. Rodgers, Jones said in particular kind of racial balance is required in the schools, even if the district now will operate under court supervision.

Now that the district is under no desegregation, and released from court oversight, the standard for court supervision is whether the district acted with the intent to cause racial segregation, Jones said and adding that there is nothing to suggest that is happening.

"In fact, the statistical results are a more integrated student population rather than a more segregated one, with every school having facilities of equal quality," he wrote about the new zones.

Board member Dorothy Williams on Thursday said she is comfortable with the new zones and the resulting racial mix.

Ex-Bryant school chief gets helm at NLR high

"All of our schools have proven themselves," said Williams, who is black and a retired administrator in the 1970s student system.

"Because a black child is in a classroom with a white child or vice versa, that doesn't make a child learn," she said. "It's the academic structure or the curriculum that we have provided. I was so prepared because all of our schools are academically sound. That is the greatest praise that I can give to our administrators and teachers who do their job as elementary education directors to make sure that all of our schools are really doing well, elementary-wise."

The attendance zone map was developed in consultation with NLR's Association, a Kansas City, Mo., area demographic consulting firm.

Only the elementary schools in the district require revised attendance zones. The district ultimately will have only one six-through-eighth grade middle school and one ninth through 12th grade high school.

Meeting for the attendance zone plan Thursday were board members Williams, Scott Miller, Scott Young, Lake King and Scott Street. Board President Dr. Katherine and board member Darrell Montgomery were absent.

Ex-Bryant school chief gets helm at NLR high

Williams on Thursday said she is comfortable with the new zones and the resulting racial mix.

Williams on Thursday said she is comfortable with the new zones and the resulting racial mix.

NOTICE OF PUBLIC HEARINGS

Arkansas Connections Academy announces two public hearings on the creation of a new statewide online open-enrollment charter school. Arkansas Connections Academy will serve students in grades K-12 with quality curriculum and personalized instruction. Please attend to learn more.

FRIDAY, JULY 11, 2014 6:00 P.M.
SATURDAY, JULY 12, 2014 2:00 P.M.

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Arkansas Democrat-Gazette

High court tosses 'abstract' software patents

WASHINGTON — The Supreme Court unanimously ruled Thursday that basic business methods may not be patented, even if computers are used to apply them.

The case, one of two unanimously decided by the court Thursday, involved a method for reducing risk that parties in a transaction will not pay what they owe. Writing for the court, Justice Clarence Thomas said that was "a patent-ineligible abstract idea."

"Merely requiring generic computer implementation," he said, "falls to implement that abstract idea into a patent-eligible invention."

Patent claims cover the way ideas are incorporated into computers, cellphones and other devices have become a challenge for many high-tech companies.

Many of these companies have interests that lay in opposite directions. They tend to hold large portfolios of valuable patents and want to protect them. But they must also contend with "patent trolls," companies that have obtained patents in association with vague concepts and that are more active in the courthouse than on the production line.

The patents at issue in Thursday's case were owned by Alice Corp., which developed a method for reducing settlement risks among multiple parties.

The patents were challenged by 115 other Internet firms, which says it clears \$5 billion in foreign exchange transactions a day in a way that Alice Corp. patents, the lawsuit, merely recited "the fundamental economic concept of intermediated settlement of currency."

A trial court invalidated Alice's patents, saying they recited only abstract concepts. That decision was effectively affirmed by the U.S. Court of Appeals for the Federal Circuit, a specialized court in Washington that hears patent disputes. The decision was badly fractured, with seven opinions, none of which commanded a majority.

The Supreme Court affirmed that judgment in the Alice Corp. v. CLS Bank International, No. 13-276, saying Alice's idea was a fundamental economic practice and "a building block of the modern economy." The use of a computer added nothing, Thomas wrote.

In another ruling Thursday, the court shielded public employees from being punished or fired if they testify in court against their superiors, ruling that the First Amendment protects those who tell the truth and report corruption.

High court tosses 'abstract' software patents

Such testimony is a "speech as a citizen for First Amendment purposes" and deserves to be protected, the court said in a 5-4 decision.

The ruling reverses a lawsuit by a former Alabama community college official. He notified a state legislator who was drawing a paycheck from the college but didn't work. After his testimony, the official was fired.

Edward Lane sued several local college officials, saying he was fired for telling the truth, in violation of the First Amendment.

He lost in the lower courts, which dismissed his claim on the grounds that the First Amendment does not protect public employees for reporting internal wrongdoing.

The Supreme Court had ruled similarly in a 2008 case involving the Los Angeles district attorney's office. That decision sharply flouted the free speech rights of public employees.

In Thursday's opinion, the justice said testifying in court is protected because it is part of an employee's "ordinary job duties."

The decision in Lane v. Gaudet reversed the 11th circuit's lower court ruling.

High court tosses 'abstract' software patents

Justice Thomas said the court's decision would have a "profound impact on the way that companies and individuals develop and use software."

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Justices strike abortion-clinic buffer zone

CHICAGO (AP) — The U.S. Supreme Court on Thursday struck down a Massachusetts law creating a 35-foot protest-free zone around the entrances to abortion clinics, saying it violates the free-speech rights of abortion opponents.

The court's highest court unanimously said the measure, which prevented people from handing out leaflets and starting conversations with women entering clinics, was not a valid exercise of the state's power to regulate abortion.

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The Supreme Court, in a unanimous ruling Thursday, struck down a 35-foot, protest-free zone around abortion clinics in Massachusetts, upholding the constitution of the First Amendment.

Massachusetts cracked down in 2007, strengthening an existing measure that had required a 35-foot buffer zone around abortion clinics. The new law made it a crime to "knowingly enter or remain" in an area within 35 feet of a clinic entrance, and it is deemed "the most comprehensive" of its kind in the nation.

Chief Justice John Roberts called the Massachusetts law an "intrusive step" in carrying out the "unusually rigorous" standard of review for laws that restrict free speech and assembly.

The state has available to it a variety of approaches that appear capable of serving its interests, without curbing the ability of individuals to speak and assemble, Roberts said.

For example, localities can enact laws that require abortion clinics to post notices in advance in order to be open to the public, he said.

Justice Stephen Breyer, who wrote the majority opinion, said the court's decision is not a ruling that the law is unconstitutional because they suppress speech that the government has a substantial interest in promoting.

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O.J. Simpson-case lawyers settle fray

—AN ASSOCIATED PRESS
LAS VEGAS — O.J. Simpson's leading former Las Vegas trial lawyers have settled a breach-of-contract lawsuit in federal court in Nevada and their identical claim in Florida state court.

But the imprisoned former football star's ex-lawyer from Miami, Yale Galanter, and one of Simpson's current attorneys, Nevada attorney Malcolm LaSalle, in Las Vegas.

"We don't have one for medical care or specifically for reproductive health care or abortion," she said. "It is not clear whether the decision will have any practical effect here in Arkansas."

The said the national ACLU organization's position on buffer zones is shifted, from not wanting any restrictions to supporting some restrictions of speech near a business or individual's private meeting facility.

"The difficulty is a balance of two potentially conflicting constitutional rights," she said. "The decision shows a recognition that at speech is not going to be protected."

President Barack Obama's spokesman, Josh Earnest, said that while the administration filed a brief with the court supporting the Massachusetts law, that their ruling was narrow and that they remained of the neutrality of abortion approaches.

Massachusetts Attorney General Martha Coakley said the state won't surrender its right to ensure the safety of women approaching abortion clinics. She said she will work with state lawmakers to explore additional legislation that complies with the court ruling.

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Ruling

Continued from Page 1A
"We are reluctant to upend this traditional practice where doing so would seriously threaten the stability of the profession," he said.

Justice Anthony Kennedy, joined by Justices Clarence Thomas and Samuel Alito, said they would go further and rule that the law is unconstitutional because they suppress speech that the government has a substantial interest in promoting.

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More information

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Cafeteria staffs get health plans back

—THE ASSOCIATED PRESS
WASHINGTON — A food-service company unexpectedly reversed course Thursday after bumping thousands of college cafeteria workers from its health plan under the year and health care reform.

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Deport child aliens quickly, Perry says at House hearing

CLINTONVILLE, Tenn. — The issue of thousands of Central American children entering the U.S. illegally is both a humanitarian crisis and a national security one, Sen. Rick Warren said Thursday at a congressional hearing in Senate House.

More than 52,000 unaccompanied children have been apprehended since October. Three-fourths of them are from Honduras, Guatemala and El Salvador, and many have had their families fleeing gang violence and poverty.

The field hearing by the House Homeland Security Committee in Clintonville is an agreement that there is a humanitarian crisis but disagreement among members about its roots or potential solutions.

Perry attributed the waves of young illegal aliens a failure to secure the border and recent changes in immigration policy that have sent a message in Central America that if the children come to the U.S., they will be allowed to stay.

Border Patrol agents would be immediately deployed to the Rio Grande Valley. But this surge has the usual characteristics of the waves of mothers and children arriving in the first uniformed officer they see. When smugglers don't have to worry about avoiding authorities and instead just have to get their latest cargo across the border, it decreases the deterrence value of boots on the ground.

On Monday, Obama asked Congress for flexibility to deport children more quickly and \$2 billion to hire more immigration judges and open more detention facilities.

Last week, officials announced that barracks at a federal law enforcement training center in New Mexico would be used as temporary detention facilities for women traveling with young children. In recent months, they had managed the beds of illegal aliens released at bus stations with instructions to check in with immigration officials once they reached their destinations. Officials said the New Mexico facility would be focused on foster

deportations.

The White House earlier asked Congress for \$4 billion to help locate, feed and transport the unaccompanied children, and on June 3 Obama called it an "urgent humanitarian situation," putting the federal Emergency Management Agency in charge of coordinating the response.

The issue of unaccompanied children began drawing national attention in late May with the legend it created by Border Patrol stations, but the

Jail

Continued from Page 1A

ally proposed 10-year contract that would increase the city's payments to \$1.5 million per year by 5 percent in the first year and by 3 percent for each of the next nine years after that. The jail's current annual operating budget is \$2.5 million.

Under the current contract, the city together pay about \$1 million per year. The county provides the balance of the jail's funding from its own general fund, which includes some indirect contributions from cities, as well as payments from the state and federal government for building inmates in the jail.

The current contract, which was drafted in 1990 and became effective Aug. 1, 1994, expires next month.

Wilson has said the county has covered the risk of operating the jail while the city has paid the cost amount over the past 20 years. He wants a 3 percent increase to cover the rising costs.

Manassett Mayor Mike Wilson and Sherwood Mayor Virginia Williams have said they aren't happy about the estimated 3 percent increase.

Wilson said Thursday, however, that Williams' proposed increase is cheaper than being subject to the pay-day charge. Manassett pays about \$4,000 to the county under the current contract.

"I don't want to let the county to fight this and then get stuck with \$300,000," he said.

Calculations from the county of how much each city would have paid in 2013 on a pay-day basis were dramatically higher than what each city paid. The total was hundreds of thousands of dollars more for Little Rock, North Little Rock, Sherwood and Jacksonville, and about double for Manassett.

The ordinance going before the Quorum Court at its Tuesday meeting charges cities \$265 for the first day for holding inmates and \$44 for subsequent days. The higher cost for the first day includes medical costs and other procedures that are conducted when an inmate is booked into the jail.

Jacksville Mayor Gary Fletcher said he's concerned that his city already pays more than Sherwood, which is now larger than Jacksville and, he said, sends more people to the jail.

He added that Jacksville had to pay to receive for its budget this year. North Little Rock and Manassett did the same.

Statville is, so far, resistant to paying more money because he said he believes Little Rock already pays more than it should. Under the current contract, the city pays approximately \$2.7 million per year.

North Little Rock Mayor Joe Smith said he would support a one-year contract extension but added that Williams had indicated in a recent conversation that he was not interested in a one-year agreement.

Williams, who was not at Thursday's meeting, said afterward he wanted to wait to comment until he heard

what the mayors had to say at their next meeting, which is Monday with the Little Rock meeting of the council.

Polk County Sheriff Don Haddock backs Williams' proposed increase and wants the cities to get on board to fund their budget-planning sessions begin and before a new county judge takes over in 2015.

"That's not to speak unduly of whoever the next county judge will be, but if that's what we want the next county judge gets a clear understanding of the funding it's only going to take the agreement that much further," Haddock said.

As for the ordinance, officials from the five cities say they remain uncertain as to which inmates they would

be financially on the hook for, and some suggested that the cities could file a lawsuit seeking a declaratory judgment.

Arkansas Municipal League legal director Mark Hayes has said he believes a city is responsible for inmates only if they have violated a municipal code.

Little Rock City Attorney Tom Carpenter said he believes a Polk County Circuit Court order from the early 1990s still stands: the county and state cities involved in a lawsuit. The order states that people are not considered county inmates if they have violated county codes and have been ordered to a circuit court for violating a state statute.

"I know we don't want litigation, but it's looking like a strong possibility," said Alexander City Attorney Kevin Lunsley.

Agave, 80, on track to 1st bloom, death

THE ASSOCIATED PRESS

ANN ARBOR, Mich. — An 80-year-old American agave plant that will flower once then die is about to do the deed.

Probably

Housed at the University of Michigan since 1934, the plant has grown so rapidly since the spring that, at more than 22 ft, it has now tall for the Ann Arbor conservatory, which has had to remove a pane of glass to accommodate it.

Last this week, one of the agave's trunk's flower buds took on an orange tinge, which might mean the buds are ready to finally bloom.

"We've been guessing and speculating since when this particular agave is going to bloom the weeks and have been proven wrong every time," said Joe Manning,

agave for Matthew Hamilton Gardens and Michels Arboretum.

The agave began to shoot upward in April, at which point a volunteer pointed out a flower stalk to Matthew horticulture manager Mike Palmer.

Since then, it has grown as much as 6 inches a day and forced workers to remove the glass to make room for its rapid ascent.

The unexpected American agave was collected in Mexico by David Ewart-Ostwald Alfred Whiting, who then was a University of Michigan graduate student. Known as the century plant because it blooms infrequently, it is native to Mexico and the American Southwest and typically lives 10 to 25 years in the wild before blooming a single time, then dying.

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From: Fritz Steiger

Sent: Wednesday, June 25, 2014 4:20 PM

To: ldardenne@dewitt.k12.ar.us; jcouch@bergman.k12.ar.us; bradfordr@quitman.k12.ar.us; dwoolly@almasd.net; spainhours@greenbrierschools.org; newton.jerry@poyenschool.com; gerald.cooper@melbourneschools.org; fred.walker@iccougars.org; lbennett@newport.k12.ar.us; cshannon@bulldogs.k12.ar.us; backlin@dollawayschools.org; linda.watson@pbsd.k12.ar.us; hazelwd@WCMAIL.K12.AR.US; lesmith@whitehallsd.org; pnicholsanderson@lighthouse-academies.org; ccook@responsiveed.com; rhester@lamarwarriors.org; brendahaynes@sheridanschools.org; tgardner@msd.gaggle.net; Jerry.Noble@gctsd.k12.ar.us; dsmith@paragouldschools.net; blee@blevins.swsc.k12.ar.us; bobby.hart@hpsdistrict.org; angie.raney@springhill.k12.ar.us; susan.stewart@bsd-lions.net; ngills@grbeavers.org; mcclurg@magnetcove.k12.ar.us; bgolden@malverneleopards.org; kissirer@osd.k12.ar.us; ddavis@outlaw.dmcsd.k12.ar.us; turnerc@mssd2.k12.ar.us; doug.graham@nashvillesd.com; rwillison@batesvilleschools.org; roger.rich@southsideschools.org; dstanley@midlandschools.org; awebb@crsd.k12.ar.us; skid@calico.k12.ar.us; David.Hopkins@cstar.org; willie.murdock@lcsd.grsc.k12.ar.us; suzanne.bailey@lonokeschools.org; becky.kesler@tasd7.net; arthur.tucker@brinkleyschools.com; terry.belcher@bobcats.k12.ar.us; jwarren@iacs.k12.ar.us; mwalker@ashdownschools.org; john.parrish@boonevilleschools.com; sbeck@mag.wsc.k12.ar.us; wfawcett@parisschools.org; tony.thurman@cps.k12.ar.us; dalequery@flippinschools.net; Larry.Ivens@yellvillesummitschools.com; rwaters@dragons.k12.ar.us; ratwill@blythevilleschools.net; bmace@gosnellschool.net; castorp@mps.csc.k12.ar.us; ksay@jasper.k12.ar.us; drozenberg@beardenschools.org; pigottw@hgsd1.com; phughey@stephens.k12.ar.us; mcox@osd1.org; ventl@lions.grsc.k12.ar.us; pshelton@caddohills.org; dennistonr@deer.k12.ar.us; rdavis@cfsd.k12.ar.us; ESAUNDERS@BIGELOW.K12.AR.US; ron.wilson@perryvilleschool.org; twilson@blsd.grsc.k12.ar.us; smc@griver.grsc.k12.ar.us; rdenson@marvell.grsc.k12.ar.us; scott.shirey@kipdelta.org; butchera@ck.k12.ar.us; jeffalex123@yahoo.com; feather@mboro.k12.ar.us; thompsona@mtree.k12.ar.us; myra.graham@trumannwildcat.com; mpierce@mail.epc.k12.ar.us; benny.weston@menaschools.org; dsample@hbgsd.org; scrumpler@orsd.k12.ar.us; lamartin@cossatot.k12.ar.us; mark.gotcher@atkinsschools.org; jerry.owens@doverschools.net; walt.davis@hector.k12.ar.us; larry.dugger@pottsvilleschools.org; randall.williams@russellvilleschools.net; burnsr@desarc.wmsc.k12.ar.us; mdonaghy@hazen.k12.ar.us; dexter.suggs@lrsd.org; rodgerske@nlrsd.org; jguess@pcssd.org; rob.mcgill@academicsplus.org; ekin@lisaacademy.org; ssides@arva.org; valerie.tatum@arkansas.gov; jbacon@estemlr.net; fbogrek@lisaacademy.org; blindquist@lprep.org; katie.tatum@siatech.org; jim.hill@asb.k12.ar.us; mikep@asd.k12.ar.us; brett.smith@arkansas.gov; larry.sullinger@maynard.k12.ar.us; daryl.blaxton@pocahontaspsd.com; joye.hughes@fcsd.grsc.k12.ar.us; sowens@hsd4.org; jestes@pwsd.k12.ar.us; williams@bauxiteminers.org; jcollum@bentonschools.org; RRUTHERFORD@BRYANTSCHOOLS.ORG; dhenley@cardinals.dsc.k12.ar.us; wayman.gary@waldronsd.org; jhulsey@omsd.k12.ar.us; john.ciesla@greenwoodk12.com; teresa.ragsdale@hartfordhustlers.net; avining@scsd.info; bgooden@fortsmithschools.org; bill.pittman@hacketthornets.org; steve.rose@lavacaschools.com; rross@mansfieldtigers.org; bhill@dequeenleopards.org; sward@horatioschools.org; sgreen@cavecity.ncsc.k12.ar.us; twebb@highland.k12.ar.us; rowdyr@mvdistrict.k12.ar.us; lvoris@esd-15.org; thomasd@jcdragons.k12.ar.us; asnow@norphlet.k12.ar.us; lusks@strong.scsc.k12.ar.us; jones@clinton.k12.ar.us; vicki.thomas@fayar.net; allen.williams@pgtigers.org; whitem@parkerschapelsschool.com; dave.wilcox@smackover.net; betty.mcgruder@shirley.k12.ar.us; bjackson@southsidebb.org; jordan@elkinsdistrict.org; BLAW@FARMCARDS.ORG; ccudney@greenlandsd.com; mspears@lincolncsd.com; missy.hixson@pgtigers.org; vol.woods@pgtigers.org; jrollins@sdaledale.org; jkarnes@wftigers.org; MartinSchoppmeyer@haashall.org; whitlow@wccsd.k12.ar.us; cspann@rbsd.k12.ar.us; dbarrett@searcyschools.org; grantg@dps-littlejohns.net; kieth.williams@baldknobschools.org; belinda.shook@bdger.k12.ar.us;

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johnm@viola.ncsc.k12.ar.us; nancya@cms.dsc.k12.ar.us; dbeckwith@flicobras.com; craftj@hssd.net;
andy.curry@jsdlions.net; steve.anderson@lhwwolves.net; shawn_cook@lakesidesd.org;
grayr@mpsd.k12.ar.us; keithm@lcscoogars.org; dennis.truxler@hoxie.nesc.k12.ar.us; mwalton@sloan-
hendrix.com; gregc@eagles1.k12.ar.us

Cc: ADE Charter Schools

Subject: Public Hearing Notice to AR Superintendents

Dear Arkansas Superintendents,

Please find attached the Notice of Public Hearing for Arkansas Connections Academy open-enrollment charter school. In accordance with Arkansas policy, this email announcing the public hearings is within seven calendar days following the first publication of the notice in the 6/20/14 Arkansas Democrat Gazette.

Fritz S. Steiger

Fritz S. Steiger
Deltax, Inc.
Bentonville, AR 72712
479-936-1867
fritz.steiger@gmail.com

Arkansas Connections Academy

**Second Email from Board Secretary Fritz Steiger to Superintendents on 6/27/14 at 12:26 PM CST
(to the six email addresses that had been returned as undeliverable in the previous email)**

From: [Fritz Steiger](#)
To: belinda.shook@badger.k12.ar.us; Radius.Baker@hoxie.nesc.k12.ar.us; drbarrett@gentrypioneers.com;
fdawson@bryantschools.org; backlin@dollarwayschools.org; ijohnson@rison.k12.ar.us
Cc: [ADE Charter Schools](#)
Subject: Fwd: Public Hearing Notice to AR Superintendents
Date: Friday, June 27, 2014 12:26:57 PM
Attachments: [ARCA Public Hearing Notice.jpg](#)

Dear Arkansas Superintendents,

Please find attached the Notice of Public Hearing for Arkansas Connections Academy open-enrollment charter school. In accordance with Arkansas policy, this email announcing the public hearings is within seven calendar days following the first publication of the notice in the 6/20/14 Arkansas Democrat Gazette.

--

Fritz S. Steiger
Deltox, Inc.
Bentonville, AR 72712
479-936-1867
fritz.steiger@gmail.com

Attachment 3 – Evidence of Parental and Community Support

- Parent Support Letter from Bruce Selvog
- Parent Support Letter from Melinda M. Beers (edited to fit on one page)

Arkansas Connections Academy

Parent Support Letter from Bruce Selvog

To: Arkansas Connections Academy <ArkansasConnectionsAcademy@gmail.com>

From: Selvog Bruce - [REDACTED]

Date: Fri, Jul 11, 2014 at 5:52 PM

Subject: Arkansas Connections Academy

I have two daughters that have attended Connections Academy in Minnesota. My oldest daughter graduated in 2013 from MTS Minnesota Connections Academy and my youngest daughter just completed the 10th grade @ MTS Minnesota Connections Academy.

When my daughters lived in Arkansas we applied to get them into the virtual school that was available at that time but was denied as there was insufficient funding. (As I understood it).

My oldest daughter has Asperger's Syndrome and Connections Academy was the perfect learning environment for her. Before CA it was a struggle to get her to school by 8am and difficult to keep her motivated. When she started CA, she would get up and start school at 6am (on her own) and be done by early afternoon if not by noon. To me, this was proof that this was the best learning environment for her.

My daughters going to a virtual school also provided the ability for them to spend a considerable amount of time with me. (As their mother and I have joint custody, but live 800 miles apart).

Granted this should not be a reason for sending children to virtual school, but in my personal situation it was a great bonus.

The reason I am writing this letter of recommendation, is that I believe Arkansas needs a public virtual school. Since I have personal experience with CA; therefore, I can wholeheartedly recommend them.

I would be happy to discuss CA with ADE if they would like more information.

Sincerely,

BRUCE SELVOG

Principal Infrastructure Architect

Acxiom Corporation

EM [REDACTED]

301 E Dave Ward Dr., Conway, AR, 72032, USA

www.acxiom.com

Parent Support Letter from Melinda M. Beers

Edited to fit on one page

To Whom It May Concern:

I respectfully write this letter to you and ask that you please consider our story. I am the mother of two beautiful intelligent young women. We moved from a neighboring state to Arkansas for employment reasons. My children were in the sixth and fourth grade at the time. They were both enrolled in gifted and talented classes before coming to Arkansas.

My oldest daughter passed her state benchmark exams in our previous state with perfect scores. The school in which she was enrolled refused to put her in a gifted and talented class until I persevered for her sake in requesting that they give her a fair chance of enrollment. She was bored to tears and it was beginning to take a toll on all of us. Frankly, she was resented for her intelligence and treated poorly because of the lengths to which I went to ensure that she receive the best possible education. In seventh grade, she was so bored that we skipped her from seventh to eighth grade halfway through the year and she still made straight A's.

Around this time, I was diagnosed with cancer. While fighting for my children's education, I was also fighting for my life.

My oldest daughter began taking college level courses in the eleventh grade. She spent her senior year in high school as a freshman in college, taking concurrent credits at a local university. She continued to make straight A's. This was the year Arkansas came up with the 360- minute seat rule. She was almost denied the ability to attend university for her senior year because it would violate the seat rule. As it was, when she graduated high school she had 45 credit hours of college and finished college at age 20 with a double major Bachelors of Arts in English and Spanish.

My youngest daughter became confused and frustrated by what it was the teachers wanted and expected, and consequently began to question her own abilities. She gave up and quit school at age sixteen. She obtained her GED and went on to trade school.

Had I had the opportunity to have a virtual school like the Arkansas Connections Academy available for my children, I would have enrolled them in a heartbeat.

Parents need a viable alternative. Alternative on line education through organizations that allow the curriculum to be tailored to the individual needs of their children are definitely needed and should be allowed without prejudice. Parents with bright children could allow their children to excel at an individual rate or those who have challenged children could slow down the rate of education.

In my opinion, education has become more about the system than the student. There are some exceedingly exceptional teachers in the public schools, and I am grateful for those who really want what's best for the kids.

The Arkansas Connections Academy is one solution that should have been offered to parents years ago. I respectfully urge you to do the correct thing and give a viable alternative to parents who need a solution for meeting the needs of their children's education when those needs are not being met within the current public brick and mortar buildings offering education.

Respectfully,
Melinda M. Beers

Attachment 4 – 2015-2016 Calendar

- 2015-2016 Student Calendar
- 2015-2016 Teacher Calendar

2015-2016 Student Calendar

<i>First Day of School</i>	August 24, 2015
Labor Day (No School in Session)	September 7, 2015
Teacher Record Day (No School for Students)	October 16, 2015
Parent Conference Day (No School for Students)	October 19, 2015
Teacher Professional Development Days (No School for Students)	October 30 – November 2, 2015
Thanksgiving Break (No School in Session)	November 25-27, 2015
Winter Break (No School in Session)	December 21, 2015 - January 4, 2016
Martin Luther King, Jr. Day (No School in Session)	January 18, 2016
<i>First Semester End Date</i>	January 22, 2016
Teacher Professional Development Day (No School for Students)	February 12, 2016
Parent Conference Day (No School for Students)	February 15, 2016
Teacher Record Day (No School in Session)	March 18, 2016
Spring Break (No School in Session)	March 21 - 25, 2016
Memorial Day (No School in Session)	May 30, 2016
<i>Last Day of School</i>	June 9, 2016

Required Days: 180

2015-2016 Teacher Calendar

<i>First Day of School (Teachers)</i>	August 13, 2015
<i>First Day of School (Students)</i>	August 24, 2015
Labor Day (No School in Session)	September 7, 2015
Thanksgiving Break (No School in Session)	November 25-27, 2015
Winter Break (No School in Session)	December 21, 2015 - January 1, 2016
Martin Luther King, Jr. Day (No School in Session)	January 18, 2016
<i>First Semester End Date</i>	January 22, 2016
Spring Break (No School in Session)	March 21 - 25, 2016
Memorial Day (No School in Session)	May 30, 2016
<i>Last Day of School (Students)</i>	June 9, 2016
<i>Last Day of School (Teachers)</i>	June 16, 2016

Required Days: 200

Attachment 5 – 2015-2016 Daily Schedule

Typical Student Day

The instructional time commitment it requires of students is comparable to that of a traditional school day. Since online school learners will not face the distractions and interruptions of a typical school setting – from lining up in the hallway to waiting out the teacher’s handling of disruptive peers – they often use their learning time much more efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting will be an integral part of the learning day; the application of discrete skills, extended projects, and remedial and enrichment activities is part of the daily routine for students and their Learning Coaches.

Figure 5-1 represents an example of a student school day. Activities vary based upon student needs, coursework, and personal schedules. Learning is integrated within individual activities as well as LiveLesson sessions and phone calls with teachers. Learning can occur when students learn best – not just between 8 a.m. and 3 p.m. Students will create daily checklists to ensure they are staying on-task. The daily routine includes checking WebMail, looking at the to-do list on Connexus, reviewing the daily planner in Connexus, and completing lessons listed in the planner. Students will easily see which lessons are due as they are in bolded text. As lessons are completed they will change from bold to regular text. Students can access the lessons directly from their daily planners. In addition, students can access any notes or tips provided by the teacher and view important course-related information like LiveLesson session schedules, recordings, and supplemental materials. Students can track their progress and grades at any time in the Grade Book.

Figure 5-1. A Day in the Life of a Student

SAMPLE STUDENT “DAY IN THE LIFE”	
Morning	Learning Coach logs on, reads messages, and reviews lessons.
	Student reads and responds to WebMail messages from teacher(s) about progress.
	Student participates in a math LiveLesson session with teacher and classmates.
	Student completes a math lesson. Learning Coach monitors and facilitates learning as necessary.
	Student completes a Language Arts lesson, including reading, writing, and discussing the lesson activities and text. Student completes a spelling lesson and takes a quiz online.
	Student goes outside for half- mile run.
Afternoon	Student completes a science lesson and finishes reading a non-fiction reading selection.
	Student does hands-on science experiment outside and begins a rough draft of science report.
	Student completes art lesson and begins art project, and then participates in club/activity.
	Learning Coach records attendance.
	Student reviews next day’s schedule and prepares accordingly.

Figure 5-2. Sample Daily Calendar View for a Student in Connexus

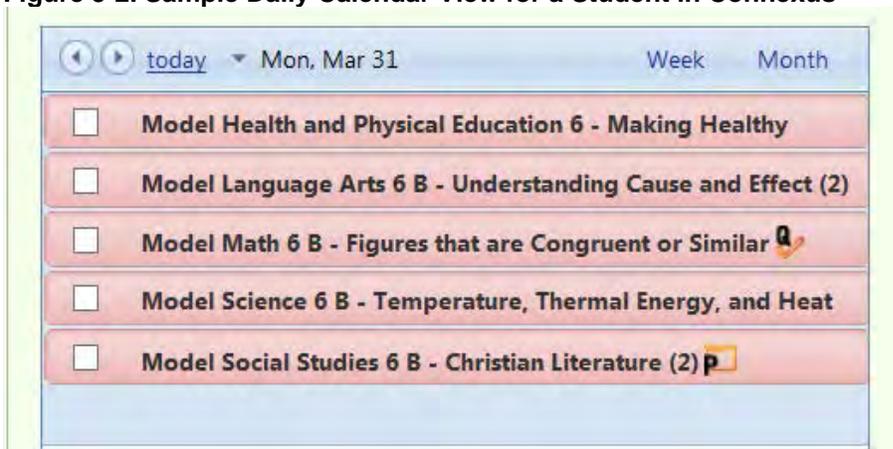


Figure 5-3. Sample Weekly View Student Calendar

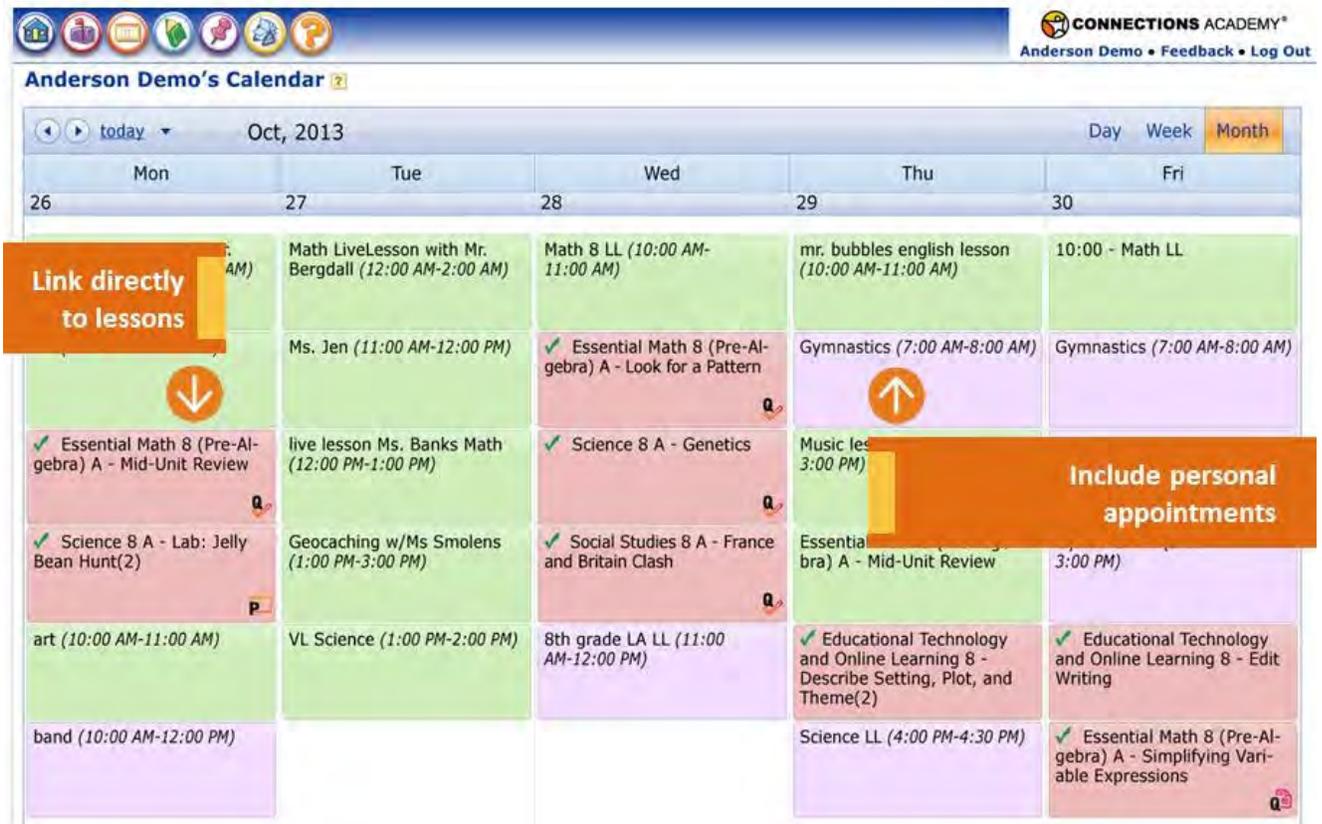
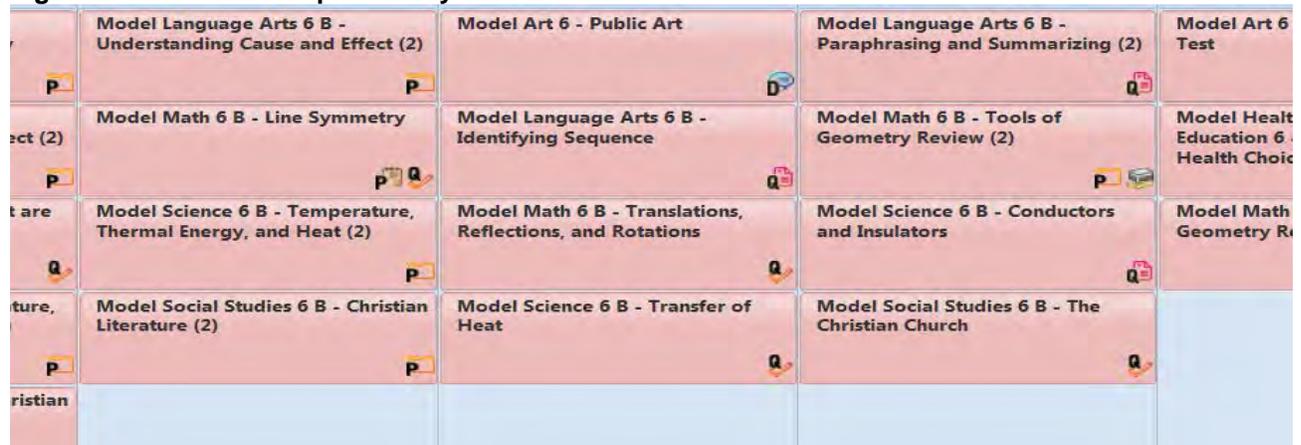


Figure 5-4. Another Sample Weekly View Student Calendar



Typical Teacher Day

The school day is not limited to certain hours for start and end times; however, the teaching staff is available during the hours of operation, typically 8 a.m.–4 p.m. Teachers work primarily from a teaching center. Teachers collaborate to share ideas, information, and teaching techniques with the families who are always welcome to visit.

Figure 5-2. A Day in the Life of a Teacher

SAMPLE TEACHER “DAY IN THE LIFE”	
Morning	Teacher logs on, reads messages, and reviews individual student attendance, participation and performance.
	Teacher sends a WebMail message to a student answering a question; teacher responds to Learning Coaches’ questions/feedback.
	Teacher holds a science LiveLesson session with a group of students and notes who is struggling to follow up with those students with after the lesson.
	Teacher grades student portfolio assignments.
	Teacher has a 1:1 session with a student who had questions on a lesson.
	Teacher meets with other staff for a brown bag professional development lunch to discuss the Assessment Performance Objective Report
Afternoon	Teacher checks WebMail and grades assignments that have been submitted
	Teacher calls five students to do a Curriculum Based Assessment (CBA)
	Teacher confers with the Principal

Attachment 6 – Salary Schedule and Budget Template

2015-2016
Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
1	Principal	1	\$92,000.00	1	\$92,000.00
2	Assistant Principal	1	\$68,250.00	3	\$68,250.00
3	Manager of Special Education	1	\$66,000.00	1	\$66,000.00
4	Administrative Assistant	2	\$31,500.00	4	\$31,500.00
5					
6					
7	Subtotal:		\$289,250.00		\$488,750.00
8	Fringe Benefits (rate used <u>27%</u>)		\$78,097.50		\$131,962.50
9	Total Administration:		<u>\$367,347.50</u>		<u>\$620,712.50</u>

Line#	Regular Classroom Instruction:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
10	Teachers	29.9	\$36,750.00	60.1	\$36,750.00
11	Aides				
12	Subtotal:		\$1,098,825.00		\$2,208,675.00
13	Teacher Fringe Benefits (rate used <u>27%</u>)		\$296,682.75		\$596,342.25
14	Aide Fringe Benefits (rate used <u> </u>)				
15	Total Regular Classroom Instruction:		<u>\$1,395,507.75</u>		<u>\$2,805,017.25</u>

Line#	Special Education:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
16	Teachers	2.7	\$36,750.00	5.5	\$36,750.00
17	Aides				
18	Subtotal:		\$99,225.00		\$202,125.00
19	Teacher Fringe Benefits (rate used <u>27%</u>)		\$26,790.75		\$54,573.75
20	Aide Fringe Benefits (rate used <u> </u>)				
21	Total Special Education:		<u>\$126,015.75</u>		<u>\$256,698.75</u>

Line#	Gifted and Talented Program:	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
22	Teachers				
23	Aides				
24	Subtotal:				
25	Teacher Fringe Benefits (rate used <u> </u>)				
26	Aide Fringe Benefits (rate used <u> </u>)				
27	Total Gifted and Talented Program:				

**Alternative Education Program/
Alternative Learning Environments:**

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 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	2015-2016 No. FTEs	2016-2017 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 Subtotal:		
40 Fringe Benefits (rate used _____)		
41 Total English Language Learner Program:		

Guidance Services:

List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
42 Manager of Counseling	1	1
43 _____		
44 _____		
45 _____		
46 _____		
47 Subtotal:		
48 Fringe Benefits (rate used 27%)		
49 Total Guidance Services:		

Health Services:

List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
50 _____		
51 _____		
52 _____		
53 _____		
54 _____		
55 Subtotal:		
56 Fringe Benefits (rate used _____)		
57 Total Health Services:		

Media Services:		2015-2016	2015-2016	2016-2017	2016-2017
List Positions		No. FTEs	Salary	No. FTEs	Salary
58	_____	_____	_____	_____	_____
59	_____	_____	_____	_____	_____
60	_____	_____	_____	_____	_____
61	_____	_____	_____	_____	_____
62	_____	_____	_____	_____	_____
63	Subtotal:	_____	_____	_____	_____
64	Fringe Benefits (rate used _____)	_____	_____	_____	_____
65	Total Media Services:	_____	_____	_____	_____

Fiscal Services:		2015-2016	2016-2017
List Positions		No. FTEs	No. FTEs
66	_____	_____	_____
67	_____	_____	_____
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	Subtotal:	_____	_____
72	Fringe Benefits (rate used _____)	_____	_____
73	Total Fiscal Services:	_____	_____

Maintenance and Operation:		2015-2016	2016-2017
List Positions		No. FTEs	No. FTEs
74	_____	_____	_____
75	_____	_____	_____
76	_____	_____	_____
77	_____	_____	_____
78	_____	_____	_____
79	Subtotal:	_____	_____
80	Fringe Benefits (rate used _____)	_____	_____
81	Total Maintenance and Operation:	_____	_____

Pupil Transportation:		2015-2016	2016-2017
List Positions		No. FTEs	No. FTEs
82	_____	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	Subtotal:	_____	_____
88	Fringe Benefits (rate used _____)	_____	_____
89	Total Pupil Transportation:	_____	_____

Food Services:		2015-2016	2015-2016	2016-2017	2016-2017
List Positions		No. FTEs	Salary	No. FTEs	Salary
90	_____	_____	_____	_____	_____
91	_____	_____	_____	_____	_____
92	_____	_____	_____	_____	_____
93	_____	_____	_____	_____	_____
94	_____	_____	_____	_____	_____
95	Subtotal:	_____	_____	_____	_____
96	Fringe Benefits (rate used _____)	_____	_____	_____	_____
97	Total Food Services:	_____	_____	_____	_____

Data Processing:		2015-2016	2016-2017
List Positions		No. FTEs	No. FTEs
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	_____	_____	_____
102	_____	_____	_____
103	Subtotal:	_____	_____
104	Fringe Benefits (rate used _____)	_____	_____
105	Total Data Processing:	_____	_____

Substitute Personnel:		2015-2016	2016-2017
		No. FTEs	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:	<u>\$1,965,706.00</u>	<u>\$3,759,263.50</u>
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**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

Line#		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	2015-2016		
1	No. of Students <u>1000</u> x <u>\$6,521.00</u> State Foundation Funding	<u>\$6,521,000.00</u>	
2	No. of Students <u>1000</u> x <u>\$26.67</u> Professional Development	<u>\$26,670.00</u>	
3	No. of Students _____ x _____ eligible rate* NSL Funding		
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5	_____		
	2016-2017		
6	No. of Students <u>2000</u> x <u>\$6,521.00</u> State Foundation Funding		<u>13,042,000</u>
7	No. of Students <u>2000</u> x <u>\$26.67</u> Professional Development		<u>\$53,340.00</u>
8	No. of Students _____ x _____ eligible rate* NSL Funding		
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10	_____		
11	Total State Charter School Aid:	<u><u>\$6,547,670.00</u></u>	<u><u>13,095,340</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
15	Other (<i>Specifically Describe</i>)		
16	_____		
	Total Other Sources of Revenues:		
17	TOTAL REVENUES:	<u><u>\$6,547,670.00</u></u>	<u><u>13,095,340</u></u>

EXPENDITURES

Administration:

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
18	Salaries and Benefits	<u>\$367,347.50</u>	<u>\$620,712.50</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Connections Academy</u>	<u>\$719,325.25</u>	<u>\$1,436,650.50</u>
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$45,000.00</u>	<u>\$90,000.00</u>
25	Equipment		
	Other (List Below)		
26	Community Outreach	<u>\$150,000.00</u>	<u>\$350,000.00</u>
27	Staff Recruiting	<u>\$5,000.00</u>	<u>\$5,000.00</u>
28	Board Related Expenses	<u>\$5,000.00</u>	<u>\$5,000.00</u>
29	Dues	<u>\$2,000.00</u>	<u>\$2,500.00</u>
30	_____		
31	Total Administration:	<u><u>\$1,293,672.75</u></u>	<u><u>\$2,509,863.00</u></u>

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	Regular Classroom Instruction:		
32	Salaries and Benefits	<u>\$1,395,507.75</u>	<u>\$2,805,017.25</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>Connections Academy</u>	<u>\$2,570,106.58</u>	<u>\$5,139,453.17</u>
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	<u>Student Testing & Assessment</u>	<u>\$60,000.00</u>	<u>\$100,000.00</u>
41	_____	_____	_____
42	_____	_____	_____
43	_____	_____	_____
44	_____	_____	_____
45	Total Regular Classroom Instruction:	<u><u>\$4,025,614.33</u></u>	<u><u>\$8,044,470.42</u></u>
	Special Education:		
46	Salaries and Benefits	<u>\$126,015.75</u>	<u>\$256,698.75</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>Connections Academy</u>	<u>\$163,691.75</u>	<u>\$327,383.50</u>
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:	<u><u>\$289,707.50</u></u>	<u><u>\$584,082.25</u></u>
	Gifted and Talented Program:		
60	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Connections Academy</u>	_____	_____
62	V - GT2 <u>Support is included in Line 47 above</u>	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	_____	_____
67	Equipment	_____	_____
	Other (List Below)	_____	_____
68	<u>ARCA is applying for a waiver from</u>	_____	_____
69	<u>6-20-2208(c)(6) and 6-42-101</u>	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	Total Gifted and Talented Program:	_____	_____

Arkansas Connections Academy
**Alternative Education Program/ Alternative Learning
 Environments:**

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
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 6-48-101	_____	_____
83	_____	_____	_____
84	_____	_____	_____
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 <u>Connections Academy</u>	_____	_____
90	V - ELL2 <u>Support is included in Line 47 above</u>	_____	_____
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	\$76,835.00	\$76,835.00
	Purchased Services - List Vendors Below		
103	v - GS1 <u>Connections Academy</u>	_____	_____
104	v - GS2 <u>Support is included in Line 47 above</u>	_____	_____
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:	=====	=====

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
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 6-18-706		
125			
126	ARCA is applying for a waiver from 6-18-1501		
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 6-25-101		
139			
140			
141			
142			
143	Total Media Services:		
Fiscal Services:			
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 Connections Academy	\$169,997.51	\$339,995.02
146	V - FS2 Thomas & Thomas, 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:	\$182,997.51	\$352,995.02

Maintenance and Operation:

2015-2016 Amount:

2016-2017 Amount:

158	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 <u>Connections Academy</u>	<u>\$165,000.00</u>	<u>\$315,000.00</u>
160	V - MO2 _____	_____	_____
161	V - MO3 _____	_____	_____
162	V - MO4 _____	_____	_____
163	V - MO5 _____	_____	_____
164	Supplies and Materials	_____	_____
165	Equipment	<u>\$43,000.00</u>	<u>\$43,000.00</u>
	Other (List Below)		
166	Phone _____	<u>\$25,000.00</u>	<u>\$35,000.00</u>
167	High Speed Internet _____	<u>\$25,000.00</u>	<u>\$40,000.00</u>
168	_____	_____	_____
169	_____	_____	_____
170	_____	_____	_____
171	Total Maintenance and Operation:	<u><u>\$258,000.00</u></u>	<u><u>\$433,000.00</u></u>

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	<u>ARCA is applying for a waiver from 6-19-101</u>	_____	_____
181	_____	_____	_____
182	_____	_____	_____
183	_____	_____	_____
184	_____	_____	_____
185	Total Pupil Transportation:	<u>_____</u>	<u>_____</u>

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	<u>ARCA is applying for a waiver from 6-8-705</u>	_____	_____
195	_____	_____	_____
196	_____	_____	_____
197	_____	_____	_____
198	_____	_____	_____
199	Total Food Services:	<u>_____</u>	<u>_____</u>

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
Data Processing:			
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1 <u>Connections Academy</u>		
202	V - DP2 <u>Support is included in Line 145 above</u>		
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 <u>Usually not required in an online environment</u>		
216	V - SB2 <u>as the staff of the school can typically cover</u>		
217	V - SB3 <u>when a colleague is absent</u>		
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:

List Debts Below

232
233
234

2015-2016 Amount: 2016-2017 Amount:

Total Debts:

--	--

Other Expenditures:

List Other Expenditures Below

235
236
237
238
239
240
241

Staff Training / Professional Development
Travel and Conferences
Internet Subsidy
Legal
D&O Insurance

\$20,000.00	\$40,000.00
\$34,740.00	\$68,040.00
\$133,308.66	\$266,617.31
\$15,000.00	\$10,000.00
\$1,500.00	\$1,500.00

TOTAL EXPENDITURES:

\$6,459,375.75	12,515,403
----------------	------------

242

Net Revenue over Expenditures:

\$88,294.25	\$579,937.00
-------------	--------------

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

Attachment 7 – Facilities Utilization Agreement

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

Lessor(Owner): Regus

Lessee(Tenant): Arkansas Connections Academy (ARCA)

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

Describe the present use of the facility:

The facility is currently used as an office center which provides flexible work spaces for a variety of different businesses or users.

Address of Premises: 609 SW 8th Street, Bentonville, AR 72712

Square Footage: 150 to 4,000 square feet

Terms of Lease: 1 year with annual renewal options

Rental Amount: \$4,800 to \$128,000 (annually)

Contingency: The terms of this agreement are contingent upon

Arkansas Connections Academy
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2015

Statutory Language Concerning No Indebtedness:

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

Lessee: Arkansas Connections Academy (ARCA)

By: [Signature] Date 7-7-14

Lessor: Regus

By: Ashley Fickle - General Mgr. Date 06-30-14

Attachment 8 – Statement of Assurances

**2014 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

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

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
5. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

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

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

8. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
9. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
10. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
11. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
12. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

14. Should the open-enrollment public charter school voluntarily or involuntary close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors

7-7-14

Date

Dennis Beck

Printed Name

Attachment 9 – Prior Charter Involvement

In this attachment, we provide prior charter involvement forms for the following:

- Dennis Beck, Board President
- Virginia Walden Ford, Board Treasurer
- Fritz Steiger, Board Secretary
- Earl Grier, Vice President, Connections Academy
- Bryce Adams, Senior Director, Connections Academy

Name of Individual with Prior Charter Experience Dennis Beck

Position with Proposed Charter Board President

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Pennsylvania Leadership Charter School	Educational Technology Consultant	Operating	1332 Enterprise Drive West Chester, PA 19380	http://paayp.emetric.net/CharterSchools

Name of Individual with Prior Charter Experience Virginia Walden FordPosition with Proposed Charter Board Treasurer

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Premier Pubic Charter School	Board Member	Operating	1621 Martin Luther King, Jr. Drive Little Rock, Arkansas 72206	https://adedata.arkansas.gov/arc/
Booker T. Washington Public Charter School	Board Member	Voluntarily Closed	1346 Florida Ave., NW Washington, DC 20009	http://osse.dc.gov/publication/dc-cas-results-sy-2012-2013

Name of Individual with Prior Charter Experience Fritz Steiger

Position with Proposed Charter Board Secretary

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Benton County School of the Arts	Board Member	Operating	8 Halsted Circle, Suite 5 Rogers, AR 72756	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Earl Grier, Vice President, Connections AcademyPosition with Proposed Charter School Operations Support

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Wyoming Connections Academy	School Operations Support	Operating	1902 17th Street, Suite B Cody, WY 82414	WYCA is part of Big Horn County School District #1 and does not receive its own disaggregated results.
Michigan Connections Academy	School Operations Support	Operating	3950 Heritage Ave. Okemos, MI 48864	http://www.michigan.gov/mde/0,1607,7-140-22709_31168_40135---,00.html
Georgia Connections Academy	School Operations Support	Operating	2763 Meadow Church Road Suite 208 Duluth, GA 30097	https://usg.gosa.ga.gov/analytics/saw.dll?Dashboard
Louisiana Connections Academy	School Operations Support	Operating	8281 Goodwood Blvd Suite J-2 Baton Rouge, LA 70806	http://www.louisianabelieves.com/resources/library/test-results
Ohio Connections Academy	School Operations Support	Operating	5181 Natorp Blvd. Suite 410 Mason, OH 45040	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/CRCT-Statewide-Scores .
South Carolina Connections Academy	School Operations Support	Operating	220 Stoneridge Drive Suite 403 Columbia, SC 29210	http://ed.sc.gov/data/esea/2013/school.cfm?SID=4701003
Indiana Connections Academy	School Operations Support	Operating	6640 Intech Boulevard Suite 250 Indianapolis, IN 46278	http://compass.doe.in.gov/dashboard/overview.aspx?type=school&id=7944

Arkansas Connections Academy

Name of Individual with Prior Charter Experience Earl Grier, Vice President, Connections Academy

Position with Proposed Charter School Operations Support

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Kansas Connections Academy	School Operations Support	Operating	150 Wildcat Ave. PO Box 999 Elkhart, KS 67950	http://online.ksde.org/rcard/building.aspx?org_no=D0218&bldg_no=0523&rpt_type=1
MTS Minnesota Connections Academy	School Operations Support	Operating	1336 Energy Park Drive Suite 100 St. Paul, MN 55108	http://rc.education.state.mn.us/testResults
Commonwealth Connections Academy	School Operations Support	Operating	4050 Crums Mill Road Suite 303 Harrisburg, PA 17112	http://www.eseafedreport.com/CharterSchools
Iowa Connections Academy	School Operations Support	Operating	807 3rd Street Anita, Iowa 50020	http://reports.educateiowa.gov/report/

Arkansas Connections Academy

Name of Individual with Prior Charter Experience Bryce Adams, Senior Director Connections Academy

Position with Proposed Charter Support and guidance

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Texas Connections Academy @ Houston	Support and Guidance	Operating	10550 Richmond Avenue Suite 140 Houston, TX 77042	https://tx.pearsonaccess.com/tclp/portal/tclp.portal?_nfpb=true&_pageLabel=pa2_analytical
Oklahoma Connections Academy	Support and Guidance	Operating	2425 Nowata Place Suite 202 Bartlesville,OK 74006	OKCA was part of Copan School District until July 2014 and did not receive its own disaggregated results.
Louisiana Connections Academy	Support and Guidance	Operating	8281 Goodwood Blvd Suite J-2 Baton Rouge, LA 70806	http://www.louisianabelieves.com/resources/library/test-results

Attachment 10 – Facility Lease

ARCA will lease permanent space for administrative and teaching staff in Bentonville to serve as the teaching/learning center where administrative and teaching staff will work. Currently, the Board has an agreement in place with Regus to lease office space at 609 SW 8th Street in Bentonville.¹ In addition, the Board has discussed securing a second office space if needed in Bentonville after the charter is approved.

While the lease has not yet been negotiated with Regus, the Board anticipates doing so once the charter is approved. Certain key terms will likely be included in the lease. These include, but are not limited to:

- Early termination provision in the event of charter revocation or non-renewal
- Turnkey demo and build-out of space by landlord at landlord's expense
- Options for renewal
- Rights of First Offer or First Refusal, when possible, on contiguous space
- Inability of landlord to re-locate the premises
- Rent abatement in the event of diminution of space
- Insurance terms consistent with ARCA's policies
- Pre-approval for tenant's improvements (voice/data/electric)

ARCA's demos and build-outs will encompass setting up a typical office environment. The landlord will provide turn-key solutions with standard building finishes, pursuant to a CAD test fit provided to landlords by ARCA. Given this method of securing space, ARCA plans to primarily provide the space layout and understand the landlord's amortization schedule for tenant improvements.

¹ <http://www.regus.com/locations/business-centre/arkansas-bentonville-bentonville-plaza>

Attachment 11 – Weighted Lottery

This attachment is not applicable as it will not be necessary for ARCA to utilize a weighted lottery. Connections has no history of discriminatory practices and the lotteries, if necessary, are public and monitored for fairness. The current racial/ethnic demographics of students attending the 28 schools supported by Connections nationwide are representative of similar demographics to the 26 states in which the schools are located. Currently schools supported by Connections serve students of the following races/ethnic groups, as reported by families during the enrollment process: 78% White, 15% Black/African American, 3% Asian, 3% American Indian or Alaskan Native, and 1% Native Hawaiian or Other Pacific Islander. Additionally, 13% of families identified their ethnicity as Hispanic/Latino and 87% Non-Hispanic/Latino. Based on these figures, it is evident that schools supported by Connections do not include discriminatory practices in the enrollment process and furthermore encourage families regardless of their socio-economic circumstances to enroll. ARCA will continue this in adherence with state and federal regulation and anticipates enrolling students of similar demographics to the public school population in Arkansas.

Attachment 12 – Other Sources of Revenue



June 11, 2014

Dear Arkansas Connections Academy Board of Directors:

Assuming that your charter is granted and that our partnership is formalized, please consider this letter a commitment from Connections Education on behalf of its subsidiary, Connections Academy of Arkansas, LLC, to perform the following functions:

- Provide technical assistance, including grant-writing support to pursue and secure Federal Charter School Grant Funds and other grant support to cover the Academy's start-up and early implementation costs.
- Deliver an interest-free advance to the school for any start-up and early implementation expenses not covered by grant funds. The Academy will repay these funds when it has the resources to do so, ideally within the first five years of operation.
- Offer "service credits" as needed (discounts on Connections'-provided products and services) once the school has launched as an in-kind contribution to protect the school against deficits. The school may be required to repay these service credits if adequate funds become available to do so.

We assure you and your authorizer that the school will have sufficient funds to launch and start operations before beginning to receive per-student funding and will maintain a balanced budget thereafter.

To the extent that the foregoing constitutes a lease, loan, and/or credit agreement under the laws of Arkansas, Connections Education, on behalf of its subsidiary, Connections Academy of Arkansas, LLC, acknowledges that Arkansas law pursuant to Arkansas Code Ann. § 6-23-503 (b)(1) provides that "no indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions." Accordingly, the promises and obligations set forth in this letter shall be read to be consistent with Arkansas Code Ann. § 6-23-503 (b)(1).

Sincerely,

A handwritten signature in blue ink, appearing to read "Ted Ochs".

Ted Ochs
COO and CFO

Attachment 13 – List of School Districts

This attachment provides a list of school districts as required in Section A General Information and Section C.9.

Specific Geographical Area Served by ARCA

ARCA will be open to all students statewide. As requested by the Charter School Program Advisor, we provide a list of school districts in this attachment. ARCA will actively recruit students to reflect the statewide racial and ethnic balance. Through extensive community outreach and full disclosure about the school's program, ARCA will attract those students and families who are most committed to student success in a virtual school setting. ARCA will utilize a broad-reaching student recruitment effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, ARCA may focus on certain subgroups for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process.

Arkansas Connections Academy

District LEA	District Name
0101000	Dewitt School District
0502000	Bergman School District
1203000	Quitman School District
1701000	Alma School District
2303000	Greenbrier School District
2703000	Poyen School District
3302000	Melbourne School District
3306000	Izard County Consolidated School District
3403000	Newport School District
3405000	Jackson Co. School District
3502000	Dollarway School District
3505000	Pine Bluff School District
3509000	Watson Chapel School District
3510000	White Hall School District
3541700	Pine Bluff Lighthouse Academy
3542700	Responsive Ed Solutions Quest Middle School Of Pine Bluff
3604000	Lamar School District
2705000	Sheridan School District
2803000	Marmaduke School District
2807000	Greene County Tech School District
2808000	Paragould School District
2901000	Blevins School District
2903000	Hope School District
2906000	Spring Hill School District
3001000	Bismarck School District
3002000	Glen Rose School District

Arkansas Connections Academy

District LEA	District Name
3003000	Magnet Cove School Dist.
3004000	Malvern School District
3005000	Ouachita School District
3102000	Dierks School District
3104000	Mineral Springs School District
3105000	Nashville School District
3201000	Batesville School District
3209000	Southside School District (independence)
3211000	Midland School District
3212000	Cedar Ridge School District
3301000	Calico Rock School District
3601000	Clarksville School District
3904000	Lee County School District
4301000	Lonoke School District
4605000	Texarkana School District
4801000	Brinkley School District
3810000	Lawrence County School District
3840700	Imboden Charter School Dist
4101000	Ashdown School District
4201000	Booneville School District
4202000	Magazine School District
4203000	Paris School District
4304000	Cabot School District
4501000	Flippin School District
4502000	Yellville-summit School Dist.
4602000	Genoa Central School District

Arkansas Connections Academy

District LEA	District Name
4702000	Blytheville School District
4708000	Gosnell School District
4712000	Manila School District
5102000	Jasper School District
5201000	Bearden School District
5205000	Harmony Grove School District (ouachita)
5206000	Stephens School District
4713000	Osceola School District
4802000	Clarendon School District
4901000	Caddo Hills School District
5106000	Deer/mt. Judea School District
5204000	Camden Fairview School District
5301000	East End School District
5303000	Perryville School District
5401000	Barton-lexa School District
5403000	Helena/ W.helena School Dist.
5404000	Marvell-elaine School District
5440700	Kipp Delta Public Schools
5502000	Centerpoint School District
5503000	Kirby School District
5504000	South Pike County School District
5604000	Marked Tree School District
5605000	Trumann School District
5608000	East Poinsett Co. School Dist.
5703000	Mena School District
5602000	Harrisburg School District

Arkansas Connections Academy

District LEA	District Name
5706000	Ouachita River School District
5707000	Cossatot River School District
5801000	Atkins School District
5802000	Dover School District
5803000	Hector School District
5804000	Pottsville School District
5805000	Russellville School District
5901000	Des Arc School District
5903000	Hazen School District
6001000	Little Rock School District
6002000	N. Little Rock School District
6003000	Pulaski County Special School District
6040700	Academics Plus School District
6041700	Lisa Academy
6043700	Arkansas Virtual Academy
6044700	Covenantkeepers Charter School
6047700	Estem Public Charter School
6048700	Lisa Academy North
6049700	Little Rock Preparatory Academ
6050700	Jacksonville Lighthouse Charter
6052700	Siatech Little Rock Charter
6053700	Responsive Ed Solutions Premier High School Of Little Rock
6091000	Ark. School For The Blind
6092000	Ark. School For The Deaf
6094000	Division Of Youth Services School System
6102000	Maynard School District

Arkansas Connections Academy

District LEA	District Name
6103000	Pocahontas School District
6201000	Forrest City School District
6202000	Hughes School District
6205000	Palestine-wheatley Sch. Dist.
6301000	Bauxite School District
6302000	Benton School District
6303000	Bryant School District
6304000	Harmony Grove Sch Dist(saline)
6401000	Waldron School District
6505000	Ozark Mountain School District
6602000	Greenwood School District
6604000	Hartford School District
6502000	Searcy County School District
6601000	Fort Smith School District
6603000	Hackett School District
6605000	Lavaca School District
6606000	Mansfield School District
6701000	Dequeen School District
6703000	Horatio School District
6802000	Cave City School District
6804000	Highland School District
6901000	Mountain View School District
7001000	El Dorado School District
7003000	Junction City School District
7006000	Norphlet School District
7009000	Strong-huttig School District

Arkansas Connections Academy

District LEA	District Name
7102000	Clinton School District
7203000	Fayetteville School District
7206000	Prairie Grove School District
7007000	Parkers Chapel School Dist.
7008000	Smackover School District
7104000	Shirley School District
7105000	South Side Sch Dist(vanburen)
7201000	Elkins School District
7202000	Farmington School District
7204000	Greenland School District
7205000	Lincoln School District
7206000	Prairie Grove School District
7206000	Prairie Grove School District
7207000	Springdale School District
7208000	West Fork School District
7240700	Haas Hall Academy
7304000	White Co. Central School Dist.
7310000	Rose Bud School District
7311000	Searcy School District
7503000	Danville School District
7301000	Bald Knob School District
7302000	Beebe School District
7303000	Bradford School District
7307000	Riverview School District
7309000	Pangburn School District
7401000	Augusta School District

Arkansas Connections Academy

District LEA	District Name
7403000	Mccrory School District
7504000	Dardanelle School District
7509000	Western Yell Co. School Dist.
7510000	Two Rivers School District
0104000	Stuttgart School District
0201000	Crossett School District
0203000	Hamburg School District
0302000	Cotter School District
0303000	Mountain Home School District
0304000	Norfolk School District
0401000	Bentonville School District
0402000	Decatur School District
0403000	Gentry School District
0404000	Gravette School District
0405000	Rogers School District
0406000	Siloam Springs School District
0407000	Pea Ridge School District
0440700	Benton County School Of Arts
0442700	Responsive Ed Solutions Northwest Ark Classical Academy
0501000	Alpena School District
3606000	Westside School Dist(johnson)
4902000	Mount Ida School District
5006000	Prescott School District
5008000	Nevada School District
0503000	Harrison School District
0504000	Omaha School District

Arkansas Connections Academy

District LEA	District Name
0505000	Valley Springs School District
0506000	Lead Hill School District
0601000	Hermitage School District
0602000	Warren School District
0701000	Hampton School District
0801000	Berryville School District
0802000	Eureka Springs School District
0803000	Green Forest School District
0901000	Dermott School District
0903000	Lakeside School Dist(chicot)
1002000	Arkadelphia School District
1003000	Gurdon School District
1101000	Corning School District
1104000	Piggott School District
1106000	Rector School District
1201000	Concord School District
1202000	Heber Springs School District
4701000	Armored School District
4706000	So. Miss. County School Dist.
1204000	West Side School Dist(cleburne
1304000	Woodlawn School District
1305000	Cleveland County School District
1402000	Magnolia School District
1408000	Emerson-taylor-bradley School District
1503000	Nemo Vista School District
1505000	Wonderview School District

Arkansas Connections Academy

District LEA	District Name
1507000	South Conway County School District
1601000	Bay School District
1602000	Westside Cons. Sch Dist(craigh
1603000	Brookland School District
1605000	Buffalo Is. Central Sch. Dist.
1608000	Jonesboro School District
1611000	Nettleton School District
1612000	Valley View School District
1613000	Riverside School District
4302000	England School District
4303000	Carlisle School District
4401000	Huntsville School District
4603000	Fouke School District
1702000	Cedarville School District
1703000	Mountainburg School District
1704000	Mulberry School District
1705000	Van Buren School District
1802000	Earle School District
1803000	West Memphis School District
1804000	Marion School District
1901000	Cross County School District
1905000	Wynne School District
2002000	Fordyce School District
2104000	Dumas School District
2105000	Mcgehee School District
2202000	Drew Central School District

Arkansas Connections Academy

District LEA	District Name
2203000	Monticello School District
2301000	Conway School District
4003000	Star City School District
4102000	Foreman School District
4204000	Scranton School District
2304000	Guy-perkins School District
2305000	Mayflower School District
2306000	Mt. Vernon/enola School District
2307000	Vilonia School District
2402000	Charleston School District
2403000	County Line School District
2404000	Ozark School District
2501000	Mammoth Spring School District
2502000	Salem School District
2503000	Viola School District
2601000	Cutter-morning Star School District
2602000	Fountain Lake School District
2603000	Hot Springs School District
2604000	Jessieville School District
2605000	Lake Hamilton School District
2606000	Lakeside School Dist(garland)
2607000	Mountain Pine School District
3704000	Lafayette County School District
3804000	Hoxie School District
3806000	Sloan-hendrix School District
3809000	Hillcrest School District

Attachment 14 – Statewide Data

Per the ADE's guidance, we are providing two sets of data for comparison in this application. The first set, provided in the tables in the application narrative, pertains to the Bentonville Public School District where the physical teaching/learning center building will be located. In the second set of data, included in this attachment, we provide data for the statewide average.

Statewide Arkansas Data			
District Name	Arkansas Statewide		
District Status	NA		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	77.99%	74.81%	84.9%
Targeted Achievement Gap Group	69.81%	66.62%	80.5%
African American	62.59%	54.65%	78.1%
Hispanic	74.32%	72.30%	81.8%
White/Caucasian	83.33%	81.57%	87.8%
Economically Disadvantaged	70.90%	67.24%	80.3%
English Language Learners/ Limited English Proficient	64.45%	64.26%	80.8%
Students with Disabilities	26.91%	35.24%	80.4%

Attachment 15 – Statement of Permissible Uses



July 2, 2014

Kyle Bell
Connections Education

RE: Zoning Certification for 609 Southwest 8th Street

To Whom It May Concern,

The property located at 609 Southwest 8th Street, Bentonville, Arkansas is zoned C-2, General Commercial. The C-2 zoning designation allows for a variety of Commercial uses and does specifically allow for office and retail as a use by right.

For additional information regarding the specifics of the C-2, General Commercial zoning district, contact the City of Bentonville Planning Department at (479) 271-3126.

Respectfully,

A handwritten signature in black ink, appearing to read "B. Thompson", with a long horizontal flourish extending to the right.

Beau Thompson
City Planner

Attachment 16 – Connections Standard Fee Schedule

Connections Academy Standard Fee Schedule

Fee	Factor	Description
Educational Resource Center	\$126.00	per each enrolled student, calculated as an average over the school year
Connexus™ Annual License (EMS)	\$600.00	per each enrolled student, calculated as an average over the school year
Technical Support and Repairs	\$150.00	per each enrolled student, calculated as an average over the school year
Accounting and Regulatory Reporting	\$50.00	per each enrolled student, calculated as an average over the school year
Direct Course Instruction Support	\$1.53	per student day; based on enrollment at a point in time each month in a NaCA supported course
Short Term Substitute Teaching Services	\$300.00	per day, if service is provided by a teacher employed by the EMO Partner
Hardware/Software - Employees	\$600.00	per each staff member employed at the end of the year
Human Resources Support	\$1,250.00	per each staff member employed at the end of the year
School Curriculum Supplies	\$500.00	per each teacher employed at the end of the school year
Facility Support Services	\$15,000.00	per each school office location
Student Technology Assistance - Desktop*	\$575.00	per each computer provided by Connections at any time during the school year **
Student Technology Assistance - Laptop*	\$725.00	per each computer provided by Connections at any time during the school year **
Internet Subsidy Payment Processing	\$25.00	per each household enrolled at any time during the school year
Enrollment and Records Management	\$40.00	per each student enrolled at any time during the school year
Curriculum Postage	\$33.00	per each student enrolled at any time during the school year
Tangible and Intangible Instructional Materials - Kindergarten*	\$600.00	per each Kindergarten student enrolled at any time during the school year
Tangible and Intangible Instructional Materials - 1 st -5 th Grade*	\$950.00	per each 1 st - 5 th grade student enrolled at any time during the school year
Tangible and Intangible Instructional Materials - 6 th -12 th Grade*	\$1,075.00	per each 6 th - 12 th grade student enrolled at any time during the school year
Treasury Services	1.5%	of all revenue from governmental sources, excluding any special education revenue
Marketing Services	1.0%	of all revenue from governmental sources, excluding any special education revenue
School Administration	6.5%	of all revenue from governmental sources, excluding any special education revenue
Special Education Oversight and Liability	2.5%	of all revenue from governmental sources, excluding any special education revenue
Special Education Direct Services	TBD	Requires clarification of EMO Partner's role before rate is determined
Employee Benefits	18.0%	per actual gross wages and bonus accrual for administration and teachers employed by EMO partner
Employee Taxes	9.0%	per actual gross wages and bonus accrual for administration and teachers employed by EMO partner
Community Outreach	TBD	Board to approve budget for school's contribution toward outreach effort
Expenses Reimbursed to Connections Academy at Cost		
Employee Wages		
Office Supplies		
Copiers/Reproduction		
Office Postage		
Internet Subsidy Payment Reimbursement		
Student Testing and Assessment		
Staff Recruiting		
Local Staff Training/Professional Development		
Travel and Conferences		
Team Building		
Maintenance and Repair		
High Speed Internet		
Phone		
Office Rent		
Rent Operating Expense		
Utilities		
Contract School Staff		
Employee Pension (if applicable)		
Expenses Paid by the School by Contractual Obligation		
Banking fees		
Bookkeeping and Audit		
Dues		
Accreditation		
Directors and Officers Insurance		
Legal		
Board-Related Expenses		
Other Curriculum		
Summer School		
Graduation Expense		
Student Activities		
Any other expenses for services not contracted to Connections Academy of State, LLC		
* Items under Student Technology Assistance and Tangible and Intangible Instructional Materials are provided to the school and its students for use during the school year. They remain the property of Connections Academy of State and/or its vendors.		
** Total computers provided by Connections are calculated by combining the sum of all computers assigned to a household as counted on the first school day of September plus each computer shipped thereafter at any time during the school year, excluding computers shipped for the following reasons:		
◦ reshipment for replacement or repair		
◦ student supplemental grant equipment		
◦ equipment provided for IEP reasons		